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 200 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 has over 38,000 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 51 countries around the world.

Mission Statement

Indiana University South Bend is this area's premier comprehensive public university dedicated to serving the needs of North Central Indiana and beyond. As a regional campus of Indiana University, IU South Bend provides a diverse population the opportunity to affordably earn a prestigious IU degree through its quality graduate and undergraduate programs. With its caring faculty and staff, IU South Bend is committed to an inclusive, student-centered approach that focuses on preparing its students for both the workforce and postgraduate education through rigorous coursework, research, and creative activity. We are a catalyst for social mobility that contributes to the vitality of our region by educating informed individuals, thoughtful stewards, innovative professionals, and responsible leaders.

Approved by the IU Board of Trustees | February 2021

Contact

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Photo credit | **Michael Caterina**

Office of Admissions

Office of Admissions

Connie Peterson-Miller, MLS | Director
Administration 133 | (574) 520-4839 |
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Undergraduate Admissions

Pictured | **Morgan Lackey** | *Bachelor of Education,* Secondary Education, English | Bristol, Indiana (hometown)
Campus Involvement | Pub Hub (College of Liberal Arts and Sciences Publishing Center)

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, 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.

Students returning to IU South Bend after a break in their studies of more than two semesters should first meet with the academic department in which they intend to resume study and then complete the Apply IU application in order to update the student record. Those who were formerly enrolled at another IU campus should also use the Apply IU application to seek a transfer to IU South Bend.

IU South Bend has adopted a test-optional admissions policy. Students applying for undergraduate admission can choose at the point of application whether to have SAT or ACT test scores considered as part of the application.

Students who opt to submit SAT or ACT scores may self-report them at the time of admission. If offered, admission is contingent upon official scores which are equal to or higher than those which were self-reported. Official scores should be sent directly to IU South Bend following admission. 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).
- Determine whether to submit SAT or ACT scores as part of the application file. Students who opt to submit SAT or ACT scores may self-report them at the time of admission. Official scores should be sent directly to IU South Bend following admission. SAT code: 1339; ACT code: 1225. Students 21 years and older are not required to submit test 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.
- Determine whether to submit SAT or ACT scores as part of the application file if transferring fewer than 12 credits. Students who opt to submit SAT or ACT scores may self-report them at the time of admission. Official scores should be sent directly to IU South Bend following admission. SAT code: 1339; ACT code: 1225.
  Students transferring more than 12 credits or who are 21 years and older are not required to submit test 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).

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 counselor recommendation and an official high school transcript to determine eligibility.
- Students are not required to submit test scores for admission but may be required to sit for placement exams in order to enroll for certain classes

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

- Complete the IU South Bend admission application.
- Submit one of the following: A current transcript, letter of good standing, or a copy of the last grade card from the home institution. For admission, guest students must have at least a 2.0 GPA from their current institution. Students between their senior year in high school and freshman year in college may submit a letter of acceptance from their home institution.
- 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 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.

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**

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.

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.

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.

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.

Financial Aid and Scholarships

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Financial Aid and Scholarships

Pictured | **Kelly O'Connor** | *Bachelor of Science in Education, Special Education, Early Childhood* | Granger, Indiana (hometown)

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 student aid index 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. Complete applications are processed in date received order. Students must apply for financial aid each year by completing the FAFSA or Renewal FAFSA at studentaid.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 automatically 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. If this is your first loan ever, you must also complete the online Entrance Counseling.

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 studentaid.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 during the second week of the 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 types of 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 six required credit hours per semester; for graduate students, half-time status is four required credit hours. Full-time status for undergraduate students is 12 required credit hours per semester; for graduate students, full-time status is eight required 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 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 student aid index as calculated from your FAFSA data, and your enrollment status in required credit hours (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 April 15 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 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.

William D. Ford Federal Direct Loan Program

The William D. Ford Federal Direct 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 are 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 process enables IU South Bend to refund the maximum possible institutional charges.

Refund and Repayment Policy for Students Receiving Federal Financial Assistance

Students receiving federal Title IV assistance are subject to all institutional policies regarding refunds and course enrollment. In addition, if you receive Title IV assistance, you are subject to additional refund and repayment policies mandated by the federal government. Title IV funding includes the following: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal 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 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.

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.

Scholarships

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 opens October 1 and is due March 1 each year. It 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.

Academic Regulations and Procedures

Pictured | **Joël Rael** | *Bachelor of Science in Chemistry* | Cerro, New Mexico (hometown)

Student Government AssociationHonors Program Volunteer Activities | International Journal (Chief Editor); Undergraduate Research Journal (Layout Editor); Biology/ Chemistry Club (treasurer); Physics Club (treasurer)

Academic Policies and Procedures

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Academic Standing

Pictured | **Robert Simons** | *Bachelor of Arts in English; Bachelor of Fine Arts, Performance* | Wyatt, Indiana (hometown)
Honors Program

Academic Standing

Policy through Summer 2025 Term ending August 15, 2025

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.

IU South Bend Undergraduate Academic Notice, Suspension, and Dismissal Policy

Policy effective Fall 2025 Term starting August 25, 2025

The university has established levels of academic performance that determine whether an IU South Bend degree-seeking undergraduate student is in Good Academic Standing, on Academic Notice, on Academic Improvement, or ineligible to continue studies.

Cumulative Grade Point Average (Cumulative GPA):
Cumulative GPA (CGPA) is calculated based on the student's record (IU transcript) after application of the best grade policy and course repeat policy. For this policy, IU dual credit from high school will not be used to determine Academic Notice or Dismissal.

Semester Grade Point Average (Semester GPA):
Semester GPA (SGPA) is calculated based on all the courses for which the student received a letter grade (A+ through F) in that semester, regardless of the application of other policies such as the best grade policy and course repeat policy. Semesters/Terms include all terms/ semesters e.g., Fall, Spring, and Summer.

IU South Bend Good Academic Standing:
A student with a cumulative GPA of 2.0 or higher is in Good Academic Standing

Academic Program Academic Standing:
Programs may establish additional academic requirements, such as a minimum cumulative GPA that is higher than 2.0. Students who do not meet the cumulative GPA requirement of their academic programs may be suspended or dismissed from those programs but not from IU South Bend. In such cases, a student may choose to continue enrollment at IU South Bend in a different program. Refer to academic bulletin listings for each college, school, or program to identify program-specific requirements and processes.

Academic Warning:
Continuing students who are in good academic standing and receive a semester GPA below 2.0 will be placed on Academic Warning.

Academic Notice:
Students will be placed on Academic Notice when their cumulative GPA falls below 2.0.

Academic Improvement:

- Students currently on Academic Notice will be placed on Academic Improvement if their most recent semester GPA is 2.0 or higher, but their cumulative GPA is still below 2.0.
- Students currently on Academic Improvement will return to Academic Notice if their semester GPA falls below 2.0.

Return to Good Academic Standing:
Students who are currently on Academic Notice or Academic Improvement will be updated to Good Academic Standing after their cumulative GPA is 2.0 or higher.

Academic Suspension:

- Students with a semester GPA below 2.0 in their first semester of Academic Notice who completed the Academic Resilience Program will be granted one additional semester extension to continue Academic Notice.
- Students with a semester GPA below 2.0 in their first semester of Academic Notice who did not complete the Academic Resilience Program will be suspended for one academic semester (Fall or Spring) from IU South Bend.
- Students with a semester GPA below 2.0 in their second and subsequent semesters of Academic Notice will be suspended for one academic semester (Fall or Spring) from IU South Bend.

Reinstatement After Academic Suspension:
Students who have been placed in Academic Suspension may request to be reinstated at IU South Bend after one academic semester (Fall or Spring). Upon reinstatement, they will be placed on Academic Notice.

Academic Dismissal:
Reinstated students will be dismissed from IU South Bend for one year if their first semester GPA after reinstatement is below 2.0.

- **Reinstatement After Academic Dismissal** | Students who have been academically dismissed may request to be reinstated after a period of one year. Upon reinstatement, they will be placed on Academic Notice.

Academic Regulations and Policies

Pictured | **Bailey Vermillion** | *Bachelor of Science in Medical Imaging Technology (Online)* | Bremen, 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. 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^{S} 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.

Academic Regulations and Policies

Pictured | **Robert Simons** | *Bachelor of Arts in English; Bachelor of Fine Arts, Performance* | Wyatt, Indiana (hometown)
Honors Program

Academic Regulations and Policies

Addition of Courses/Late Registration

Students are permitted to register for classes via One.IU through the first week of classes. eAdd is only available between the second and fourth weeks of a regular term (fall and spring).

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.

The Registrar's office will not accept a Late Registration form after the last day of that class for the term.

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.

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. Auditing students pay the same fees as credit students. Contact the Office of the Registrar for details on auditing procedures.

Academic Regulations and Policies

Pictured | **Neil Bakshi** | *Bachelor of Education, Secondary Education, Social Studies* | Granger, Indiana (hometown)

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 2021 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.

Indiana College Core (ICC) Milestone (Formerly Statewide General Education Core)

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 45 credit hours or ICC. 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 General Education Committee (in consultation with the relevant academic units) is authorized to review appeals for the transfer of course credit hours for the following courses: Fundamental Literacies, Common Core, Contemporary Social Values, Extended Literacies, and tagged Information Literacy.

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

Students with Fewer than 45 Transfer Credit Hours

Students who transfer to IU South Bend with fewer than 45 credit hours, or have not completed the ICC, are required to complete all campuswide general education requirements.

Students with an earned Associate's Degree or 45 Credit Hours

Students who satisfy either of these criteria have a reduced set of campus general-education requirements.

All transfer students must complete one 300–level Common Core course at IU South Bend; additionally, the following areas are required and may be fullfilled through transfer courses or by courses completed at IU South Bend:

- One course in each of the Fundamental Literacies;
- One course in either area of Contemporary Social Values;
- One of the Extended Literacy options; and
- A tagged Information Literacy course.

Students Who Have Completed the Indiana College Core (ICC)

Students who transfer to IU South Bend and have completed the ICC will be subject to the following rules regardless of the number of credit hours transferred for graduation:

- Additional General Education requirements for incoming students seeking transfer to IU South Bend whose transcripts indicate having completed the ICC:
- Must complete one 300–level common core course in any category (390 or 399)
- Must complete any other general education courses required by their school and/or major, which may include minimum grade requirements. This may result in a student being required to take, or re-take, a course.

If a student receives a C- or lower in any of the ICC courses, the credits will come in to IU South Bend as undistributed. For example, an earned grade of C- or lower in a Written Communication course will have credits posted as ENG undistributed (ENG-UN 100), and the student must complete ENG-W 131 at IU South Bend.

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

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 Affairs.

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.

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.

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. All fully admitted undergraduates and graduate students who apply for university credit by examination are assessed at the current rate. Check online at bursar.iusb.edu for a list of fees.

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. Only courses with a grade of C or above are transferrable. Courses with C– or below do not transfer to IU South Bend.

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

Ordinarily, a maximum number of transfer credit hours from a bachelor's degree (including credit earned at other Indiana University campuses) may be counted toward the minimum credit hours necessary for graduation (approximately 120).

Dean's List for Undergraduate Students

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.

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.

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.

Academic Regulations and Policies

Pictured | **Olivia Zarantonello** | *Bachelor of Arts in Psychology / Minor in Palliative and Supportive Care* | La Porte, Indiana (hometown)
Sports Involvement | IU South Bend Softball Team
Volunteer Activity | Memorial Hospital

Academic Regulations and Policies

Drug-Free Campus Policy

Students are prohibited by Indiana University from using or possessing alcoholic beverages, any drug or controlled substance, or drug paraphernalia on university property or in the course of a university or student organization activity. Students are responsible for acquainting themselves with this policy and with sanctions for violation of the policy. All students found responsible for violating the Indiana University Student Code of Conduct, including Personal Misconduct allegations will be held accountable to the Indiana University South Bend Student Misconduct Procedures.

Emergency Closing The primary person responsible for making the decision to close or cancel classes at IU South Bend is the Chancellor. In the Chancellor's absence, the Executive Vice Chancellor for Academic Affairs will make the decision.

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

Enrollment Restriction

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

Final Examination Scheduling Policy

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

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

Grade Appeal Policy

This policy outlines the procedures for undergraduate and graduate students to appeal final course grades for all courses (in-person, hybrid, and online) taught at Indiana University South Bend. Grade appeals in collaborative programs should proceed in accordance with the campus offering the course. Grade changes shall adhere to the ACA-66 IU-Wide policy. Students may go to either the Titan Success Center or their Academic Advisor for help with completion of these forms.

Faculty-initiated grade changes

The grade assigned by the course instructor at the end of a term is the student's grade for that course. Only in cases where the course instructor has made error(s) in grade calculations will this final grade be changed through this process. Such requests should be initiated by the instructor through an electronic grade change request or Faculty Initiated Grade Change Request Form obtained from the Registrar's Office. Requests for a change of grade must be approved by the department chair or area coordinator (if applicable) and dean of the college or school. If the department chair, area coordinator, or dean disapproves the faculty-initiated grade change request, the request will be reviewed by the Academic Affairs Committee of the IU South Bend Faculty Senate (AAC) and a recommendation from the AAC will be forwarded to the Executive Vice Chancellor for Academic Affairs for a final decision.

A Faculty-initiated grade change request is to correct errors made by the course instructor, and not for addressing student disagreements. The only valid reasons for a course instructor to request consideration of a grade change are:

1. Incorrect grade due to miscalculation (human error). These will be considered only if accompanied by detailed explanations of how the errors occurred and who are affected by these errors.
2. Errors in judgment. This will be considered only if any reevaluation done by the faculty member applies to the whole class.
3. Procedural error (e.g., failure to follow announced grading procedures, failure to communicate grading procedures)

Work completed after the end of a course is not an acceptable reason for a grade change. If the student is unable to finish the assigned work by the end of the term, the instructor should consider whether or not a grade of I (incomplete) is appropriate. Faculty-initiated grade changes should be submitted, approved and grades corrected by the corrected grade submission deadline.

Student-initiated grade changes and limitations of time

If a student disagrees with her/his final course grade, the student should discuss the matter with the faculty member assigning the grade. Grade appeals (including changes to a W, FN, or FNN) must be submitted within one year from the end of the term in which the grade was posted. Grade appeals will not be accepted beyond the one year period.

The only valid reasons for a student to request consideration of a grade change are:

1. Incorrect grade due to miscalculation (human error)
2. Procedural error (e.g., failure to follow announced grading procedures, failure to communicate grading procedures)
3. Non-academic reasons (e.g., discrimination that is banned by University policy or requesting an Administrative late withdrawal due to extenuating circumstances). Late withdrawals must be accompanied by supporting documentation and must be for reasons other than poor academic performance.

Procedure for submitting a student-initiated grade appeal

Step One: Contact the Instructor and resolve matter informally

- Students seeking to contest a course grade should contact the instructor and attempt to resolve the matter informally first. It is suggested that the student and the instructor discuss the matter synchronously (by phone, virtually, or in person). If the instructor agrees that the grade should be changed, the instructor will initiate the Change of Grade process. To ensure fair treatment of all students in the course, the Chair or next level supervisor should verify with the Instructor that grades have been calculated in the same manner for all students.
- If the matter is not resolved informally or if the instructor does not respond within 10 business days of the student's initial contact, the student should submit a formal grade appeal. If the instructor is not available or has not responded within 10 business days from receiving the initial written appeal, the student may direct their initial formal appeal to the Department Chair or Program Director. Once the student has submitted the grade appeal, the student can follow up with the Registrar office about the status of their appeal.

Step two: Submit formal appeal to the Office of the Registrar

The Formal Appeal should include:

1) **Grade Change Request Form**–obtain from Registrar Office or access the electronic form

2) **Statement and Course syllabus:**

a. A statement that demonstrates a valid reason that the instructor would be obliged to assign a better grade. The statement should include an analysis of relevant evidence including (but not limited to): final exam, assignment instructions, and/or student's electronic gradebook, and/or copies of previous communications with instructor, and/or witness testimony.

b. Course syllabus

- The formal appeal will be sent to the Course Instructor first. The Course Instructor will approve or disapprove the request. The Instructor may add a response for rejecting the student's argument or an agreement to change the grade. If the instructor rejects the student's appeal, the instructor should inform the student that an appeal to the Department head or Dean is possible.
- The appeal will then move to the Department head (Chair, Program Director, or Area Coordinator). The Department head should gather information from both the student and the faculty member and reach a decision as to the merits of the appeal.
- The appeal will then be reviewed by the Dean. The Dean may appoint a faculty designee of the school (e.g., Assistant or Associate Dean) to review the appeal. The Dean or designee may request additional documentation.
- In those instances where either the Department Head or Dean supports the student's appeal, the person supporting the appeal must submit a written letter to the Senate Academic Affairs Committee of the IU South Bend Academic Senate. If a lower level is unable to submit the support documentation, the next level (e.g., Chair or Dean) is acceptable.
- The Academic Affairs Committee (AAC) of the IU South Bend Academic Senate will review each level of the appeal at the next scheduled meeting. The AAC may request additional documentation. The AAC will submit their recommendation in writing to the Executive Vice Chancellor for Academic Affairs (EVCAA), who makes a final resolution. The EVCAA decision will be sent to the Student, Instructor, Department Head, Dean of the College, and Registrar office. The EVCAA decision is final and cannot be appealed.
- The decision and relevant documents will be filed with Indiana University South Bend Registrar's Office and will be archived for 10 years unless otherwise directed by University Counsel.

(approved by the Academic Senate 2/24/95, revised 4/19/2019, revised 04/19/2024).

Grade Replacement Policy

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

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

Starting with courses taken in the fall 2021 or later, grade replacement will be viewed differently on the transcript but the impact on the GPA will remain the same.

For a course taken Fall 2021 or later, the original grade for the initial class will be removed from the transcript, leaving an "X" where the grade was to indicate that a grade replacement was made to impact the GPA. Any grade replacement (to have the initial grade removed from the GPA) for a course first taken before fall 2021 will continue to have the original grade followed by an X (i.e. C-X).

The grade replacement option is subject to the following considerations:

1. The IU South Bend grade replacement policy applies to undergraduate courses taken by students who do not have a bachelor's degree. If a bachelor's degree has been awarded, in no case may a grade be replaced for a course taken prior to the awarding of that degree.
2. This policy merely excludes certain grades from the calculation of the cumulative grade point average (CGPA). In determining admission, the meeting of degree requirements, the granting of honors and academic distinction, and other matters, each academic unit may use a GPA calculation that does not honor grade replacement. The GPA earned after grade replacement is subject to each academic unit's rules regarding academic probation and dismissal. In short, each academic unit retains the right to consider, for internal purposes, a student's complete academic record.
3. Under this policy, a student can replace the grades in any course taken at IU South Bend, except courses in which the student received the grades of W, I, or NC.
4. A student may exercise the grade replacement policy for a maximum of three courses or 10 credit hours (whichever comes first). The 10 credit hour limit includes any courses previously replaced under the FX policy prior to 2004 and any previously FX'd courses that were approved for academic renewal. A

student may exercise the grade replacement policy only once for any single course.

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

Grading Code

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

Grading Code Scale

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

Grade Point Average

A minimum CGPA of 2.0 (C) is required for undergraduates. Transfer students admitted from other institutions with deficiencies in credit points are expected to overcome those deficiencies with IU South Bend grades.

Academic Regulations and Policies

Pictured | **Anthony Wilson** | *Bachelor of Science in Business* | Mishawaka, Indiana (hometown)
Volunteer Activity | Assistant Wrestling Coach (Penn High School)

Academic Regulations and Policies

Graduation Requirements

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

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

Graduation with Distinction for Undergraduate Students

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 fourragére at Commencement.

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

Incomplete Grades

A grade of I (Incomplete) may be given when a substantial amount of the coursework (75 percent) is satisfactorily

completed by the end of the semester. The grade of I is given only when the completed portion of the student's work is of passing quality. The grade of I is awarded only under circumstances of hardship, when it is unjust to hold a student to the time limits ordinarily fixed for completion of coursework.

A student must remove the I within a calendar year from the date of its recording or, if required by the instructor, in a shorter time period. 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).

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.

Official Academic Transcript

Official transcripts are available from the Office of the Registrar. 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. Students with transcript holds may not be able to receive or send their transcript until the hold has been removed.

Students can request transcripts online at https://southbend.iu.edu/students/registrar/transcript-requests.html. Students can also request an enrollment verification at this site.

In Person

Print, complete, and sign the Transcript Request Form available at https://southbend.iu.edu/students/registrar/transcript-requests.html

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; 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. 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. Regretfully, the Office of the Registrar cannot be held responsible for printing delays due to system technical difficulties.

Students can also request their transcript by going to https://transcript.iu.edu/index.html.

By Mail

Print, complete, and sign the Transcript Request Form. All transcripts are sent regular first class mail.

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.

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.

Exception | During a state of emergency, the closing of a campus, or other extraordinary circumstances for a prolonged period that affects an entire campus, a student may elect to change a regular letter grade (of D- or higher) to P (Pass) with the approval of the student's dean under the procedures established by the student's school or division. (Faculty Council, March 24, 2020)

Academic Regulations and Policies

Pictured | **Chloe Graber** | *Bachelor of Science in Chemistry / Minor in Biological Sciences for Non-Majors* | Goshen, Indiana (hometown)

Honors Program
Volunteer Activity | New Paris Missionary Church

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.

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/ to view a copy on the web.

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.

Exception | During a state of emergency, the closing of a campus, or other extraordinary circumstances for a prolonged period that affects an entire campus, an instructor may award an S grade to some or all students in a course who had enrolled in the course for letter grades. Permission of the Dean of the unit that is offering the course is required, with documented notification to the student(s), based on the determination that awarding an S rather than a letter grade will not adversely affect a student's academic progress, status or eligibility for benefits. Each campus faculty governance organization, in consultation with the provost/chancellor and the campus registrar, shall develop procedures to implement this exception on their campus. (Faculty Council, March 24, 2020)

Second Degree

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

Semester Load

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

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

Social Security Number

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

Student Record Access

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

Indiana University's annual notification of student rights

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

1. The right to inspect and review the student's educational records within 45 days of the day the university receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official makes arrangements for access and notifies the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's educational records that they believe are inaccurate or misleading. Students may ask the university to amend a record that they believe is inaccurate or misleading. They must write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university notifies the student of the decision and advises the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure is provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Indiana University Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an educational record to fulfill his or her professional responsibility. Upon request, the university may disclose educational records without consent to officials of another school in which a student seeks or intends to enroll. Finally, public information may be released freely unless the student files the appropriate form requesting that certain public information not be released. This form is available at the Office of the Registrar. Public information is limited to name; hometown; university email address; major field of study; dates of attendance; admission or enrollment status; campus; school, college, or division; class standing; degrees and awards; activities; sports; and athletic information.

4. The right to file a complaint with the United States Department of Education concerning alleged failures by Indiana University to comply with the requirements of FERPA.

Tobacco-Free Campus

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

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

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.

Withdrawal-Classes and IU South Bend

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

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.*

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 One.IU the day they quit attending classes. Students who fail to officially withdraw receive grades of F in all courses in which they are enrolled.

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 One.IU Student Center. Classes dropped during this period do not show on the student's permanent record.

Withdrawal With Automatic Grade of W

Withdrawal requests beginning the second week of classes should be initiated through an eDrop request in One.IU. 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.

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.

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.

See also | Withdrawal for Reserves Called to Active Duty

Withdrawal-Active Duty

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

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.

See also | Withdrawal from Classes | Withdrawal from IU South Bend

Student Engagement

Student Engagement

Kory Vitangeli, MS | Vice Chancellor for Student Engagement
Administration 177 | (574) 520-4270 | students.iusb.edu

Student success is our #1 priority

Achieve your academic goals. Discover your talents! Overcome personal challenges. Student Affairs and Diversity provides the resources, programs, and staff to ensure every IU South Bend student flourishes academically, personally, and professionally during their time here.

Contact us anytime, we are here to help!

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Kevin Griffith, PsyD | Associate Vice Chancellor for Student Engagement

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Career Services

Career Services

Kimberly Moore | Director of Career Services
Adminstration 104 | (574) 520-4425 | 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 and alumni 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

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.

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.

Annual IU South Bend Career & Internship Fair
On-campus recruiting events provide professional job seeking and interviewing opportunities for students as well as alumni. Employers visit the campus to conduct interviews and to participate in career and internship fairs. The CSO electronic job board, IUSBCareers (powered by Handshake), 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 Services professionals can also assist with your graduate school options, a graduate school specific résumé or CV, and critiquing of personal statements. For information about IU South Bend's graduate programs, visit graduate.iusb.edu or the graduate school section of this publication.

Titan Success Center

Titan Success Center

Administration 140 | (574) 520-5050 | titansuccesscenter.iusb.edu

We welcome walk-ins and appointments

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.

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

Athletics and Activities

Student Activities Center

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

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

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 or e-mail 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.

Visit TitanAtlas for student clubs and events.

Accessible Educational Services

Accessible Educational Services

Kevin M. Griffith, MSEd, PsyD | Associate Vice Chancellor for Student Engagement
Administration 175 | (574) 520-4256 |
disabilitysupport.iusb.edu

Accessible Educational Services

IU South Bend is committed to providing equal access to higher education for academically qualified students with disabilities. Accessible Educational 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 Accessible Educational Services and provide current documentation of the disability. ContactAccessible Educational Services at least six 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.

Student Counseling Center

Student Counseling Center

Kevin M. Griffith, MSEd, PsyD | Associate Vice Chancellor for Student Engagement; and Executive Director for Student Counseling Services
Administration 175 | (574) 520-4125 | scc.iusb.edu

About the Student Counseling Center and TimelyCare Telehealth

The IU South Bend Student Counseling Center provides confidential, short-term, in-person 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. Qualified mental health professionals and supervised graduate students are available to assist students with any of the following issues: adjustment to college, anxiety, depression, and stress management, academic performance, relationship or family problems, bereavement, 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; crisis assistance, 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 during the hours of 9 am and 5 pm.

Additionally, Indiana University has parnered with TimelyCare to provide students with 24/7 access to virtual mental health counseling and wellness resources at no cost. Currently enrolled IU South Bend students will be able to access virtual "telehealth" support during acadeic breaks, over the weekend, and "after hours" when the Student Counseling Center is closed (after 5:00 pm).

Please remember, it's okay to ask for help!

Dean of Students

Office of Dean of Students and Office of Student Conduct

Mission

The Office of Dean of Students 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.

Vision

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

Philosophy

The Office of Dean of Students 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.

Office of Student Conduct

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.

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*

Center for Understanding, Belonging, and Experiences

Center for Understanding, Belonging, and Experiences (CUBE)

Misel Ramirez Vasoli, MSEd, LMHCA, NCC | Coordinator
Administration 100 | (574) 520-4580 | cube@iu.edu

About The Center for Understanding, Belonging and Experiences

IU South Bend Center for Understanding, Belonging, and Experiences (CUBE) is a safe, kind, and brave space on campus committed to advocacy, intersectional dialogue, and celebration of the diversity of the students at IU South Bend. The CUBE hosts a number of programs, services, and collaborative relationships to foster belonging in the student population. We promote multicultural competencies when working with diverse students from different ethnic minorities, first-generation, neuro-divergent, as well as students who identify in the LGBTQ+ community.

The CUBE strives to increase conversations, community and connections. celebrates history, voices, experiences and dynamic lives of IU South Bend students and foster cultural awareness.

Housing and Residence Life

Housing and Residence Life

Scott Strittmatter, BAA | Director
Community Building 110 | (574) 520-5805 | housing.iusb.edu

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) free laundry 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 nine 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.

Veteran Student Services

Veteran Student Services

Savanna Hebert-Annis, MS | University Coordinator, IU Military and Veteran Services
Administration 101 | (574) 520-4115 | Website

The core mission of the Office of Veteran Student Services (OVSS) is to ensure that our military-connected students 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 Veterans Affairs, the Indiana Department of Veterans Affairs, campus-community, and the regional community for our student veterans, service members, reservists, National Guard, and their families and dependents.

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, service member, reservist, National Guard, and their families and dependents is the end goal. 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.

Note | GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

Military Transcripts

Your military training and service may equate to academic credit at Indiana University South Bend. Please be sure to request an official copy of your JST and/or CCAF to be sent to Indiana University South Bend. Once received, the Office of Admissions will evaluate your military transcript(s).

- Joint Service Transcript (JST) | Army, Marine Corps, and Navy
- Community College of the Air Force (CCAF) | Air Force and Space Force

Applying for Veteran Affairs (VA) Education Benefits

Complete information on education benefits for veterans and their dependents may be obtained in the Office of Veteran Student Services or via email at veterans@iu.edu. Application for VA education benefits can be completed via electronic submission or by mail. Once the application is completed and submitted to the Department of Veteran Affairs, they will review the claim to make a formal decision. If you need assistance applying for benefits, please let us know.

For more information, you may visit our office or the webpages listed.

VA Education and Training Benefits
VA Education and Training Benefits help veterans, servicemembers, and their qualified family members with finding the right school or training program. Learn how to explore, apply, and manage your education and training benefits.

VA.GOV
With VA.GOV you can apply and manage your VA education benefits electronically. In addition, you can see all applications for benefits, options to manage those benefits, and options to manage your health.

WEAMS Institutional Search
WEAMS assists you in checking the MHA VA and DoD rates with the CH. 33 Post-9/11 GI Bill®, approved IHL and NCD programs at the institution, VA School Certifying Officials (SCOs), and participation in the Yellow Ribbon Program.

To use WEAMS Public, you must be using Microsoft Internet Explorer (IE 11.0) browser. Although all browsers are allowed to access WEAMS Public, other browsers have not been fully tested to certify compatibility.

The Post-9/11 GI Bill®
The Post 9/11 GI Bill® helps you pay for school or job training. If you've served on active duty after September 10, 2001, you may qualify for the Post-9/11 GI Bill®.

This program is commonly known as **Chapter 33**.

Edith Nourse Rogers STEM Scholarship
The Edith Nourse Rogers Science Technology Engineering Math (STEM) Scholarship allows eligible Veterans using the Post-9/11 GI Bill or dependents using the Fry Scholarship to get added benefits. This scholarship provides up to 9 months (or $30,000) of benefits for training in high-demand fields.

Find out if you're eligible and how to apply.

Transfer of Entitlement (ToE) to Spouse and/or Dependents
The transferability option under the Post-9/11 GI Bill® allows Servicemembers to transfer all or some unused benefits to their spouse or dependent children. The request to transfer unused GI Bill® benefits to eligible dependents must be completed while serving as an active member of the Armed Forces. The Department of Defense (DoD) determines whether or not you can transfer benefits to your family. Once the DoD approves Post-9/11 GI Bill® benefits for transfer, the new beneficiaries must apply for the GI Bill® using VA Form 22-1990E.

Visit the webpage for more information.

Yellow Ribbon Program
The Yellow Ribbon Program can help you pay for higher out-of-state, private school, foreign school, or graduate school tuition and fees that the Post-9/11 GI Bill® doesn't cover.

Find out if you qualify.

Veteran Readiness and Employment (VR&E)
If you have a service-connected disability that limits your ability to work or prevents you from working, Veteran Readiness and Employment (formerly called Vocational Rehabilitation and Employment) can help. This program–also known as Chapter 31 or VR&E–helps you explore employment options and address education or training needs. In some cases, your family members may also qualify for certain benefits.

Find out if you qualify.

This program is commonly known as **Chapter 31**.

Montgomery GI Bill® Active Duty (MGIB-AD)
The Montgomery GI Bill® Active Duty (MGIB-AD) can help you pay for education and training programs. If you've served at least 2 years on active duty, find out if you qualify.

This program is commonly known as **Chapter 30**.

$600 Buy Up Program
If you take part in the $600 Montgomery GI Bill® Buy-Up program, you'll get more money each month through your GI Bill® monthly payments. Find out how it works.

Montgomery GI Bill® Selected Reserve (MGIB-SR)
The Montgomery GI Bill® Selected Reserve (MGIB-SR) program offers up to 36 months of education and training benefits. If you're a member of the Army, Navy, Air Force, Marine Corps or Coast Guard Reserve, Army National Guard, or Air National Guard, you may be eligible for this benefit.

Find out if you qualify.

This program is commonly known as **Chapter 1606**.

Reserve Educational Assistance Program (REAP) GI Bill®
Reserve Educational Assistance Program (REAP) GI Bill® 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 Reserve Educational Assistance Program (REAP) GI Bill® on November 25, 2015. Some individuals will remain eligible for Reserve Educational Assistance Program (REAP) GI Bill® benefits until November 25, 2019, while others are no longer eligible for Reserve Educational Assistance Program (REAP) GI Bill® benefits.

This program is commonly known as **Chapter 1607**.

Monthly Enrollment Verification
For students who are utilizing VA education benefits under Chapter 30 Montgomery GI Bill® (MGIB-AD), Chapter

1606 Montgomery GI Bill® Selected Reserve (MGIB-SR), or Chapter 33 Post- 9/11 GI Bill®, you are required to verify your enrollment on a monthly basis if you are certified for your GI Bill® for the semester.

Learn more about how to verify your monthly enrollment.

Veterans Educational Assistance Program (VEAP) GI Bill®

You may be able to continue your education by using part of your military pay to help cover the cost of school. Find out if you can get benefits through the Veterans' Educational Assistance Program (VEAP)-a $2-to-$1 government-match program for educational assistance.

Find out if you qualify.

This program is commonly known as **Chapter 32**.

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).

National Call to Service Program

If you performed a period of national service, you may qualify for the National Call to Service program. This program allows you to choose an education benefit as an alternative to the Montgomery GI Bill® (MGIB).

Find out if you qualify.

Survivors' and Dependents' Educational Assistance Program (DEA) GI Bill®

Learn about the Survivors' and Dependents' Educational Assistance (DEA) program. If you're the child or spouse of a Veteran or service member who has died, is captured or missing, or has disabilities, you may be able to get help paying for school or job training through the DEA program.

Find out if you qualify.

This program is commonly known as **Chapter 35**.

Fry Scholarship

Learn about the Marine Gunnery Sergeant John David Fry Scholarship (Fry Scholarship), a scholarship for children and spouses of certain Veterans. If your parent or spouse died in the line of duty on or after September 11, 2001, while serving in the Armed Forces, or was a member of the Selected Reserve who died from a service-connected disability, you may qualify for this benefit.

Find out if you qualify.

Indiana Child of a Deceased or Disabled Veteran

Child of Purple Heart Recipient or Wounded Veteran or Deceased Disabled Veteran

Child of Prisoner of War or Missing in Action

The Tuition and Fee Exemption for Children of Disabled Veterans or Purple Heart Recipients provides up to 100% of tuition and regularly assessed fees for up to 124 semester credit-hours at Indiana public colleges and universities at the undergraduate resident tuition rate.

The Tuition and Fee Exemption for Children of Disabled Veterans or Purple Heart Recipients provides an annual award of up to $5,000 of tuition and regularly assessed fees at Indiana private, non-profit colleges and universities at the undergraduate resident tuition rate if the recipient graduated high school January 1, 2023 or later.

Recipients who graduated prior to January 1, 2023 are not eligible to use the award at private, non-profit colleges and universities.

Find out if you qualify.

Indiana Purple Heart Recipient

The Tuition and Fee Exemption for Indiana Purple Heart Recipients provides up to 100% of tuition and regularly assessed fees for up to 124 semester credit-hours at Indiana public colleges and universities at the undergraduate resident tuition rate.

Find out if you qualify.

Indiana National Guard Supplemental Grant (NGSG)

The National Guard Tuition Supplement Grant provides 100% tuition and regularly assessed fees at an Indiana institution for eligible members of the Indiana Air and Army National Guard. Students can attend either full-time or part-time.

The National Guard Tuition Supplement Grant provides an annual award of up to $5,000 towards tuition and regularly assessed fees at an Indiana private, non-profit college or university for eligible members of the Indiana Air and Army National Guard. Students can attend either full-time or part-time.

Find out if you qualify.

Indiana National Guard Extension Scholarship (NGES)

The National Guard Scholarship Extension Program is a limited scholarship that provides 100% of tuition and regularly assessed to former National Guard members who left the Guard under honorable discharge conditions, used the National Guard Supplement Grant in the past, and who served on active duty overseas since September 10, 2001. Students can attend either full time or part time.

Military Tuition Assistance (TA)

Military Tuition Assistance is a benefit paid to eligible members of the Army, Navy, Marines, Air Force, and Coast Guard. Congress has given each service the ability to pay up to 100% for the tuition expenses of its members.

Each service has its own criteria for eligibility, obligated service, application processes and restrictions. This money is usually paid directly to the institution by the individual services.

Please see our office for assistance with applying for tuition assistance.

- Air Force Tuition Assistance
- Army Tuition Assistance
- National Guard Tuition Assistance
- Coast Guard Tuition Assistance
- Marine Corps Tuition Assistance
- Navy Tuition Assistance

- Space Force Tuition Assistance
- TA DECIDE–Department of Defense

Academic Centers for Excellence

Academic Centers for Excellence

Ginny Heidemann, EdD | Director
Schurz Library, 1st Floor | (574) 520-5022 | ace.iusb.edu

About the Academic Centers for Excellence

The Academic Centers for Excellence (ACE) provides free in-person and online tutoring services to help students master content and develop skills and strategies for academic success. Services include drop-in tutoring, peer-assisted supplemental instruction, Write Well coaching, Study Smarter coaching, workshops, and study tables. Tutors are also embedded in classes to support students in labs and discussions. ACE awards five scholarships every semester to full-time students. Information on all ACE services, including schedules, resources, scholarship criteria, and an employment application can be accessed from the ACE website (ace.iusb.edu)

Honors Program

Honors Program

Neovi M. Karakatsanis, PhD | Director
Administration 164 | (574) 520-4861 | 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 medallion. 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.

IU South Bend Elkhart Center

Pictured | (l-r) **Brittin Thomas** | *Master of Science in Occupational Therapy* | Bachelor of Science in Education, Special Education, IU South Bend | Mishawaka, Indiana (hometown)
Kristine Magorien | *Master of Science in Occupational Therapy* | Bachelor of Science in Kinesiology, California State University–East Bay | Camarillo, California (hometown)

Photo provided by the Vera Z. Dwyer College of Health Sciences

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IU South Bend Elkhart Center

125 East Franklin Street | Elkhart, Indiana 46516
(574) 520-4000
elkhart@iusb.edu | elkhart.iusb.edu
Fall and Spring Hours: 8:00 a.m.-8:00 p.m. | Summer Hours: 7:30 a.m.-5:00 p.m.

About the IU South Bend Elkhart Center

The IU South Bend Elkhart Center is the home for the IU South Bend Elkhart Speech-Language Clinic; the School of Rehabilitation Sciences, including the Master of Science in Speech-Language Pathology and the Master of Science in Occupational Therapy.

The Center opened its doors in 2007 after being build and dedicated by private donors, and sits in the heart of Downtown Elkhart's "Gateway Mile."

In addition to flexible classroom learning spaces, the Center has a student lounge, a non-circulating library, a second-floor atrium equipped with six Windows and two Mac computers, multiple rehabilitation labs, and active clinical space. Specific information about classes offered at the Elkhart Center can be found online on the IU South Bend registrar's webpage.

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.

Degrees, Minors, and Certificates

Pictured | **Natalie Schifferl** | *Bachelor of Fine Arts, Graphic Design* | South Bend, Indiana (hometown)

Honors Program
Club Affiliation | Botany Club, One Way CMI Club
Volunteer Activity | Ironwood United Pentecostal Church

Degrees, Minors, and Certificates

(Undergraduate and Graduate)

- Degrees, Minors, and Certificates offered (alphabetical order)
- Minors offered
- Graduate Degrees and Certificates offered
- Collaborative Online Degree Programs

Degrees, Minors, and Certificates | Alpha Order

Pictured | **Andrew Barker** | Bachelor of Fine Arts in Integrated New Media Studies, Video and Motion Media / Minor in Film Studies | Mishawaka, Indiana (hometown)

Honors Program
Club Affiliation | Dungeons and Dragons

Degrees, Minors, and Certificates

Undergraduate and Graduate

- 3D Modeling and Animation | Bachelor of Fine Arts in Integrated New Media Studies with a Concentration in
- Accounting | Bachelor of Science in Business | Bachelor of Science in Business *(Collaborative Online Degree Program)* | Minor in Accounting for Business Majors | Minor in Accounting for Non-Business Majors
- Actuarial Science | Bachelor of Science in | Bachelor of Science in | *Collaborative Online Degree Program*
- Advertising | Bachelor of Science in Business
- African American Studies | Minor in
- Anthropology | Bachelor of Arts in | Minor in | Certificate in Social and Cultural Diversity
- Applied Health Science | Bachelor of Science in | *Collaborative Online Degree Program*
- Applied Mathematics and Computer Science | Master of Science in
- Applied Science | Bachelor of Applied Science *Collaborative Online Degree Program*
- Applied Statistics | Bachelor of Science in *Collaborative Online Degree Program*
- Art Education | Bachelor of Art Education
- Art History | Minor in
- Behavior Modification | Certificate in
- Biochemistry | Bachelor of Arts in | Bachelor of Science in
- Biological Sciences | Bachelor of Arts in | Bachelor of Science in | Minor in
- Biology | Masters of Arts for Teachers in Biology | Graduate Certificate | *Collaborative Online Degree Program*
- Business | Bachelor of Science in | Graduate Certificate in
- Business Administration | Bachelor of Science in | Bachelor of Science in (*Collaborative Online Degree Program)* | Master of Business Administration
- Business Analytics | Minor in Business Analytics for Business Majors
- Chemistry | Bachelor of Arts in | Bachelor of Science in | Bachelor of Science in (TSAP) | Minor in
- Chemistry | Master of Arts for Teachers of Chemistry | Graduate Certificate | *Collaborative Online Degree Program*
- Chemistry Education (Secondary Education) | Bachelor of Science in Education
- Choral, Music | Bachelor of Music Education
- Clinical Addictions Counselor | Patch (LCAC)
- Clinical Mental Health Counseling | Master of Science in Education
- Clinical Mental Health Counseling | Licensure Patch
- Coaching Education | Minor in
- Cognitive Science | Minor in
- Communication Studies | Bachelor of Arts in | Minor for Non-Majors
- Communication Studies | Graduate Certificate | *Collaborative Online Degree Program*
- Composition | Master of Music in
- Composition Studies | Graduate Certificate in | *Collaborative Online Degree Program*
- Computer Applications | Minor in
- Computer Applications | Certificate in
- Computer Programming | Certificate in
- Computer Programming (Advanced) | Certificate in
- Computer Science | Bachelor of Science in | Bachelor of Science in (*Collaborative Online Degree Program)* | Minor in | Master of Science in Applied Mathematics and Computer Science | Graduate Certificate
- Computer Science Education (Secondary) | Bachelor of Science in Education
- Costume Production | Minor in
- Counseling and Human Services | Minor in
- Creative Writing | Minor in
- Criminal Justice | Bachelor of Science in | Bachelor of Science in (TSAP) | Minor in | Master of Public Affairs in
- Dance | Minor in
- Data Science | Bachelor of Science in | *Collaborative Online Degree Program*
- Dental Hygiene | Bachelor of Science in
- Design | Bachelor of Fine Arts in Integrated New Media Studies with a Group Focus in
- Design and Technical Production | Bachelor of Fine Arts in Theatre
- Drawing and Painting | Bachelor of Fine Arts | Studio Minor in
- Early Childhood | Minor | Teacher Education and Special Education
- Earth and Space Science | Minor in

- Earth-Space Science Education (Secondary) | Bachelor of Science in Education
- East Asian Studies | Minor in
- Economics | Bachelor of Science in Business with a Concentration in | Minor in Economics for Non-Business Majors
- Educational Leadership| Educational Specialist | *Collaborative Online Degree Program*
- Education Technology for Learning | Master of Science in Education in Education | *Collaborative Online Degree Program*
- Elementary Education | Bachelor of Science in Education | Bachelor of Science in Education (TSAP)
- Elementary Education | Master of Science in Education (Unified Track: Elementary and Secondary with Reading and English Learners Focus)
- English | Bachelor of Arts in | Minor in | Master of Arts in
- English | Master of Arts in | *Collaborative Online Degree Program*
- English/Language Arts (Secondary) | Bachelor of Science in Education | Bachelor of Arts in TSAP
- European Studies | Minor in
- Exploratory
- Film Studies | Minor in
- Finance | Bachelor of Science in Business | Minor in Finance for Business Majors | Minor in Finance for Non-Business Majors | Masters of Business Administration with Optional Concentration in
- Fine Arts | Bachelor of Arts in | Minor in
- Foundations of Education | Minor in
- French | Minor in
- French | Master of Arts for Teachers | *Collaborative Online Degree Program*
- General Business | Bachelor of Science in Business | Minor for Non-Business Majors | Masters of Business Administration | Graduate Certificate
- General Studies | Bachelor of General Studies | Online
- German | Minor in
- German | Master of Arts for Teachers | Graduate Certificate | *Collaborative Online Degree Program*
- Government Administration and Policy | Master of Public Affairs in
- Graphic Design | Bachelor of Fine Arts | Studio Minor
- Health Care Management | Minor in Health Care Management for Non-Business Majors
- Health Promotion | Bachelor of Science in Health Sciences with a Concentration in | Minor in
- Health Sciences | Bachelor of Science in
- Health Services Management | Bachelor of Science in Business
- Health Systems Management | Graduate Certificate in Public Affairs
- History | Bachelor of Arts in | Minor in
- History | Bachelor of Arts in | Master of Arts for Teachers in History | Graduate Certificate | *Collaborative Online Degree Program*
- Human Resource Management | Bachelor of Science in Business | Minor in Human Resource Management for Business Majors | Minor in Human Resource Management for Non-Business Majors |
- Informatics | Bachelor of Science in | Bachelor of Fine Arts in Integrated New Media Studies with a Concentration in | Minor in | Post-Baccalaureate Certificate in Applied Informatics
- Informatics | Bachelor of Science In | Bachelor of Science in (TSAP) | Bachelor of Science in (*Collaborative Online Degree Program)*
- Informatics and Interactive Media Arts | Bachelor of Arts in | Bachelor of Science in
- Instrumental | Bachelor of Music Education
- Interactive Media Design | Bachelor of Fine Arts in Integrated New Media Studies with a Concentration in
- Integrated New Media Studies | Bachelor of Fine Arts in | Minor in
- International Business | Minor in International Business for Business Majors
- International Studies | Minor in
- Journalism | Minor in
- Journalism and Digital Media | Bachelor of Arts in Communication with a Concentration in
- Labor Studies | Bachelor os Science in | Technical Certificate
- Labor Studies (General) | Minor in
- Latin American Studies | Minor in
- Language and Literature | Graduate Certificate in | *Collaborative Online Degree Program*
- Leadership and Management | Minor in Leadership and Management for Non-Business Majors |
- Liberal Studies | Master of Liberal Studies
- Liberal Studies | Master of Liberal Studies | *Collaborative Online Degree Program*
- Life Science Education (Secondary Education) | Bachelor of Science in Education | Bachelor of Science in Education (TSAP)
- Literature | Graduate Certificate in | *Collaborative Online Degree Program*
- Management | Bachelor of Science in Business, with a Concentration in
- Management Information Systems | Bachelor of Science in Business | Minor in Management Information Systems for Business Majors | Minor in Management Information Systems for Non-Business Majors |
- Marketing | Bachelor of Science in Business | Minor in Marketing for Business Majors | Minor in Marketing for Non-Business Majors | Masters of Business Administration with Optional Concentration in
- Mathematics | Bachelor of Arts in | Bachelor of Science in | Minor in | Master of Science in Applied Mathematics and Computer Science
- Mathematics | Master of Arts for Teachers of Mathematics | Graduate Certificate in | *Collaborative Online Degree Program*
- Mathematics Education (Secondary) | Bachelor of Science in Education
- Media, Culture, and Society | Minor in
- Medical Imaging Technology | Bachelor of Science in

- Medical Imaging Technology | Bachelor of Science in | *Collaborative Online Degree Program*
- Medical Laboratory Science | Bachelor of Science in
- Medical Laboratory Technician (MLT) to Medical Laboratory Science (MLS) | Completion
- Mental Health Counseling Licensure Patch (LMHC)
- Music | Bachelor of Arts in | Artist Diploma | Performer Diploma | Performer Diploma/Artist Diploma (Graduate certificate) | Master
- Music | Bachelor of Fine Arts in Integrated New Media Studies with a Group Focus in
- Music Composition | Bachelor of Music with a Concentration in | Minor in | Master of Music
- Music Performance | Minor in
- Music Technology | Bachelor of Arts in Music
- Musical Theatre Performance | Bachelor of Fine Arts in Theatre
- Music Theory and History | Minor in
- Nonprofit Administration and Policy | Master of Public Affairs in
- Nonprofit Management | Graduate Certificate in Public Affairs
- Nursing | Bachelor of Science in Nursing | Master of Science in | Post-Master Family Nurse Practitioner Certificate | RN-BSN Online Degree Completion Option
- Nutrition | Minor in
- Occupational Therapy | Master of Science in
- Orchestral Instrument | Bachelor of Music with a Concentration in
- Orchestral Instrument | Bachelor of Music Education
- Organizational Communication | Minor in
- P-12 Building Level Administrator | Graduate Licensure
- Palliative and Support Care | Minor in
- Paralegal Studies | Certificate in
- Performance | Bachelor of Arts in Theatre | Master of Music in
- Philosophy | Bachelor of Arts in *(not admitting new students starting Spring 2025)* | Minor in
- Photography | Bachelor of Fine Arts | Studio Minor
- Physical Science Education (Secondary) | Bachelor of Science in Education
- Physics | Bachelor of Arts in | Bachelor of Science in | Minor in
- Physics Education (Secondary) | Bachelor of Science in Education
- Piano | Bachelor of Music with a Concentration in
- Political Science | Bachelor of Arts in | Minor in
- Political Science | Master of Arts for Teachers in Political Science | Graduate Certificate | *Collaborative Online Degree Program*
- Printmaking | Bachelor of Fine Arts | Studio Minor
- Professional and Public Writing | Minor in
- Psychology | Bachelor of Arts in | Bachelor of Arts in (TSAP) | Minor in
- Public Affairs | Master of Public Affairs | Graduate Certificate in
- Public Management | Graduate Certificate in Public Affairs
- Public Relations and Strategic Communication | Bachelor of Arts in Communication Studies with a Concentration in | Minor in
- Publishing | Minor in
- Radiologic Technology | Associate of Science in
- Rehabilitation Sciences | Bachelor of Science in Health Sciences with a concentration in
- Relational Communication and Social Interaction | Bachelor of Arts in Communication Studies with a Concentration in | Minor in
- Religious Studies | Minor in
- School Counseling | Master of Science in Education
- School Counseling | Licensure Patch
- Sculpture | Bachelor of Fine Arts | Studio Minor
- Secondary Education | Master of Science in Education (Unified Track: Elementary and Secondary with Reading and English Learners Focus)
- Secondary Education | Transition to Teaching Licensure Program
- Small Business and Entrepreneurship | Minor in Small Business and Entrepreneurship for Non-Business Majors |
- Social Studies Education (Secondary | Bachelor of Science in Education | Bachelor of Science in Education (TSAP)
- Sociology | Bachelor of Arts in | Bachelor of Arts in (TSAP) | Minor in
- Social Work | Bachelor of Social Work | Master of Social Work
- Spanish | Bachelor of Arts in | Minor in
- Spanish | Bachelor of Science in | Graduate Certificate in | *Collaborative Online Degree Program*
- Special Education | Bachelor of Science in | Bachelor of Science in (TSAP) | Minor in | Master of Arts for Teachers, P-12 Mild Intervention
- Speech Language Pathology | Master of Science in | *Rehabilitation Sciences*
- Speech Language Pathology | Bachelor of Science in Health Sciences with a concentration in
- Sports and Exercise Science | Bachelor of Science in Health Sciences with a concentration in | Minor in
- State Counseling Licensure Transfer Patch (LMHC)
- Sustainability Studies | Bachelor of Arts in | Minor in
- Sustainability Studies | Bachelor of Arts in | *Collaborative Online Degree Program*
- Technology for Administration | Graduate Certificate in
- Theatre | Bachelor of Arts in | Minor in |
- Video and Motion Media | Bachelor of Fine Arts in Integrated New Media Studies with a Concentration in
- Voice Performance | Bachelor of Music with a Concentration in
- Women's and Gender Studies | Bachelor of Arts in | Minor in
- Writing (Professional and Public) | Minor in

Degrees, Minors, and Certificates | Alpha Order

Pictured | **Andrew Barker** | Bachelor of Fine Arts in Integrated New Media Studies, Video and Motion Media / Minor in Film Studies | Mishawaka, Indiana (hometown)

Honors Program
Club Affiliation | Dungeons and Dragons

Minors Offered at IU South Bend

- Accounting | Minor in Accounting for Business Majors | Minor in Accounting for Non-Business Majors
- African American Studies | Minor in
- Anthropology | Minor in
- Art History | Minor in
- Biological Sciences | Minor in
- General Business | Minor for Non-Business Majors
- Business Analytics | Minor in Business Analytics for Business Majors
- Chemistry | Minor in
- Coaching Education | Minor in
- Cognitive Science | Minor in
- Communication Studies | Minor for Non-Majors
- Computer Applications | Minor in
- Computer Science | Minor in
- Costume Production | Minor in
- Counseling and Human Services | Minor in
- Creative Writing | Minor in |
- Criminal Justice | Minor in
- Dance | Minor in
- Drawing and Painting | Studio Minor in
- Early Childhood | Minor in
- Earth and Space Science | Minor in
- East Asian Studies | Minor in
- English | Minor in
- English Language Learners | Minor in
- European Studies | Minor in
- Film Studies | Minor in
- Finance | Minor in Finance for Business Majors | Minor in Finance for Non-Business Majors
- Fine Arts | Minor in
- Foundations of Education | Minor in
- French | Minor in
- German | Minor in
- Graphic Design | Studio Minor
- Health Care Management | Minor in Health Care Management for Non-Business Majors
- Health Promotion | Minor in
- History | Minor in
- Human Resource Management | Minor in Human Resource Management for Business Majors | Minor in Human Resource Management for Non-Business Majors
- Informatics | Minor in
- Integrated New Media Studies | Minor in
- International Business | Minor in International Business for Business Majors
- International Studies | Minor in
- Journalism | Minor in
- Latin American Studies | Minor in
- Leadership and Management | Minor in Leadership and Management for Non-Business Majors
- Management Information Systems | Minor in Management Information Systems for Business Majors | Minor in Management Information Systems for Non-Business Majors
- Marketing | Minor in Marketing for Business Majors | Minor in Marketing for Non-Business Majors
- Mathematics | Minor in
- Media, Culture, and Society | Minor in
- Music Performance | Minor in
- Music Theory and History | Minor in
- Nutrition | Minor in
- Organizational Communication | Minor in
- Palliative and Support Care | Minor in
- Philosophy | Minor in
- Photography | Studio Minor
- Physics | Minor in
- Political Science | Minor in
- Printmaking | Studio Minor
- Professional and Public Writing | Minor in
- Psychology | Minor in
- Public Relations | Minor in
- Publishing, Interdisciplinary | Minor in
- Interpersonal Communication | Minor in
- Religious Studies | Minor in
- Sculpture | Studio Minor
- Small Business and Entrepreneurship | Minor in Small Business and Entrepreneurship for Non-Business Majors
- Sociology | Minor in
- Spanish | Minor in
- Special Education | Minor in
- Sports and Exercise Science | Minor in
- Sustainability Studies | Minor in
- Theatre | Minor in
- Women's and Gender Studies | Minor in
- Writing (Professional and Public) | Minor in

Degrees, Minors, and Certificates | Alpha Order

Pictured | **Cheryl Barnes** | Bachelor of Science in Nursing | Middlebury, Indiana (hometown)
Club Affiliation | Student Nurses Association (treasurer)

Graduate Degrees and Certificates Offered

- Applied Mathematics and Computer Science | Master of Science in
- Biology | Master of Arts for Teachers of Biology | Graduate Certificate | *Collaborative Online Degree Program*
- Business | Graduate Certificate in
- Business Administration | Master of Business Administration |
- Chemistry | Master of Arts for Teachers of Chemistry | Graduate Certificate | *Collaborative Online Degree Program*
- Clinical Mental Health Counseling | Master of Science in Education

- Communication Studies | Graduate Certificate | *Collaborative Online Degree Program*
- Composition | Master of Music in
- Composition Studies | Graduate Certificate in | *Collaborative Online Degree Program*
- Computer Science | Master of Science in Applied Mathematics and Computer Science | Graduate Certificate (*Collaborative Online Degree Program)*
- Criminal Justice | Master of Public Affairs
- Educational Leadership | Master of Science in Education | *Collaborative Online Degree Program*
- Education Technology for Learning | Master of Science in Education | *Collaborative Online Degree Program*
- Elementary Education | Master of Science in Education (Unified Track: Elementary and Secondary with Reading and English Learners Focus)
- English | Master of Arts in
- English | Master of Arts in | *Collaborative Online Degree Program*
- Finance | Masters of Business Administration with Optional Concentration in
- German | Master of Arts for Teachers | Graduate Certificate | *Collaborative Online Degree Program*
- Government Administration and Policy | Master of Public Affairs in
- Health System Administration and Policy | Master of Public Affairs in
- History | Master of Arts | Master of Arts for Teachers in History | Graduate Certificate | *Collaborative Online Degree Program*
- Informatics | Post-Baccalaureate Certificate in Applied Informatics
- Language and Literature | Graduate Certificate in | *Collaborative Online Degree Program*
- Liberal Studies | Master of Liberal Studies
- Liberal Studies | Master of Liberal Studies | *Collaborative Online Degree Program*
- Literature | Graduate Certificate in | *Collaborative Online Degree Program*
- Marketing | Masters of Business Administration with Optional Concentration in
- Mathematics | Master of Science in Applied Mathematics and Computer Science
- Mathematics | Master of Arts for Teachers of Mathematics | Graduate Certificate in | *Collaborative Online Degree Program*
- Music | Performer Diploma/Artist Diploma (Graduate certificate) | Master
- Music Composition | Master of Music
- Nonprofit Administration and Policy | Master of Public Affairs in
- Nonprofit Management | Graduate Certificate in Public Affairs
- Nursing | Master of Science in | Post-Master Family Nurse Practitioner Certificate
- Occupational Therapy | Master of Science in
- P-12 Building Level Administrator | Graduate Licensure
- Performance | Master of Music in
- Political Science | Master of Arts | Master of Arts for Teachers in Political Science | Graduate Certificate | *Collaborative Online Degree Program*
- Public Affairs | Master of Public Affairs | Graduate Certificate in
- Public Management | Graduate Certificate in Public Affairs
- School Counseling | Master of Science in Education
- Secondary Education | Master of Science in Education (Unified Track: Elementary and Secondary with Reading and English Learners Focus)
- Social Work | Master of Social Work
- Spanish | Graduate Certificate in | *Collaborative Online Degree Program*
- Special Education | Master of Arts for Teachers, P-12 Mild Intervention
- Speech Language Pathology | Master of Science in | *Rehabilitation Sciences*
- Technology for Administration | Graduate Certificate in

General Education

General Education

Index

Fundamental Literacies (12 cr.)

- Writing
- Oral Communication
- Quantitative Reasoning
- Critical Thinking

Common Core Courses (12 cr.)

- Arts, Aesthetics, and Creativity
- Human Behavior and Social Institutions
- Literary and Intellectual Traditions
- The Natural World

Contemporary Social Values (6 cr.)

- Global Cultures
- Diversity in United States Society

Extended Literacies (3 cr.)

- Computer Literacy
- Visual Literacy
- Health and Wellness (3 cr.)
- Health and Wellness (2 cr.); AND Financial Literacy (1 cr.)

Additional Requirements (0 cr.)

- Information Literacy (tagged course)
- First Year Seminar (tagged course)

General Education Information

Pictured | **Mateo Galdamez** | *Bachelor of Fine Arts in Graphic Design* | South Bend, Indiana (hometown)

Honors Program
Volunteer Activity | McKinley Elementary School

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 General Education program aims to provide students with

- a broad knowledge of human cultures and the natural world, including the social and natural sciences as well as the arts and humanities
- advanced intellectual and practical skills, including the capacity for effective written and oral communication, logical reasoning, analysis, problem solving, and the basic quantitative, information, and technological literacy needed for the 21st century
- a sense of personal and social responsibility, including sensitivity to and knowledge of other cultures, recognition of diversity, and the capacity to take charge of and effectively manage their own well-being (health and finances).

IU South Bend is further committed to high-impact practices, such as first-year experiences. Together, these will provide students with the knowledge, skills, and sense of personal and social responsibility necessary for them to become active, engaged, informed, and responsible citizens and workers,over their lifetimes,whatever their career path might be after graduation.

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.

Consult degree requirements to determine whether completion of a specific course in any category is preferred or required by a department or program.

The Goals of General Education

- **Fundamental Literacies** | Students will obtain a broad knowledge of the ways in which communication takes place through written and oral communication, and obtain essential skills in quantitative reasoning and critical thinking.
- **Written and Oral Communication** | Students will be able to communicate effectively both in writing and orally, in public and interpersonally, using appropriate materials, and to work effectively in teams.
- **Quantitative Reasoning** | Students will have basic mathematical skills and appreciation for statistical concepts and methods, and be able to apply these not only to pre-given calculations, but generally, to real-world situations and problems described in prose.
- **Critical Thinking** | Students will gain the general skills needed to think and reason logically, to reflect on and articulate their own reasoning, to understand the nature of evidence and properly assess evidential support, and to analyze and solve real-world problems.
- **Common Core** | Students will obtain broad knowledge of the physical and natural world, human behavior and social institutions, literary and intellectual traditions, and art, aesthetics and creativity though interdisciplinary study demonstrating the productive relationships among disciplines and by emphasizing the value of fundamental literacies from the General Education curriculum.
- **Contemporary Social Value**s | Students will demonstrate familiarity with the culture, society, and values of a global society, or explore knowledge and traditions grounded in global cultural paradigms, as

well as develop an appreciation of diversity and a sense of social responsibility.

- **Global Cultures** | Students will have knowledge of and sensitivity to diverse global cultures.
- **Diversity in U.S. Society** | Students will have knowledge of and sensitivity to racial, cultural, and ethnic diversity in the United States.

- **Extended Literacies** | Students will obtain a broad knowledge of the ways in which communication takes place in the visual form, ways in which technology is used to support our lives, and develop a sense of personal responsibility for their health and finances.

- **Computer Literacy** | In the 21st Century preparation for life beyond the university includes learning how to use computers for a variety of tasks.
- **Visual Literacy** | Students will be able to understand meaning in a visual message/image and read, perceive, understand, create/produce, use, and appreciate visual images in a variety of settings.
- **Health and Wellness** | Students will be able to manage effectively their own well-being (e.g., their health).
- **Financial Literacy** | Students will be able to effectively manage their own finances.

- **Additional Requirements**

- **Information Literacy** | Students will be aware of how information is created and disseminated and will be able to effectively search for, evaluate, and ethically use relevant sources in their academic research projects.
- **First Year Seminars (FYS)** | Students will be able to understand how FYS fits into General Education and major fields of study, show how their personal beliefs and preconceptions influence their learning experiences, demonstrate their critical-thinking and decision-making skills, name ways to get involved in campus life, and reflect on their growth as learners.

The General Education Curriculum

The Campuswide General Education Curriculum is composed of five elements and requires a total of 33 credit hours of coursework.

- Fundamental Literacies courses (12 cr.)
- Common Core courses (12 cr.)
- Contemporary Social Values courses (6 cr.)
- Extended Literacies courses (3 cr.)
- Additional Requirements (0 cr.)

Common Core Courses

Pictured **| Shelby Alexander |** *Bachelor of Science in Biological Sciences / Pre-Optometry* **|** La Porte, Indiana (hometown)

Honors Program
Club Affiliation | IU South Bend Book Club (founder/ president)

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.

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.

For these reasons, students are required as part of their General Education to complete a course in Arts, Aesthetics, and Creativity. Such a course should enable students to:

1. Practice making art within artistic disciplines
2. Engage with and critique works of art
3. Demonstrate knowledge of cultural contexts of artistic disciplines (e.g. aesthetics, ethics, movements)
4. Demonstrate knowledge of artistic terminology, techniques, and/or materials
5. Reflect on the creative process and its implications for personal, communal, academic, and/or professional pursuits

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 390 offerings in the specific disciplines.

Select A 190 or A 390 from ANTH, CMLT, EDUC, 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.

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.

For these reasons, students are required as part of their General Education to complete a course in Human Behavior and Social Institutions. Such a course should enable students to:

1. Demonstrate an understanding of how individuals and institutions influence each other
2. Identify institutional and/or social power imbalances and how these impact individuals and/or institutions
3. Identify various approaches to understanding Human Behavior and Social Institutions

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, HSC, PALC, 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

Literary and Intellectual Traditions courses focus primarily on texts. These courses make use of primary sources, such as texts, documents, artifacts, etc., either created during the period under study or by someone who participated in the events of the time, to demonstrate how disciplines in the humanities, such as English, Philosophy, History, Women's and Gender Studies, and World Languages, contribute to the development, growth, and understanding of the human experience. Students in these courses learn to analyze or evaluate texts, events, or ideas in their cultural, intellectual or historical contexts. Students will develop an interpretation or argument about forms of human agency, understanding, or expression grounded in humanistic analysis. They will use literary and intellectual methods to analyze diverse narratives or viewpoints in order to explore the complexity of the fundamental issues related to the human experience across space and time.

For these reasons, students are required as part of their General Education to complete a course in Literary and Intellectual Traditions. Such a course should enable students to:

1. Construct an interpretation or argument based on texts from literary, historical, or philosophical traditions
2. Analyze or evaluate texts in their cultural, intellectual, and/or historical contexts
3. Apply general concepts, terms, and/or methods of analysis to the particular course topic

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.

The Natural World

Natural World courses are primarily about the methods and logic of science and aim to help students understand the importance of science in the development of knowledge in the world. These courses will serve to provide a context within which to evaluate the important scientific and technological issues we face in modern society, what constitutes a scientific approach to problems and the nature of proof, and the concept of change in the natural world.

For these reasons, students are required as part of their General Education to complete a course in the Natural World Common Core. Such a course should enable students to:

1. Demonstrate scientific literacy through an understanding of concepts, terminology, and fundamental theories, from at least one area of the natural sciences
2. Experience an experiment or observation or data analysis
3. Use information or data from primary literature to evaluate scientific arguments
4. Recognize a scientific approach to problem solving

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, HSC, MATH, PHYS, or in any other field in which a course in this category may appear, as designated in the Schedule of Classes.

Contemporary Social Values

Pictured | **Alli Elkins** | *Bachelor of Science in Medical Laboratory Science* | Edwardsburg, Michigan (hometown)

Contemporary Social Values (6 cr.)

Global Cultures (3 cr.)

Courses that fulfill the General Education Global Cultures requirement focus primarily on cultures or societies outside of the United States and Europe. In the twenty-first century, we live in a richly interconnected world,

with closely intertwined political and economic relations, widespread cross-cultural influences, and information flowing across national boundaries. Globalization is the new norm. As a result, we are all now in a significant sense "global citizens." It is impossible to work or plan effectively, or to adequately understand our own country and society, without knowledge of the diversity of global cultures world-wide, as well as the diversity within particular global cultures, and how these other cultures intersect with each other and with our own.

For these reasons, students are required as part of their General Education to complete a course in Global Cultures. Such a course should enable students to:

1. Demonstrate specific knowledge of at least one culture or society outside of the United States, specifically one or more non-European cultures (i.e., those originating from Latin America, Africa, the Middle East, or East or South Asia, the Pacific, or indigenous cultures outside the United States).
2. Describe examples of how those cultures or societies studied intersect with or have intersected with other cultures (possibly including US or European cultures and/or a colonial legacy).
3. Identify at least one specific aspect(s) of such a culture, such as its history, thought, customs, art, religion(s), economy, political institutions, colonialism, etc., and say how this aspect is related to other features that shape or have shaped that culture.

- AHST-A 307 Introduction to Non-Western Art
- ANTH-A 250 Anthropology in the Modern World
- ANTH-A 385 Topics in Anthropology
  VT: Anthropology of Cybercultures
  VT: Brazil: Culture, Race and Identity
  VT: Contemporary Chinese Society
  VT: Rise and Fall of Ancient Civilizations
  VT: Race and Ethnicity in Latin America
- ANTH-A 460 Topics in Anthropology
  VT: Global Health
  VT: International Inequalities
- ANTH-E 105 Culture and Society
- ANTH-E 300 Culture Areas and Ethnic Groups
  VT: Latin American Cultures
  VT: People/Cultures of the Caribbean
- ANTH-E 310 Introduction to the Cultures of Africa
- ANTH-E 321 Peoples of Mexico
- 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
- DHYG-H 412 Global Health (1-3 cr.)
- EALC-E 270 Japanese Language and Society
- EALC-E 271 Twentieth Century Japanese Culture
- EALC-E 320 Tasting Food in Japan: Food, Language, and Linguistics
- 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 Human Geography in a Changing World
- GEOG-G 120 Regions of the World
- GEOG-G 213 Introduction to Economic Geography
- 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 101 The World in the Twentieth Century I
- 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
- HSC-H 350 Global Health, Gender, and Sexuality
- HSC-H 413 Global Health and Nutrition
- 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
- POLS-Y 376 International Political Economy
- REL-R 153 Religions of Asia
- REL-R 257 Introduction to Islam
- SOC-S 362 World Societies and Cultures
  VT: Belize (study abroad)
  VT: Costa Rica (study abroad)
  VT: Mexico (study abroad)
- SOC-S 460 Topics in Non-Western Cultures
- SPAN-S 275 Hispanic Culture and Conversation
- SPAN-S 290 Topics in Hispanic Culture
- SPAN-S 412 Spanish America: The Cultural Context
- TEL-T 313 Comparative Media Systems
- WGS-E 391 Women in Developing Countries
- WGS-W 301 International Perspectives on Women
- WGS-W 400 Topics in Women's Studies
  VT: Gender and Work in Global Economy

Diversity in United States Society (3 cr.)

Courses fulfilling this requirement focus on issues of difference and commonality in the United States, such as race, class, gender, sexual orientation, immigration status, indigeneity, nationality, disability, and/or religion. Special attention is paid to the intersectionality of these categories.

After completing a Diversity in United States Society course, students should be able to:

1. Demonstrate specific knowledge of the history, values, politics, art, communication styles, economies, or beliefs and practices of one or more under-represented groups in the United States, as defined by factors such as race, ethnicity, immigration status, indigeneity, class, sex, gender, religion, disability, and/or sexual orientation.

2. Recognize the ways multiple factors such as race, ethnicity, immigration status, indigeneity, class, sex, gender, religion, disability, and/or sexual orientation shape individual lives, experiences, challenges, and opportunities in society.
3. Describe their own intersectional positions in society, and how their positions shape their own lives and their capacity to understand others, to empathize with others' experiences, and to communicate effectively with others.

- AFAM-A 150 Survey of the Culture of Black Americans
  Crosslist: HIST-A 100
- AHSC-H 330 Intercultural Health Communication (6 cr.)
- ANTH-E 320 Indians of North America
- ANTH-E 323 Indians of Indiana
- ANTH-E 380 Urban Anthropology
- CMLT-C 253 Third World and Black American Films
- EDUC-G 375 Multicultural Counseling-Related Skills and Communication
- EDUC-H 340 Education in 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
  VT: Survey of the Culture of Black Americans
  Crosslist: AFAM–A 150
- 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 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
  VT: Freedom Summer
- HSC-H 327 Introduction to Public and Community Health
- JOUR-J 475 Race, Gender, and the Media
- LSTU-L 110 Introduction to Labor Studies: Labor and Society
- LSTU-L 390 Topics in Labor Studies
  VT: Labor in U.S. History
- 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
  VT: Law and Society
- SPCH-S 450 Gender and Communication
- SWK-S 102 Understanding Diversity in a Pluralistic Society
- WGS-H 260 History of American Women
  Crosslist: 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
- WGS-W 302 Issues in Gender Studies
  VT: Race and Gender: 19th and 20th Century America
- WGS-Y 327 Gender Politics
  Crosslist: POLS-Y 327
- WGS-W 350 Global Health, Gender, and Sexuality

Extended Literacies

Pictured | **Nevaeh Mendoza** | *Bachelor of Arts in Political Science* | La Porte, Indiana (hometown)
Volunteer Activities | American Democracy Project; Peer Mentor

Extended Literacies (3 cr.)

Students will demonstrate their ability to apply extended literacies to their lives through the use of technology, engaging in healthy behaviors including financial wellness, and understand and interpret visual messaging.

Students will be required to take at least one option listed below for the Extended Literacies, for a total of at least three credit hours:

- Computer Literacy (3 cr.); OR
- Visual Literacy (3 cr.); OR
- Health and Wellness (3 cr.); OR
- Health and Wellness (2 cr.); AND
  Financial Literacy (1 cr.)

Classes will be designated as meeting these requirements in the Schedule of Classes.

Computer Literacy

Courses that fulfill the General Education Computer Literacy requirement focus primarily on aspects of technology. Technology is ubiquitous and integrated into every discipline and career. Using technology is a life skill that is critical to navigate increasingly technological lives and careers. For these reasons, students can meet a requirement of their General Education by completing a course in Computer Literacy.

Such a course should enable students to:

1. Create basic steps for solving problems, using computational thinking
2. Identify basic computational tools (e.g. hardware, software) in various domains
3. Use productivity software for data analysis, presentation, and reporting

4. Identify examples of interactions among technology, humans, and society

- 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-A 204 Introduction to Programming (4 cr.)
- CSCI-B 100 Problem Solving Using Computers
- CSCI-C 101 Computer Programming I (4 cr.)
- CSCI-C 155 Problem Solving and Programming I (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.)

Visual Literacy

Visual literacy is about the interpretation of visual media, its role in society, and how visual images can be used to convey messages and meaning. Visual literacy courses are primarily about analyzing or producing visual media and their roles in the presentation of ideas and/or concepts. Courses in visual literacy will include cultural, historical, and social contexts as they relate to visual artifacts. The course should promote an understanding of visual media as a means of understanding the world. For these reasons, students can meet a requirement of their General Education by completing a course in Visual Literacy.

Such a course should enable students to:

1. Critically analyze or produce visual media and their roles in the presentation of ideas and/or concepts (such as photographs, sculpture, video, film, new media, presentations, or papers).
2. Identify cultural, historical, and social contexts pertinent to the visual artifact.
3. Identify appropriate visual literacy vocabulary/ terminology as it relates to course media

- BIOL-L 403 Biology 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
- CMLT-C 294 History of the Motion Picture II
- CMLT-C 297 Film Genres
- CMLT-C 310 Literature and Film
  VT: Film Adaptations of Literature
- 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 240 Basic Printmaking Media
- 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

Health and Wellness (3 cr.)

Courses in this category are primarily about the role wellness plays in a successful life, as well as instruction in activities that will enhance a lifelong commitment to personal wellness. Students will develop the skills and knowledge necessary to incorporate the many dimensions of wellness into a well-articulated philosophy of health and well-being. These courses require students to demonstrate familiarity with the interwoven concepts and principles of physical fitness, healthful living, and the prevention of disease. A comprehensive approach to health and wellness prepares learners for life beyond the university. For these reasons, students can meet a requirement of their General Education by completing a course in Health and Wellness.

Such a course should enable students to:

1. Identify wellness concepts.
2. Explain the importance of a lifelong commitment to personal health and wellness.

- EDUC-M 359 Health and Wellness for Teachers (2 cr.)
- HPER-E 111 Basketball (1 cr.)
- HPER-E 133 Fitness and Jogging I (1 cr.)
- HPER-E 187 Weight Training (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-E 290 Yoga II (1 cr.)
- HPER-H 160 First Aid and Emergency Care
- 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.)
  Open only to Nursing students
- NURS-B 109 Personal Health and Wellness (1 cr.)
- NURS-B 233 Health and Wellness (4 cr.)
- THTR-D 110 Social Dance (2 cr.)
- THTR-D 111 Introduction to Latin Dance (2 cr.)
- THTR-D 115 Modern Dance I (2 cr.)
- THTR-D 120 Ballet I (2 cr.)
- THTR-D 130 Flamenco I (2 cr.)
- THTR-D 140 Jazz Dance I (2 cr.)
- THTR-D 150 Middle Eastern Dance I (2 cr.)
- THTR-D 215 Modern Dance II (2 cr.)
- THTR-D 220 Ballet II (2 cr.)
- THTR-D 230 Flamenco Dance II (2 cr.)
- THTR-D 240 Jazz Dance II (2 cr.)
- THTR-D 250 Middle Eastern Dance 2 (2 cr.)

Financial Literacy (1 cr.)

Students will develop the skills and knowledge necessary to incorporate concepts of financial wellness into their lives. This courses introduces students to the basic planning tools and concepts for college-age financial literacy. Emphasis on financial decisions and challenges facing a typical college student.

Such a course will enable students to:

- Identify personal financial goals and differentiate goals by their priorities and terms
- Use a financial calculator and online applications to calculate the time value of money
- Create personal financial statements and budget plans
- Design and implement strategies for tax and cash management

- BUS-F 151 Personal Finances of the College Student (1 cr.)

Fundamental Literacies

Pictured | **Aurora Veazie** | *History, English* | San Diego, California (hometown)
Club Affiliation | Young Democratic Socialists of America (treasurer)

Fundamental Literacies (12 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 four 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.

Such a course should enable students to:

1. Develop a thesis that establishes a position in relation to sources,goes beyond common knowledge, can be debated,and provides control, direction, and purpose to the paper.
2. Incorporate concrete examples in most body paragraphs to develop the thesis.
3. Incorporate an organizational structure that presents paragraphs in a meaningful progression.
4. Demonstrate control over grammar errors while maintaining the sentence-level flexibility to clearly articulate ideas.
5. Demonstrate sustained engagement with evidence (i.e. quotations) using appropriate citation form.
6. Engage in writing as a social process that includes multiple drafts, collaboration and reflection.

- ENG-W 131 Reading, Writing, and Inquiry I
- ENG-W 140 Elementary Composition-Honors

Oral Communication

TheCampuswide 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.

Such a course should enable students to:

1. Create messages appropriate for the intended audience(s)
2. Use appropriate supporting materials to communicate credibility and explain complex concepts to audiences.
3. Organize messages to support a purpose, following an organizational pattern
4. Demonstrate an understanding of ethics and authenticity in communication with others

- SPCH-S 121 Public Speaking

Quantitative Reasoning

The Campuswide General Education curriculum requires students to demonstrate competence in mathematical reasoning by successful completion of an approved course. Students scoring a 76 or higher on the ALEKS math placement exam are encouraged to contact the Math department or other departments that offer those approved courses for test-out options.

Such a course should enable students to:

1. Explain information presented in mathematical forms (e.g. equations, graphs, diagrams, tables, words)
2. Convert relevant information into various mathematical forms (e.g. equations, graphs, diagrams, tables, words).
3. Perform mathematical calculations.
4. Communicate quantitative evidence in support of an argument for various purposes and audiences (including general audiences).

- 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 109 Mathematical Foundations of Analytics
- 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 126 Trigonometric Functions
- MATH-M 127 Pre-Calculus with Trigonometry (5 cr.)
- 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

Critical Thinking

TheCampuswide 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.

Such a course should enable students to:

1. Identify reasons that support a claim
2. Construct arguments for and against a claim
3. Use widely accepted standards for evaluating the quality of evidence and reasoning

- AHLT-R 416 Trends and Issues in Medical Imaging Technology I
- CSCI-C 250 Discrete Structures
- CSCI-C 251 Foundations of Digital Computing
- ENG-W 270 Argumentative Writing
- HPSC-X 200 Scientific Reasoning
- HSC-H 492 Research in Health Sciences
- HSC-W 314 Ethics and Health Professionals
- 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
- SOC-S 204 The Sociological Imagination
- SPCH-S 228 Argumentation and Debate

Additional Requirements

Pictured | **Clarita Reynaga** | *Bachelor of Science in Biological Sciences* | Elkhart, Indiana (hometown)
Club Affiliations | Cheerleading

Additional Requirements (0 cr.)

As part of their General Education, students must complete two tagged requirements–Information Literacy and First Year Seminars.

Information Literacy

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

A First Year Seminar (FYS) is an existing course that is "tagged" to meet special goals in support of incoming students. All students should take a course tagged as an FYS in one of their first two semesters at IUSB; this includes transfer students arriving with fewer than 30 credit hours. Students can find courses with the FYS designation in the Schedule of Classes.

Such a course should enable students to:

1. Search for research materials using appropriate search tools
2. Search for research materials using effective search strategies
3. Retrieve sources that are appropriate for the topic and for use in academic research
4. Evaluate sources based on standard criteria and information need
5. Use sources ethically by documenting correctly
6. Reflect on the research process and selected sources

First Year Seminars

A First Year Seminar (FYS) is an existing course that is "tagged" to meet special goals in support of incoming students. All students should take a course tagged as an FYS in one of their first two semesters at IU South Bend; this includes transfer students arriving with fewer than 30 credit hours. Students can find courses with the FYS designation in the Schedule of Classes.

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.

Such a course should enable students to:

1. Explain how this course fits into the bigger picture of General Education and major fields of inquiry (sciences, social sciences, humanities and professions)
2. Show how their personal beliefs and preconceptions influence their learning experiences.
3. Demonstrate critical-thinking and decision-making skills
4. Name the ways they have gotten involved in campus life
5. Reflect on their growth as learners to show how their academic skills and knowledge can be transferred to new contexts
6. Make a successful transition from high school to college

Bulletins

Addendum to 2025-2026 Campus Bulletin

Changes made to degree requirements after the bulletin is published must be included in an addendum.

School of Education
Division of Curriculum, Leadership, and Instruction

- Foundations in Education, Minor | Changes to degree requirements | March 13, 2025

Vera Z. Dwyer School of Health Sciences
Division of Health Sciences

- Health Sciences with a Concentration in Speech Language Pathology | courses added to Supporting Requirements | March 17, 2025
- Health Sciences with a Concentration in Rehabilitation Sciences | courses added to Supporting Requirements | March 17, 2025
- Associate of Science in Radiography | removal of course and replaced with two others | March 24, 2025

Foundations of Education | 03/14/2025

Minor in Foundations of Education

The Minor in Foundations of Education an 18 15 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.

Students in other programs may use the minor to fulfill their graduation requirements for other degrees. Students should check with their academic units for grade requirements for minors in their program.

For course enrollment and advising assistance, contact the Education Advising Office, Education and Arts 2200 or phone (574) 520-4845.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise noted

- 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.) [2]
- EDUC-H 340 Education and American Culture [3]
- EDUC-P 250 General Educational Psychology
- EDUC-W 200 Using Computers in Education [1]

Select one of the following:

- EDUC-M 311 Methodology for Kindergarten/ Elementary Teachers [3]
- EDUC-M 314 General Methods for Senior High-Junior High/Middle School Teachers [3]

[1] It is recommended that students have access to a laptop computer.

[2] 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.

[3] EDUC-W 200 Using Computers in Education and EDUC-P 250 General Educational Psychology are prerequisites for this course.

[4] 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.

[5] Taken concurrently with EDUC-W 310 Integrating Technology K-12.

AS in Radiography | 03/24/2025

Foundations of Education | 03/14/2025

Bachelor of Science in Health Sciences, Concentration in Rehabilitation Science

The Bachelor of Science in Health Sciences with a concentration in Rehabilitation Sciences prepares students for graduate school for various rehabilitation, exercise science, and health and fitness professions. The concentration is specifically designed for individuals seeking to apply to graduate programs in athletic training, occupational therapy, physical therapy, or physician assistant. Students will have the ability to engage in their field of study through experiential learning with local healthcare organizations and facilities.

Additional Academic Requirements

Students must earn a cumulative GPA of 2.0 in all Health Sciences (HSC) required coursework. It is recommended for all coursework to be completed with a C or higher.

Students are responsible for reviewing and maintaining records of the needs of desired graduate programs. While this concentration offers a broad and comprehensive education, it does not guarantee fulfillment of all requirements for every graduate program.

During the program, students will complete Service Learning in Health Sciences, an internship-like course, requiring students to gain real-world experience in the community. Students are expected to collaborate with the course instructor to find a site based on their professional goals and should refer to the website for additional information: healthscience.iusb.edu/internships.html. Enrollment in this course will require students to pay for a background check, supply evidence of CPR certification, and complete additional compliance requirements.

Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards (i.e. GPA requirements, program dismissal, reinstatement, etc.).

Degree Requirements (120 cr.)

Students receiving the Bachelor of Science in Health Sciences degree must complete 120 credits including the following. All courses are 3 credit hours unless otherwise indicated.

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Health Sciences Core (25 cr.)
- Rehabilitation Science Core (18 cr.)
- Supporting Requirements (42 cr.)
- Free Electives

Health Sciences Core (25 cr.)

- HSC-A 291 Service Learning in Health Sciences I: OR
  HSC-A 491 Service Learning in Health Sciences
- HSC-H 101 Introduction to Health Sciences
- HSC-H 322 Epidemiology and Biostatistics
  May count for the Campuswide General Education Curriculum
- HSC-H 327 Introduction to Public and Community Health
  May count for the Campuswide General Education Curriculum
- HSC-H 411 Psychosocial Behavior Modeling for Fitness and Health
- HSC-H 492 Research in Health Sciences
  May count for the Campuswide General Education Curriculum
- HSC-H 499 Senior Seminar in Health Sciences
- HSC-W 211 Orientation to Health and Rehabilitation Professions (1 cr.)
- HSC-W 314 Ethics and Health Professionals
  May count for the Campuswide General Education Curriculum

Rehabilitation Sciences Core (18 cr.)

- HSC-K 205 Structural Kinesiology
- HSC-N 422 Exercise and Nutrition
- HSC-S 391 Biomechanics
- HSC-S 409 Physiology of Exercise
- HSC-S 419 Fitness Assessment of Exercise Prescription
- HSC-S 420 Exercise for Special Populations

Supporting Requirements (42 cr.)

- AHLT-R 185 Medical Terminology (2 cr.)
- ANTH-E 105 Culture and Society (added 03/17/2025)
- BIOL-L 102 Introduction to Biological Sciences (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.)
- ENG-W 231 Professional Writing Skills; OR
  ENG-W 270 Argumentative Writing
- HPER-N 220 Nutrition for health; OR
  HSC-H 102 Lifetime Wellness for Health
  May count for the Campuswide General Education Curriculum
- MATH-M 115 Precalculus and Trigonometry (5 cr.) (added 03/17/2025)
- 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 I (5 cr.)
- PSY-P103 General Psychology
  May count for the Campuswide General Education Curriculum
- PSY-P 216 Life Span Development Psychology

Free Electives

- Additional courses as needed to meet 120 credit hour requirement.
- Electives are specific to career paths to support application for various graduate schools and programs. Students should work with an Academic Advisor to ensure coursework taken meets the needs of degree requirements as well as graduate programs.

Athletic Training

- HSC-K 405 Exercise and Sport Psychology

Physical Therapy

- PHYS-P 202 General Physics 2 (5 cr.)

Occupational Therapy

- HSC-K 405 Exercise and Sport Psychology
- PSY-P 324 Abnormal Psychology

Foundations of Education | 03/14/2025

Radiography Program

Radiography is an art and science that involves the medical imaging of patients to produce a radiograph for the diagnosis and treatment of disease. Radiographers are essential members of the healthcare team that produce the highest quality diagnostic images while minimizing patient dose. Radiographers use radiation equipment to produce images of the tissues, organs, bones, and vessels of the body, as prescribed by physicians, to assist in the diagnosis of disease or injury.

Graduates are eligible to take the certification examination of the American Registry of Radiologic Technologists (ARRT) to become certified as a Registered Technologist (RT).

A radiographer's job duties involve multiple areas of expertise–trauma, surgery, fluoroscopy, portable/mobile, and general diagnostic radiography. Radiographers interact with other members of the health care team such as radiologists, surgeons, emergency medicine physicians, cardiologists, and nurses. Radiographers can be employed in hospitals and outpatient facilities such as occupational and urgent care centers, clinics, and doctor's offices. Employment may also include education, industry, or marketing and sales.

Accreditation Information

The Radiography Program at Indiana University South Bend is accredited by the

Joint Review Committee on Educaiton in Radiologic Technology
20 North Wacker Drive, Suite 2850
Chicago, Illinois 60606-3182
(312) 704-5300
Email | mail@jrcert.org

For the most up-to-date information on the accreditation, visit the program website

Admission Information

Applicants for the Radiography Program must be high school graduates or the equivalent. They must apply and be admitted to Indiana University South Bend prior to or concurrent with the application for the Radiography Program.

Applicants must complete the program's prerequisite courses before admission to the Radiography Program, which occurs between February 1st and April 1st. Students may apply for the program and still be completing courses in the spring semester the year of anticipated entry. All prerequisite courses must be completed by the end of the spring semester. complete courses in the spring semester of the year of anticipated entry. All prerequisite courses must be completed by the end of the spring semester. The admission rating system and requirements can be found on the program's website

Additional Academic Requirements

Additional academic requirements can be found on the program's website.

Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards (i.e. GPA requirements, program dismissal, reinstatement, etc.).

Pre-clinical students in the Vera Z. Dwyer School of Health Sciences are strongly encouraged to identify and apply a parallel plan. A parallel plan helps you align with the requirements of another academic program, providing a clear path for academic progression if your professional goals change, you encounter challenges meeting program requirements, or your needs shift.

Degree Requirements

Students receiving the Associate of Science in Radiologic Technology must complete 75 credits including the following. All courses are 3 credit hours unless otherwise indicated.

- Prerequisite Coursework (19 cr.)
- Major Coursework (56 cr.)

Prerequisite Coursework (19 cr.)

- AHLT-R 185 Medical Terminology (2 cr.)
- ANAT-A 210 Elementary Human Anatomy
- ANAT-A 211 Human Anatomy Laboratory (2 cr.)
- ENG-W 131 Reading, Writing, and Inquiry I
  Required prerequisite and major coursework may count for the Campuswide General Education Curriculum.
- MATH-M 111 Mathematics in the World; OR
  any other approved Quantitative Reasoning MATH course
- PHSL-P 130 Human Biology
- SPCH-S 121 Public Speaking
  Required prerequisite and major coursework may count for the Campuswide General Education Curriculum.

Major Coursework (56 cr.)

- AHLT-R 100 Orientation to Radiographic Technology (2 cr.)
- AHLT-R 101 Radiographic Procedures I (4 cr.)
- AHLT-R 102 Principles of Radiography 1
- AHLT-R 103 Introduction to Clinical Radiography (2 cr.)
- AHLT-R 180 Radiographic Procedures Laboratory (1 cr.)
  Fall and Spring
- AHLT-R 181 Clinical Experience in Radiography (2 cr.)
- AHLT-R 182 Clinical Experience–Radiography
- AHLT-R 200 Pathology (2 cr.)
- AHLT-R 201 Radiographic Procedures II (4 cr.)
- 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 (1 cr.)
  VT: Ethics (added 3/24/2025)
- AHLT-R 208 Topics in Radiography (1 cr.) (removed 3/24/2025)
- AHLT-R 250 Physics Applied to Radiology
- AHLT-R 260 Radiobiology and Protection
- AHLT-R 281 Clinical Experience-Radiography
- AHLT-R 282 Clinical Experience IV
- AHLT-R 283 Clinical Experience V (4 cr.)
- AHLT-R 290 Comprehensive Experience (4 cr.)

Colleges/Schools

Pictured | **Cassidy Parks** | *Bachelor of Arts in Sustainability Studies / Minor in Anthropology* | Mishawaka, Indiana (hometown)
Club Affiliation | Sustainability Club (treasurer)

College of Arts and Sciences

Ernestine M. Raclin School of the Arts
- Communication Studies | Fine Arts | Music | Theatre and Dance

School of Humanties and Social Sciences
- Criminal Justice | English | General Studies | History | Liberal Studies | Philosophy | Political Science and Public Affairs | Psychology | Sociology and Anthropology | Sustainability Studies | Women's and Gender Studies | World Language Studies | Interdisciplinary Minors

School of Natural Sciences
- Biological Sciences | Chemistry and Biochemistry | Computer and Information Sciences | Mathematical Sciences | Physics and Astronomy

College of Professional Studies

Judd Leighton School of Business and Economics
- Accounting, Finance, and International Business | Decision Sciences and Economics | Marketing, Management, and Business Law

School of Education
- Counseling and Human Services | Professional Educational Services | Secondary Education and Foundation Education | Teacher Education and Special Education

Vera Z. Dwyer School of Health Sciences
- Division of Dental Education | Division of Health Sciences | Division of Medical Laboratory Science | Division of Radiography and Medical Imaging | Division of Nursing Science | Division of Rehabilitation Science

School of Social Work

Social Work
Labor Studies

College of Arts and Sciences

Pictured |

College of Arts and Sciences

Ernestine M. Raclin School of the Arts
- Communication Studies
- Fine Arts
- Music
- Theatre and Dance

School of Humanities and Social Sciences
- Criminal Justice
- English
- General Studies
- History
- Interdisciplinary Minors | African American Studies | Art History | Cognitive Science | East Asian Studies | European Studies | International Studies | Latin American Studies | Religious Studies |
- Liberal Studies
- Philosophy
- Political Science and Public Affairs
- Psychology
- Sociology and Anthropology
- Sustainability Studies
- Women's and Gender Studies
- World Language Studies

School of Natural Sciences
- Biological Sciences
- Chemistry and Biochemistry
- Computer and Information Sciences
- Mathematical Sciences
- Physics and Astronomy

Undergraduate Supplemental and Preprofessional Programs
- Dentistry
- Engineering
- Law
- Medicine
- Optometry
- Pharmacy
- Physical Therapy
- Veterinary Medicine

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- Academic Regulations and Student Responsibilities
- Application for Graduation

College of Arts and Sciences

Pictured | **Victoria Sculati** | *Bachelor of Science in Health Sciences, Sports and Exercise Science* | Mishawaka, Indiana (hometown)

Mission

The teachers, scholars, and writers of the School of Humanities and Social Sciences and School of Natural Sciences 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 School of Humanities and Social Sciences and School of Natural Sciences are 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. School of Humanities and Social Sciences and School of Natural Sciences offer 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, our 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 School of Humanities and Social Sciences and School of Natural 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. The School of Humanities and Social Sciences and School of Natural Sciences prepare 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.

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 requirements.
- Some degree programs have additional stipulations in their bulletin listings.

Credit Hour Requirements

A candidate for a bachelor's degree in the School of Humanities and Social Sciences and School of Natural 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

The maximum number of transfer credit hours that may be counted toward graduation in the School of Humanities and Social Sciences and School of Natural 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.

Testing Out of Requirements

Students may test out of the general-education requirements Quantitative Reasoning and Computer Literacy by passing appropriate proficiency tests. For testing out of part of world languages, see World Languages Placement Examination information.

Upper-Level Coursework

A minimum of 30 credit hours must be completed in 300- or 400-level (junior-senior) courses. To satisfy campus general-education requirements, students must pass at least one 300-level Common Core course (i.e., A 399, B 399, N 390, or T 390).

Residency Requirement

The School of Humanities and Social Sciences and School of Natural Sciences require 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).

School of Humanities and Social Sciences and School of Natural Sciences (except General Studies):

Credit by Examination: School of Humanities and Social Sciences and School of Natural Sciences normally follow 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:

School of Humanities and Social Sciences and School of Natural Sciences encourage 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.

Academic Regulations and Application for Graduation

College of Arts and Sciences

Academic Regulations and Student Responsibilities

It is the student's responsibility to be aware of all academic regulations. The University, and its colleges and academic programs establish regulations that concern such things as requirements for curricula and courses, majors and minors, and campus residency. These requirements must be met before a degree is granted. Academic advisors will always help a student to become aware of these requirements, but the student is responsible for fulfilling them. At the end of a student's course of study, the faculty and the Trustees of Indiana University vote upon the conferring of the degree. If requirements have not been satisfied, the degree will be withheld pending adequate fulfillment.

For this reason, it is important: (1) for students to acquaint themselves with all regulations and remain informed throughout their college careers; and (2) for students to realize that while IU South Bend establishes certain minimum requirements that apply to its students, other requirements may be added by colleges and academic programs.#Therefore, students should refer to the#appropriate section(s) of this Bulletin for a more complete statement of academic regulations.

Students can expect to follow degree and major requirements as stated in the Bulletin that is current at the time of their admission to Indiana University South Bend. However, should a student change degrees and/or majors during their time at Indiana University South Bend, the student will follow the requirements in the Bulletin which is current at the time of the change. Under special circumstances and with the guidance of their academic advisor a student may change to a Bulletin between the time of their admission to IU South Bend and their graduation.

Application for Graduation

Degrees are conferred in December, May, and August. Commencement takes place in May of each year. Students must apply to graduate no later than October 1 for May and August graduations, or March 1 for December graduation. The student's academic record will only be audited for degree certification if the student applies for graduation. Without this audit the student cannot be recommended for conferral of the degree. All credit hours must be recorded in the transcript by the end of the semester in which the student intends to graduate.

Bachelor's Degrees

Pictured | **Justin Neilson** | *Bachelor of Arts in Sustainability Studies*| South Bend, Indiana (hometown)

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.

Upper-Level Coursework

A minimum of 30 credit hours must be completed in 300- or 400-level (junior-senior) courses. To satisfy campus general-education requirements, students must pass at least one 300-level core course (i.e., A 399, B 399, N 390, or T 390).

Residency Requirement

At least 26 credit hours of the work taken as a senior and at least 10 credit hours above the first-level courses in the major subject (not necessarily during the senior year) normally must be completed while in residence at IU South Bend. The 10 credit hours in the major subject must be taken in courses approved by the major department.

Correspondence and Special Credit

By special permission of the dean, a maximum of 12 credit hours may be earned toward a degree through correspondence study or by special credit examination. Any correspondence courses in the student's major must also have the approval of the departmental chair. (SPCH-S 121 Public Speaking may not be taken by correspondence.)

Time Limit for Completion of Requirements

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

Graduation Deadlines

An application for a degree or certificate must be filed in the office of the coordinator of student services, College of Liberal Arts and Sciences, not later than October 1 for May and August graduations, or March 1 for December graduation. All credit hours of candidates for degrees, except those of the current semester, must be on record at least six weeks prior to the conferring of degrees. Credit hours by correspondence must be on record at least three weeks prior to the conferring of degrees.

BA Degree Requirements

Pictured | **Ambri'yana Udongo** | Bachelor of Arts *in Psychology* | Mishawaka, Indiana (hometown)

Undergraduate Degree Requirements for School of Humanities and Social Sciences and School of Natural Sciences

Bachelor of Arts

The School of Humanities and Social Sciences and School of Natural 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 in the School of Humanities and Social Sciences and School of Natural Sciences who are pursuing Bachelor of Arts degrees must also complete the following 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 school and the campuswide general education requirements.

A Bachelor of Arts degree in the School of Humanities and Social Sciences and School of Natural Sciences Bachelor of Arts at IU South Bend comprises three parts:

Part One | Campus and school 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 school.

Part Three | A major encourages deep and coherent knowledge and skills development in a particular field of study within the school.

Parts One and Part Two together make up the School of Humanities and Social Sciences and School of Natural Sciences Bachelor of Arts 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 of Arts degree in the School of Humanities and Social Sciences and School of Natural 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 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.

School of Humanities and Social Sciences and School of Natural Sciences Bachelor of Arts Requirements (16-26 cr.)

Extended Literacies (3 cr.)

Students will demonstrate their ability to apply extended literacies to their lives through the use of technology, engaging in healthy behaviors to include financial wellness, and understand and interpret visual messaging.

School of Humanities and Social Sciences and School of Natural Sciences Bachelor of Arts students will be required to take at least one option listed below for the Extended Literacies, in addition to meeting the campus requirement, for a total of at least six credit hours in two of the four extended literacies:

- Computer Literacy (3 cr.)
- Visual Literacy (3 cr.)

Intensive 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 in the School of Humanities and Social Sciences and School of Natural Sciences are required to complete an Intensive Writing course with a grade of C- or higher. This course may be taken any time after completing ENG-W 131 with a grade of C or higher.

Origins of the Modern West (3 cr.) | Select from approved course list

School of Humanities and Social Sciences and School of Natural Sciences Bachelor of Arts students should attain a critical awareness of the historical, literary, artistic or philosophical achievements that have contributed to the construction of the idea of the West, its culture and institutions. Bachelor of Arts majors must take one course whose 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 Origins of the Modern West.

Science Course and Laboratory (4-5 cr.)

Natural science laboratory (1-2 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 4-5 credit hour integrated lecture/laboratory course.

To prepare students for a world profoundly influenced by rapid changes in science and technology, the School of Humanities and Social Sciences and School of Natural Sciences require that Bachelor of Arts students take a minimum of 4 credit hours in the natural sciences, in addition to N 190 The Natural World.

To understand science, students must learn the experimental method. The School of Humanities and Social Sciences and School of Natural Sciences require that Bachelor of Arts students take a science course with a formal laboratory component. Courses fulfilling this requirement must have a minimum of 2 hours of lab per week. The amount of lab time per week assumes traditional fall/spring semester length and would need to be adjusted for non-traditional length courses.

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, students pursuing a BA degree in the School of Humanities and Social Sciences and School of Natural Sciences must establish proficiency in a single foreign language through the second semester of the second year of college level course work. A passing grade in the 204 course fulfills the language requirement.

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.

Students with 45 or more transfer credits, an Associate Degree, or an ICC (formerly STGEC) designation

School of Humanities and Social Sciences and School of Natural Sciences transfer students are required to complete at least one course in each family of disciplines (Arts, Humanities, Natural Sciences, and Social Sciences). One of the four courses must be a 300–level Common Core. Courses in the remaining three areas may be either among transferred credits taken in that area or Common Core courses (190 or 390/399) at IU South Bend.

Common Core

In addition to one 300–level Common Core course, School of Humanities and Social Sciences and School of Natural Sciences 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, e.g. or an approved N190/390 course

Human Behavior and Social Institutions: ANTH, GEOG, POLS, PSY, SOC, e.g. or an approved B190/B399 course

Literary and Intellectual Traditions: CMLT, ENG, HIST, PHIL, e.g. or an approved T190/T390 course

Art, Aesthetics and Creativity: FINA, MUS, THTR, or approved A190/A399 course

Contemporary Social Values

School of Humanities and Social Sciences and School of Natural Sciences Bachelor of Arts students must complete

both a course that meets the Diversity in US Society requirement and a course that meets the Global Cultures requirement.

Extended Literacies

School of Humanities and Social Sciences and School of Natural Sciences Bachelor of Arts students must complete a Computer Literacy or a Visual Literacy course. This is in addition to any course taken to meet campus Extended Literacies requirement.

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 School of Humanities and Social Sciences and School of Natural 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 at IU South Bend is deemed to have met this requirement.

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. Declare IU South Bend minors through the Registrar's Office.

See list of minors.

Part Three

The Required Major

Select from degree programs in the School of Humanities and Social Sciences and School of Natural Sciences as specified under the respective undergraduate degree listing in this campus bulletin.

Concentration Requirement

Many concentrations require careful planning starting with the freshman year. Students are advised to consult early in their college career with the advisor for any department in which they may wish to concentrate.

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 school (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.

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 school. The student should consult regularly with advisors if this option is chosen.

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 School of Humanities and Social Sciences and School of Natural Sciences additional general education requirements as well as those of the major department. No minor is required.

Bachelor of General Studies

***The School of Humanities and Social 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 BGS allows students needed flexibility and creativity to also meet their own personal and professional goals.

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.

Origins of the Modern West

Pictured | **Marissa Million** | *Bachelor of Science in Biological Sciences* | Mishawaka, Indiana (hometown)
Student Government Association | Senator
Athletic Participation | Women's Soccer Team
Volunteer Activities | Food Bank of Northern Indiana; Center for Hospice Care

School of Humanities and Social Sciences and School of Natural Sciences

Bachelor of Arts Requirements

Origins of the Modern West

- AHST-A 101 Ancient and Medieval Art
- AHST-A 320 Art of the Medieval World
- 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 327 Later 18th-Century Literature
- ENG-L 347 British Fiction to 1800
- ENG-L 350 Early American Writing and Culture 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 Ethics
- POLS-Y 381 Classical Political Thought
- POLS-Y 382 Modern Political Thought
- POLS-Y 383 Foundations of American Political Thought
- REL-R 152 Jews, Christians, Muslims
- 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 407 Survey of Spanish Literature 1
- 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 Isues in Gender Studies
  VT: History of Medieval Women

Intensive Writing Course List

Pictured | **Hasan Alsaymary** | *Master of Science in Applied Mathematics and Computer Science* | Osceola, Indiana (hometown)
Volunteer Activity | ACE Tutor
Club Affiliation | National Society of Leadership and Success

School of Humanities and Social Sciences and School of Natural Sciences

Bachelor of Arts Requirements

Intensive Writing

- AHST-A 320 Art of the Medieval World
- AHST-A 490 Topics in Art History
- 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
- ENG-W 367 Writing for Multiple Media
- HIST-J 495 Proseminar for History Majors
- HIST-J 496 Proseminar in History
- 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 Advanced Laboratory in Community 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
- PSY-P 487 Senior Seminar Project

- 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

Exploratory Program

Pictured | **Jorddi Carrillo** | *Exploratory, College of Liberal Arts and Sciences* | South Bend, 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 apppointments 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.

Humanities and Social Sciences

Pictured |

College of Arts and Sciences

School of Humanities and Social Sciences

- African American Studies | Minor
- Anthropology | Bachelor of Arts | Minor
- Art History | Minor
- Behavior Modification | Undergraduate Certificate
- Cognitive Science | Minor
- Composition Studies | Graduate Certificate *(Collaborative Online Degree Program)*
- Creative Writing | Minor
- Criminal Justice | Bachelor of Science | Bachelor of Science (TSAP) | Minor | Master of Public Affairs
- East Asian Studies | Minor
- English | Bachelor of Arts | Minor | Master of Arts | Master of Arts *(Collaborative Online Degree Program)*
- European Studies | Minor
- Film Studies | Minor
- French |Bachelor of Science *(Collaborative Online Degree Program)* | Minor
- German | Bachelor of Science *(Collaborative Online Degree Program)* | Minor | Master of Arts for Teachers of *(Collaborative Online Degree Program)* | Graduate Certificate *(Collaborative Online Degree Program)*
- General Studies | Bachelor of General Studies | Bachelor of General Studies Online
- History | Bachelor of Arts | Bachelor of Arts *(Collaborative Online Degree Program)* | Minor | Master of Arts *(Collaborative Online Degree Program)* | Master of Arts for Teachers of *(Collaborative Online Degree Program)* | Graduate Certificate *(Collaborative Online Degree Program)*
- International Studies | Minor
- Language and Literature | Graduate Certificate *(Collaborative Online Degree Program)*
- Latin American Studies | Minor
- Liberal Studies | Master of Liberal Science | Master of Liberal Studies *(Collaborative Online Degree Program)*
- Literature | Graduate Certificate *(Collaborative Online Degree Program)*
- Nonprofit Management | Graduate Certificate
- Paralegal Studies | Undergraduate Certificate
- Philosophy | Minor
- Political Science | Bachelor of Arts | Minor | Master of Arts *(Collaborative Online Degree Program)* | Master of Arts for Teachers of *(Collaborative Online Degree Program)* | Graduate Certificate *(Collaborative Online Degree Program)*
- Professional and Public Writing | Minor
- Psychology | Bachelor of Arts | Bachelor of Arts (TSAP) | Minor
- Public Affairs | Master of Public Affairs
- Public Management | Graduate Certificate
- Publishing | Minor
- Religious Studies | Minor
- Social and Cultural Diversity | Undergraduate Certificate
- Sociology | Bachelor of Arts | Bachelor of Arts (TSAP) | Minor
- Spanish | Bachelor of Arts | Bachelor of Science *(Collaborative Online Degree Program)* | Minor | Graduate Certificate *(Collaborative Online Degree Program)*
- Sustainability Studies | Bachelor of Arts | Bachelor of Arts *(Collaborative Online Degree Program)* | Minor
- Women's and Gender Studies | Bachelor of Arts | Minor

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College of Arts and Sciences General Information

Humanities and Social Sciences General Information

- Transfer Credit Hours
- Testing Out of Requirements
- Upper-Level Coursework
- Residency Requirement
- Special Credit
- Time Limit for Completion of Requirements

Criminal Justice

Pictured | **Stacie Merken, PhD** | Indiana University of Pennsylvania, 2015 | Chair of Criminal Justice; and Associate Professor of Criminal Justice
Dr. Merken is pictured with Sadie, a certified therapy dog with Alliance of Therapy Dogs, and owned by bulletin editor, Teresa Sheppard

Criminal Justice

Stacie Merken, PhD | Chair
Wiekamp Hall 2171 | (574) 520-4468 | cjus.iusb.edu

Faculty

- Associate Professor | **Merken** (Chair)
- Assistant Professor | **Robinson**
- Senior Lecturer | **Cory**
- 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
- Bachelor of Science in Criminal Justice—TSAP

Minor Offered

- Minor in Criminal Justice

Course Descriptions

Criminal Justice CJUS

Bachelor of Science in Criminal Justice

Pictured | **Chloe Garner** | Bachelor of Science in Criminal Justice / Minor in Political Science | Plymouth, Indiana
Student Government Association (president)Honors ProgramClub Affiliation | Transfer Student Union (president)

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

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic

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 cr.)
- Core Requirements (42 cr.)
- Supporting Requirements (18-24 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- Minimum of 30 credit hours at the 300– or 400–level.
- Courses fulfilling core requirements for the major must be completed with a grade of C– or higher.
- A minimum cumulative Grade Point Average (CGPA) of 2.0 is required.
- All courses are 3 credit hours, unless otherwise noted.

Core Requirements (42 cr.)

- CJUS-P 100 Introduction to Criminal Justice
- CJUS-P 120 Criminal Justice Careers and Ethics; OR
  CJUS-P 330 Criminal Justice Ethics
- 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 370 Criminal Law
- CJUS-P 410 Analysis of Crime and Public Policy
- CJUS-P 419 Race, Class, and Crime
- CJUS-P 471 Comparative Study of Criminal Justice Systems
- Three additional CJUS-P courses at or above the 300–level

Supporting Requirements (18-24 cr.)

- CJUS-K 300 Techniques of Data Analysis; OR SOC-S 351 Social Statistics
- ENG-W 231 Professional Writing Skills
- Three courses from Political Science, Psychology and/or Sociology; at least one of which must be at the 300–level or above (may include SOC-S 351 or Upper-Level Common Core: Human Behavior and Social Institutions for 300-level)
- World Language (3-9 cr.) | Select one of the following options:

- **Option 1** | Successful completion of three language classes (9 credits) at any level (may include transfer courses)
- **Option 2** | One 200–level, 300–level, or 400–level World Language course (must be third semester language or above; may include transfer courses)
- **Option 3** | 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.

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. Students interested in an internship should make an appointment with Dr. Jack Cory, the Internship Coordinator for Criminal Justice.

TSAP in Criminal Justice

Pictured | **Chloe Garner** | Bachelor of Science in Criminal Justice / Minor in Political Science | Plymouth, Indiana **Student Government Association (president)Honors ProgramClub Affiliation |** Transfer Student Union (president)

Bachelor of Science in Criminal Justice—TSAP

The Criminal Justice BS–TSAP program (60 credit hours at IU South Bend) is designed specifically for Ivy Tech graduates transferring to IU South Bend with an Associate of Science in Criminal Justice TSAP degree (60 transfer credits).

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.

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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

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- Associate of Science in Criminal Justice from Ivy Tech (60 cr.)
- General Education Requirements for Transfer Students with ICC: One 300–level Common Core course (preferably a B-399 Human Behavior and Social Institutions course from PSY, SOC, or POLS) (3 cr.)
- PSY, SOC, or POLS-B 399 also count towards the Supporting Requirement below
- Core Requirements (30-42 cr.)
- Supporting Requirements (18-24 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 cumulative Grade Point Average (CGPA) of 2.0 is required.
- All courses are 3 credit hours, unless otherwise noted.

Core Requirements (30-42 cr.)

- 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
- CJUS-P 410 Analysis of Crime and Public Policy
- CJUS-P 419 Race, Class, and Crime
- CJUS-P 471 Comparative Study of Criminal Justice Systems
- Three additional CJUS-P courses at or above the 300–level

Supporting Requirements (18-24 cr.)

- CJUS-K 300 Techniques of Data Analysis; OR SOC-S 351 Social Statistics
- ENG-W 231 Professional Writing Skills
- Three courses from Political Science, Psychology and/or Sociology; at least one of which must be at the 300–level or above
- World Language (0-9 cr.) | Select one of the following options:
- **Option 1** | Successful completion of three language classes (9 credits) at any level (may include transfer courses)
- **Option 2** | One 200-level, 300-level, or 400-level World Language course (must be third semester language or above; may include transfer courses)
- **Option 3** | 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.

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. Students interested in an internship should make an appointment with Dr. Jack Cory, the Internship Coordinator for Criminal Justice.

Minor in Criminal Justice

Pictured | **Arram Almanaseer** | *Bachelor of Science in Criminal Justice / Minor in Sociology* | Elkhart, Indiana (hometown)
Volunteer Activity | Transformation Ministries (tutor)

Minor in Criminal Justice

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

- Students must complete the following courses with a grade of C– or better
- The cumulative Minor GPA requirement is 2.0
- All courses are 3 credit hours, unless otherwise noted.

Requirements (15 cr.)

- CJUS-P 100 Introduction to Criminal Justice
- CJUS-P 200 Theories of Crime and Deviance
- Select three CJUS-P courses (9 cr.) at the 300– or 400–level, except for CJUS-P 410

English

Pictured | **Elaine Roth, PhD** | *University of Oregon, 1999* | Interim Chair and Professor of English

English

Elaine Roth, PhD | Interim Chair
Wiekamp Hall 3133 | (574) 520-4224 | english.iusb.edu

Faculty

- Professors | **Brittenham, Chaney, Ervick, He, Kahan, Roth** (Interim Chair)
- Associate Professors | **Balthaser, D. Lee, Magnan-Park, Mattox, Takanashi**
- Teaching Professor | **Economakis, Nichols**
- Senior Lecturers | **Kelley, Rubin**
- Lecturer | **Schmitz**
- Faculty Emeriti | **Allison, J. Blodgett, Gindele, Robinson, Scanlan, Sherwood, K. Smith, Vander Ven**
- Advisor (Creative Writing Minor) | **Ervick**
- Advisor (English Minor) | **Balthaser**
- Advisor (Film Studies Minor) | **Roth**
- Advisor (Professional and Public Writing Minor) | **Roth**
- Advisor (Master of Arts in English) | **He**

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
- Minor in Professional and Public Writing
- Minor in Publishing

Graduate Degree Offered

- Master of Arts in English
- Master of Arts in English (Online Collaborative Degree)

Graduate Certificates Offered

- Graduate Certificate in Language and Literature (Online Collaborative Degree)
- Graduate Certificate in Composition Studies (Online Collaborative Degree)
- Graduate Certificate in Literature (Online Collaborative Degree)

Course Descriptions

Comparative Literature CMLT | English ENG | Linguistics LING

Index

Bachelor of Arts in English

Bachelor of Arts in English

Students completing the Bachelor of Arts (BA) 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.

Our English majors have gone on to pursue careers in K-12 and college teaching, public relations, marketing, advertising, technical writing, non-profit, and paralegal, among other fields. They have also published books, edited journals and newspapers, attended law school and PhD programs, and have become community leaders who make a difference.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- School of Humanities and Social Sciences/School of Natural Sciences Bachelor of Arts Requirements (16-26 cr.)
- Required Minor taken from any campus, school or interdisciplinary program (15-18 cr.)
- Major Requirements (30 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, ENG-W 131, and General Education Common Core courses do not count toward the English major.
- All courses are 3 credit hours, unless otherwise noted

Major Requirements (30 cr.)

Introductory Major Course (3 cr.)

- ENG-L 202 Literary Interpretation

American Literature (3 cr.)

Select one 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 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

British Literature before 1800 (3 cr.)

Select one from the following:

- 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

British and World Literature after 1800 (3 cr.)

Select one from the following:

- 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

Concentration (9 cr.)

Each student may choose a concentration in literature or writing.

Concentration in Literature

- 9 credits of 300–level literature courses listed in the categories above

Concentration in Writing

- 3 credits of 200–level (or higher) writing course (ENG-W)
- 6 credits of 300–level (or higher) writing courses (ENG-W)

English Major Elective (3 cr.)

Select one of the following:

- An additional ENG-E or ENG-L course from the categories listed above
- ENG-T 190 or ENG-T 390
- A course at the 200–level or above in writing (ENG-W), linguistics (ENG-G), or film studies (CMLT-C);
- An internship (ENG-W 398)
- One of these specific Journalism courses (JOUR-J 200 or JOUR-J 341)

Critical Theory (3 cr.)

- ENG-L 371 Critical Practices (must be taken before or concurrently with senior seminar)

Senior Seminar (3 cr.)

- 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)

Minor in English

Pictured | **Patrice Dado** | *Bachelor of General Studies / Minors in Art History, English, and Women's and Gender Studies* | South Bend, Indiana (hometown)
Volunteer Activities | Lead, Children's Church at St. Jude Church; St. Joseph County Public Library Readers Advisory

Minor in English

Benjamin Balthaser, PhD | Coordinator
Wiekamp Hall 4221 | (574) 520-3177

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Minor Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise noted.

Core Requirement (6 cr.)

- ENG-L 202 Literary Interpretation

Select one from the following:

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

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 18th-Century Literature
- ENG-L 347 British Fiction to 1800

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 19th-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

Elective Requirement (9 cr.)

- Three additional English courses, two of which must be at the 300–level or above and one of which must be at the 200–level or above (with the sole exception of ENG-T 190). These courses can be chosen from any that count toward the English major; may include ENG-T 190, ENG-T 390, courses in literature (ENG-L, ENG-E) from Distribution Categories list above, writing (ENG-W), linguistics (ENG-G), film studies (CMLT-C), or an internship (ENG-W 398).
- ENG-W 130 and ENG-W 131 do not count toward the minor.

Minor in Creative Writing

Pictured | **Shannon Vail** | *Bachelor of Arts in English / Minor in Creative Writing* | South Bend, Indiana (hometown)
Club Affiliation | Gamer's Guild
Pictured with Fox, owned by Campus Bulletin editor, Teresa Sheppard

Minor in Creative Writing

Kelcey Ervick, PhD | Coordinator
Wiekamp Hall 3167 | (574) 520-4503

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.

- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Minor Requirements (15 cr.)

Two Required Courses (6 cr.)

- ENG-W 206 Introduction to Creative Writing
- ENG-L 202 Literary Interpretation

Select one from the following upper-division creative writing courses (3 cr.):

- ENG-W 301 Writing Fiction
- ENG-W 302 Screenwriting
- ENG-W 303 Writing Poetry
- ENG-W 311 Creative Nonfiction
- ENG-W 401 Advanced Fiction Writing
- ENG-W 403 Advanced Poetry Writing
- ENG-W 413 Advanced Creative Nonfiction Writing

Select one from the following creative writing electives (3 cr.):

- 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
- ENG-W 302 Screenwriting
- ENG-W 303 Writing Poetry
- ENG-W 311 Creative Nonfiction
- ENG-W 401 Advanced Fiction Writing
- ENG-W 403 Advanced Poetry Writing
- ENG-W 413 Advanced Creative Nonfiction Writing

Select one from the following upper-level division creative writing or literature electives (3 cr.)

- Any 300–level literature course (ENG-E 3XX or ENG-L 3XX)
- ENG-A 399 Art, Aesthetics, and Creativity
- ENG-W 301 Writing Fiction
- ENG-W 302 Screenwriting
- ENG-W 303 Writing Poetry
- ENG-W 311 Creative Nonfiction
- ENG-W 401 Advanced Fiction Writing
- ENG-W 403 Advanced Poetry Writing
- ENG-W 413 Advanced Creative Nonfiction Writing

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.

Minor in Film Studies

Pictured | **Jackson Utterback** | *Bachelor of Fine Arts in Graphic Design / Minor in Film Studies* | Elkhart, Indiana (hometown)
Volunteer Activity | Seed to Feed

Minor in Film Studies

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Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise noted. These courses may require additional time for viewing films.

Select five of the following courses. The minor may include up to six 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 253 Third World and Black American Films
- 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-A 373 American History through Film
- SOC-S 395 Selected Topics in Sociology
  VT: Lights, Camera, (Social) Action
- SPAN-S 411 Spain: The Cultural Context

Minor in Professional and Public Writing
Pictured | **Natalie Daniels** | *English / Minor in Professional and Public Writing* | Elkhart, Indiana (hometown)

Minor in Professional and Public Writing

Elaine Roth, PhD | Wiekamp Hall 3133 | Coordinator

About the Minor in Professional and Public Writing

The Minor in Professional and Public Writing offers students from any major the chance to improve their competitive edge and increase their prospects for success in the increasingly complex 21st century world of work. Students extend their writing skills, learn to work collaboratively, and acquire real-life problem-solving skills (the top three attributes employers seek, according to the National Association of Colleges and Employers).

- ENG-W 130 and ENG-W 131 do not count toward the minor (though ENG-W 131 is a pre-requisite for many of the courses)
- All courses are 3 credit hours, unless otherwise noted.

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Requirements (15 cr.)

Core Course (3 cr.)

Select one course from the following:

- ENG-W 231 Professional Writing Skills
- ENG-W 232 Introduction to Business Writing

Professional Writing Courses (6-12 cr.)

The Professional Writing Committee reviews requests for course substitutions.

Select two to four courses from the following:

- ENG-W 270 Argumentative Writing
- ENG-W 280 Literary Editing and Publishing
- ENG-W 315 Writing for the Web
- ENG-W 367 Writing for Multiple Media
- ENG-W 398 Internship in Writing (see below)

Elective Writing Courses (up to 6 cr.)

Select up to two courses from the following:

- ENG-W 250 Writing in Context (variable topics)
- ENG-W 260 Writing of Film Criticism
- ENG-W 350 Advanced Expository Writing
- JOUR-J 341 Newspaper Reporting
- JOUR-J 390 Public Relations Writing
- JOUR-J 413 Magazine Article Writing

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 12 of their 15 hours of coursework in the program. Approval of an internship or practicum is based on the strength of the proposal and the value of the proposed work experience.

Minor in Publishing
Pictured | **Faith Fegley** | *Bachelor of Arts in English / Minors in Women's and Gender Studies/Interdisciplinary Publishing* | South Bend, Indiana (hometown)
Volunteer Activity | Student Publications/Pub Hub, Internship

Minor in Publishing

Kelcey Ervick, PhD | Wiekamp Hall 3167 | Coordinator

About the Minor in Publishing

This practical minor in English and Fine Arts combines training in art, digital media, and graphic design with instruction in writing and editing. Whether it's publishing a history book, a biology article, a health sciences blog post, or a psychology brochure, students will learn about all aspects of publishing, from drafting and designing to marketing and publicizing a finished product. Through coursework and opportunities at the CLAS Publishing Center (Pub Hub), 42 Miles Press, and Wolfson Press, students will get hands-on training in a field that's relevant to any major and career path.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

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Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise noted.

Required Core Course (3 cr.)

- ENG-W 280 Literary Editing and Publishing

English Requirement (3 cr.)

Select one from the following:

- ENG-W 206 Introduction to Creative Writing

- ENG-W 301 Writing Fiction
- ENG-W 302 Screenwriting
- ENG-W 303 Writing Poetry
- ENG-W 311 Writing Creative Nonfiction
- ENG-W 315 Writing for the Web
- ENG-W 367 Writing for Multiple Media
- ENG-W 398 Internship in Writing
- ENG-W 401 Advanced Fiction Writing
- ENG-W 403 Advanced Poetry Writing
- ENG-W 413 Advanced Creative Nonfiction Writing

Fine Arts Requirement (6 cr.)

Select two required course in Fine Arts from the following:

- FINA-F 102 Fundamental Studio-2D
- FINA-P 273 Computer Art and Design I
- FINA-P 323 Introduction to Web Design
- FINA-P 461 Graphic Reproduction Methods I
- FINA-S 240 Basic Printmaking Media
- FINA-S 250 Graphic Design I
- FINA-S 302 Printmaking II Book Arts
- FINA-S 324 Page Layout and Design
- FINA-S 417 Hand Papermaking I

Elective (3 cr.)

- Select one elective in either English or Fine Arts, from courses listed above (3 cr.)

About the Master of Arts in English

Pictured | **Chu He, PhD** | *University of Miami, 2009* | Director, Graduate Studies; and Professor of English

Master of Arts in English

Chu He, PhD | Director of Graduate Studies
Wiekamp Hall 3135 | (574) 520-4149 | Website

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 Admissions 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 should be uploaded to the Indiana University Graduate Centralized Application Service: https://graduate.iu.edu/apply/index.html.

Direct Admit

Recent IU South Bend graduates can now bypass the regular application process and get direct admission into our ENG MA Graduate Program. If you

- had a 3.0 GPA or higher
- graduated from IU South Bend within the past five years
- had a significant background in undergraduate English studies, as demonstrated by a major, minor, or at least two English classes taken at the 300 level

you are eligible for direct admission: no application fees, tests, essays, or recommendation letters are required; you can be admitted directly to ENG MA program by simply filling out this Direct Admission Form.

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
- Two 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 | Wiekamp Hall 3127 | South Bend, IN 46634. No transcripts are required for coursework completed through any IU campus.
- 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, such as a research paper from an undergraduate English literature class
- Acceptable TOEFL scores or other English language exam scores for applicants whose first language is not English (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

High school teachers who teach dual-credit courses are waived specific application materials on the basis of on-going professional practice and should include the following items in their applications:

- 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 | Wiekamp Hall 3127 | South Bend, IN 46634. No transcripts are required for coursework completed through any IU campus.
- IU South Bend application fee

Application Deadline
Applications are reviewed on a rolling basis. To be eligible for possible funding, fall applications must be completed before June 1^{S}. Spring applications will automatically be included in considerations for possible funding for the following fall semester.

Degree Requirements >>

Master of Arts in English
Pictured | **Andy Jewett** | *Master of Arts in English* | Bachelor of Science in Graphic Design, Minor in Psychology; Grace College and Theological Seminary, 1998 | South Bend, Indiana (hometown)
Volunteer Activity | Grace Community Church (Goshen)
Club Affiliation | Society of Children's Book Writers and Illustrators
Professional Experience | Creative/Media Director, Grace Community Church (Goshen)

Master of Arts in English

The Master of Arts (MA) in English offers a flexible program that enables students to shape their course of study. Students take core courses in literary analysis, creative writing, literary theory, and public writing, then choose their own areas of specialization through electives. Finally, students complete a capstone thesis project by working closely with a chosen faculty member to delve into an individually designed project.

Transfer Credit Hours
Students may be allowed to transfer up to two graduate courses or eight credit hours of previous or external coursework including credits from other graduate programs, online courses, or non-degree credits 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. Students must submit to the Graduate Director a formal request to transfer courses, including brief descriptions 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.

Residency Requirement
This is an in-person program. A minimum of 28 credit hours (seven 4-credit courses) must be completed through in-person classes on IU South Bend's campus. (Individual exceptions considered on a per case basis).

Academic Regulations
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.

All courses are 4 credit hours, unless otherwise noted.

Degree Requirements (36 cr.)

Required Courses (16 cr.)
Choose one course from each of the four areas. Must be completed in person. Any substitutions or exceptions require the approval of the Director of Graduate Studies.

All courses are 4 credits unless otherwise stated.

1. Literary Scholarship (4 cr.)
- ENG-L 501 Professional Scholarship in Literature
- ENG-L 553 Studies in Literature

2. Literary Theory and Criticism (4 cr.)
- ENG-L 6XX

3. Creative Writing (4 cr.)

- CMLT-C 694 The Screenplay
- ENG-W 511 Writing Fiction
- ENG-W 513 Writing Poetry
- ENG-W 615 Writing Creative Nonfiction

4. Public Writing (4 cr.)

- ENG-L 502 Contexts for Study of Writing
- ENG-W 600 Topics in Rhetoric and Composition
- ENG-W 616 Prose Style Workshop

Electives (16 cr.)

Select four courses from the list below (Any alternatives require approval of the Director of Graduate Studies)

All courses are 4 credits unless otherwise stated.

Students must take at least one course in the area of specialization that they choose for their final M.A. project. For example, students opting to complete a final MA project in creative writing must complete at least one workshop in the project's genre of choice. Likewise, students opting to complete a final MA project in literature must complete at least one elective in the project's area of specialization (genre or historical period).

- CMLT-C 694 The Screenplay
- ENG-L 501 Professional Scholarship in Literature
- ENG-L 502 Contexts for Study of Writing
- ENG-L 553 Studies in Literature
- 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 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 600 Topics in Rhetoric and Composition
- ENG-W 615 Writing Creative Nonfiction
- ENG-W 616 Prose Style Workshop

Final Thesis Project (4 cr.)

- ENG-L 699 MA Thesis; OR
  ENG-W 609 Directed Writing Projects

English as a Second Language

English as a Second Language

Shawn Nichols-Boyle, PhD | Director
Wiekamp Hall 3161 | (574) 520-4360 | Website

About English as a Second Language

Students may be placed into the English as a Second Language (ESL) Program for additional support.

International students whose first language is not English are required to take placement examinations in person prior to registration.

Any student who speaks English as a second or new language can choose to take the ESL placement examinations to see if they need additional English support. Interested students should contact the Director of the ESL Program or the Office of Admissions to confirm if they should take the ESL exam and to receive the ESL placement examinations schedule.

The ESL placement examinations include an oral and a written examination and determine whether additional 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 not all courses count towards degree requirements. Students should regularly consult their academic advisor about their overall degree progress.

If students are required to take ESL 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:

- ENG-G 13 Academic Writing Graduate Students (International Students)
- ENG-W 31 Pre-Composition/ESL (4 cr.)
- ENG-W 130 Principles of Composition/ESL

ESL placement exam results for undergraduate students may place a student into an ESL or standard English writing class. Students receive the same course credit for an ESL or standard W130 English writing class.

ESL students 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.

General Studies

Pictured | **Hayley Froysland, PhD** | *University of Virgina, 2002* | Director, General Studies; and Associate Professor of History

General Studies

Hayley Froysland, PhD | Director
Wiekamp Hall 3189 | (574) 520-4260 | INTOUCH@iu.edu

Faculty

- Director | **Froysland**

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.

Undergraduate Degree Offered

- Bachelor of General Studies
- Bachelor of General Studies (Online)

Course Descriptions

General Studies GNST

Index

Bachelor of General Studies

Pictured | **William Wilhite** | *Bachelor of General Studies, Arts and Humanities* | South Bend, Indiana (hometown)
Club Affiliation | History Club (secretary)

Declaring General Studies

Students must complete 30 credits of undergraduate coursework before declaring the General Studies major. It is recommended that students make an appointment with a General Studies advisor before changing their major.

Minors and Certificates

Students are strongly encouraged to complete minors and/or certificates as part of their Bachelor of General Studies degree. Minors and certificates are listed on their official transcript. Students must officially declare minors and certificates with the respective academic unit and consult with an academic advisor in the specific academic area for course planning.

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 and may include no more than nine credits at a single organization. Students may take a maximum of six credits of internship in a single semester. Internship courses are offered by a variety of departments. Internship credits can be earned through the GNST-G 481 Professional Internship course and the program accepts internship applications on a rolling basis.

Bachelor of General Studies

Pictured | **Josh King** | *Bachelor of General Studies, Science and Mathematics; Bachelor of Science in Sustainability Studes / Minors in Earth and Space Science and Business Administration* | Middlebury, Indiana (hometown)
Campus Affiliation | Academic Center for Excellence (ACE) tutor; Entrepreneurship and Innovation Center Ambassador
Volunteer Activities | Transfer Student Union (vice-president); Sustainability Club; Physics Club; Political Science Club

Bachelor of General Studies

Current students can view their degree pathway in Stellic >>

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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Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

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 (Courses will also satisfy either Arts and Sciences Foundation requirements or General Electives, counting toward the required 120 credit hours.)
- Additional Bachelor of General Studies requirements (Courses will also satisfy either Arts and Sciences Foundation requirements or General Electives, counting toward the required 120 credit hours.)
- Arts and Sciences Foundation requirements (69 cr.)
- General Electives (51 cr.)

- A minimum of 30 credit hours at the 300– or 400–level.
- A minimum of 30 credit hours through IU South Bend.
- A maximum of 30 credit hours may be applied toward the degree for successful completion of external examinations such as AP, CLEP, DSST, and Excelsior University (UExcel). Credit awarded based on external exams is considered transfer credit.
- Additional transfer credit may be applied toward the degree for: 1) noncollegiate or company-sponsored training programs, as recommended and certified by the American Council on Education (ACE) or the National College Credit Recommendation Service (NCCRS), and 2) educational experiences gained during military service by submitting the Joint Services Transcript to Admissions.
- IU special credits may be applied toward the degree by passing certain university departmental examinations.
- A maximum of six graduate credit hours may be applied toward the degree (courses numbered 500+).
- A maximum of 24 credit hours in any single Arts and Sciences discipline and a maximum of 30 credit hours in any one of the professional schools of the university may be applied to the degree. This ensures that the Bachelor of General Studies key objective that students earn a broad-based, multidisciplinary education is fulfilled.

Additional Bachelor of General Studies Requirements

- GNST-G 203 Introduction to General Studies | Must be completed either prior to or within the first 12 credit hours after declaration or change of major to the Bachelor of General Studies degree program. Minimum grade of C (2.0) or higher is required.
- Intensive Writing | Writing clear English is one of the defining characteristics of a liberal arts graduate. Complete one class from the approved course list for College of Arts and Sciences (CAS) Intensive Writing. This course may be taken any time after completing ENG-W 131 with a grade of C or higher. Minimum grade of C- or higher is required.
- GNST-G 400 Senior Capstone Seminar | Must be completed during the final semester prior to graduation. This course gives students the opportunity to assess their degree in the light of university degree requirements and their personal and professional goals. Minimum grade of C (2.0) or higher is required.

Arts and Sciences Foundation (69 cr.)

The Arts and Sciences Foundation requires completing credits in:

- the three foundational areas (Arts and Humanities; Science and Mathematics; and Social and Behavioral Sciences)
- a concentration in the student's foundational 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. A minimum grade point average of 2.0 is required for the 30 credits in the foundational area of concentration.

The credits in the three foundational areas (A, B, and C) must be completed in at least two separate disciplines within each foundational area.

The distribution of Arts and Sciences disciplines into areas A, B, C, and D is determined by the specific discipline and its correlating subject code. For example, History (HIST) is a discipline used to fulfill Area A. Arts and Humanities; and Biology (BIOL) is a discipline used to fulfill Area B. Science and Mathematics. See the assigned distribution of disciplines under each area A, B, C, and D as follows:

A. Arts and Humanities (12 cr.)

African American Studies (AFAM: A150) | American Studies (AMST) | Art History (AHST) | Classical Studies (CLAS) | Communication and Culture (CMCL) | 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 and Gender Studies (WGS: B260, B342, H260, L207, P394, W201) | World Languages (EALC, FREN, GER, SPAN, etc.)

Courses that meet the following General Education requirements:

- **Common Core** | Arts, Aesthetics and Creativity (A190, A390, A399)
- **Common Core** | Literary and Intellectual Traditions (T190, T390)

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 and Gender Studies (WGS: N200) | Zoology (ZOOL)

Courses that meet the following General Education requirements:

- **Common Core** | The Natural World (N190, N390)
- 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 and Gender Studies (WGS: E391, P391, P460, S310, S338, S349, S410, W201, W240, W301)

Courses that meet the following General Education requirements:

- **Common Core** | Human Behavior and Social Institutions (B190, B399)

Concentration Area (18 cr.)

Concentration area courses must be earned in at least two separate disciplines in one of the three foundational areas A, B, or C.

D. Arts and Sciences Electives (15 cr.)

Arts and Sciences electives may be earned in any of the three foundational 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 and Sciences (COAS) | General Studies (GNST) | Gerontology (GERN) | Honors (HON) | International Studies (INTL) | Sustainability (SUST) | Women's and Gender Studies (WGS courses not used above)

E. General Electives (51 cr.)

Certain courses offered by professional schools (as listed below) may be used in areas A, B, C, or D depending on course content and as specifically noted above, under each of those areas.

General electives may be selected from the disciplines of areas A, B, C, or D, or from any of the professional schools of the university as follows:

Allied Health (AHLT) | Applied Health Science (AHSC) | 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) | Palliative Care (PALC) | Social Work (SWK) | Speech Language Pathology (SLHS) | Undistributed (UNDI)

Bachelor of General Studies Online

Pictured | **Melissa Goodrich** | *Bachelor of General Studies, Arts and Humanities / Minors in History and Foundations of Education*| South Bend, Indiana (hometown)

Bachelor of General Studies

Online Degree

Current students can view their degree pathway in Stellic >>

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.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

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 (Courses will also satisfy either Arts and Sciences Foundation requirements or General Electives, counting toward the required 120 credit hours.)
- Additional Bachelor of General Studies Requirements (Courses will also satisfy either Arts and Sciences Foundation requirements or General Electives, counting toward the required 120 credit hours.)
- Arts and Sciences Foundation Requirements (69 cr.)
- General Electives (51 cr.)

- A minimum of 30 credit hours at the 300– or 400–level.
- A minimum of 30 credit hours through IU South Bend.
- A maximum of 30 credit hours may be applied toward the degree for successful completion of external examinations such as AP, CLEP, DSST, and Excelsior University (UExcel). Credit awarded based on external exams is considered transfer credit.
- Additional transfer credit may be applied toward the degree for: 1) noncollegiate or company-sponsored training programs, as recommended and certified by the American Council on Education (ACE) or the National College Credit Recommendation Service (NCCRS), and 2) educational experiences gained during military service by submitting the Joint Services Transcript to Admissions.
- IU special credits may be applied toward the degree by passing certain university departmental examinations.
- A maximum of six graduate credit hours may be applied toward the degree (courses numbered 500+).
- A maximum of 24 credit hours in any single Arts and Sciences discipline and a maximum of 30 credit hours in any one of the professional schools of the university may be applied to the degree. This ensures that the Bachelor of General Studies key objective that students earn a broad-based, multidisciplinary education is fulfilled.

Additional Bachelor of General Studies Requirements

- GNST-G 203 Introduction to General Studies must be completed either prior to or within the first 12 credit hours after declaration or change of major to the Bachelor of General Studies degree program. Minimum grade of C (2.0) or higher is required.
- Intensive Writing | Writing clear English is one of the defining characteristics of a liberal arts graduate. Complete one class from the approved course list for College of Arts and Sciences (CAS) Intensive Writing. This course may be taken any time after completing ENG-W 131 with a grade of C or higher. Minimum grade of C- or higher is required.
- GNST-G 400 Senior Capstone Seminar | Must be completed during the final semester prior to graduation. This course gives students the opportunity to assess their degree in the light of university degree requirements and their personal and professional goals. Minimum grade of C (2.0) or higher is required.

Arts and Sciences Foundation (69 cr.)

The Arts and Sciences Foundation requires completing credits in:

- the three foundational areas (Arts and Humanities; Science and Mathematics; and Social and Behavioral Sciences)
- a concentration in the student's foundational 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.
A minimum grade point average of 2.0 is required for the 30 credits in the foundational area of concentration.

The credits in the three foundational areas (A, B, and C) must be completed in at least two separate disciplines within each foundational area.

The distribution of Arts and Sciences disciplines into areas A, B, C, and D is determined by the specific discipline and its correlating subject code. For example, History (HIST) is a discipline used to fulfill Area A. Arts and Humanities;

and Biology (BIOL) is a discipline used to fulfill Area B. Science and Mathematics. See the assigned distribution of disciplines under each area A, B, C, and D as follows:

A. Arts and Humanities (12 cr.)
African American Studies (AFAM: A150) | American Studies (AMST) | Art History (AHST) | Classical Studies (CLAS) | Communication and Culture (CMCL) | 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 and Gender Studies (WGS: B260, B342, H260, L207, P394, W201) | World Languages (EALC, FREN, GER, SPAN, etc.)

Courses that meet the following General Education requirements:

- **Common Core** | Arts, Aesthetics and Creativity (A190, A390, A399)
- **Common Core** | Literary and Intellectual Traditions (T190, T390)

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 and Gender Studies (WGS: N200) | Zoology (ZOOL)

Courses that meet the following General Education requirements:

- **Common Core** | The Natural World (N190, N390)
- 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 and Gender Studies (WGS: E391, P391, P460, S310, S338, S349, S410, W201, W240, W301)

Courses that meet the following General Education requirements:

- **Common Core** | Human Behavior and Social Institutions (B190, B399)

Concentration Area (18 cr.)
Concentration area courses must be earned in at least two separate disciplines in one of the three foundational areas A, B, or C.

D. Arts and Sciences Electives (15 cr.)
Arts and Sciences electives may be earned in any of the three foundational 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 and Sciences (COAS) | General Studies (GNST) | Gerontology (GERN) | Honors (HON) | International Studies (INTL) | Sustainability (SUST) | Women's and Gender Studies (WGS courses not used above)

E. General Electives (51 cr.)
Certain courses offered by professional schools (as listed below) may be used in areas A, B, C, or D depending on course content and as specifically noted above, under each of those areas.

General electives may be selected from the disciplines of areas A, B, C, or D, or from any of the professional schools of the university as follows:

Allied Health (AHLT) | Applied Health Science (AHSC) | 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) | Palliative Care (PALC) | Public and Environmental Affairs (SPEA) | Social Work (SWK) | Speech Language Pathology (SLHS) | Undistributed (UNDI)

History

Pictured | **Lisa Fetheringill Zwicker, PhD** | *University of California, Berkeley, 2002* | Chair; and Professor of History

History

Lisa Fetheringill Zwicker, PhD | Chair
Wiekamp Hall 3260 | (574) 520-4231 | history.iusb.edu

Faculty

- Professor | **Nashel**, **Zwicker** (Chair)
- Associate Professors | **Froysland, Shlapentokh, Tetzlaff, Willig**
- Faculty Emeriti | **Furlong, Lamon, Marti, Nilsen, Schreiber, Tull**

About History

The study of history encompasses all recorded expressions of human activity from the earliest times to the present. In history classes, students analyze historical data, search for patterns and relationships, and discover the meaning of the past and its relationship to the modern world. History is the foundation of a liberal arts education in that it introduces students to their own culture and to world cultures. Ultimately, studying history encourages students to gain an understanding of themselves and their world while becoming informed and engaged citizens. The Department of History faculty members are committed to teaching, research, and community outreach. The Department of History has a close partnership with the Civil Rights Heritage Center, which uses local and national history to promote social change through individual responsibility.

Undergraduate Degree Offered

- Bachelor of Arts in History
- Bachelor of Arts in History *(Collaborative Online Degree Program)*

Minors Offered

- Minor in History

Graduate Degrees Offered

- Masters of Arts for Teachers in History *(Collaborative Online Degree Program)*
- Master of Arts in History *(Collaborative Online Degree Program)*

Graduate Certificate Offered

- Graduate Certificate in History *(Collaborative Online Degree Program)*

Course Descriptions

Art History AHST | History HIST

Bachelor of Arts in History

Pictured | **Morgan Carson** | *Bachelor of Arts in History / Minor in English* | Valparaiso, Indiana (hometown)
Club Affiliation | History Club

Bachelor of Arts 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.

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.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- School of Humanities and Social Sciences/School of Natural Sciences Bachelor of Arts Requirements (16-26 cr.)
- Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
- Major Requirements (30 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- Six to nine credit hours are required in the major at the 100–level.
- All other courses in the major must be at the 200-level or above to include a minimum of 12 credits at the 300– or 400–level taught by IU South Bend faculty.
- 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.
- All courses are 3 credit hours, unless otherwise noted.

Major Requirements (30 cr.)

Required History Courses and Portfolio (6 cr.)

- 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 (6-9 cr.)

Select two to three courses from the following:

- 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 (6-9 cr.)

Select two to three courses from the following:

- HIST-A 300 Issues in United States History
- HIST-A 301 Colonial America
- 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
  VT: Freedom Summer
- 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
  VT: American Constitutional History
  VT: The Cold War
  VT: US Women and Social Change
  Additional topics as approved by department chair
- HIST-H 495 Undergraduate Readings in History
  As approved by department chair
- HIST-H 496 Internship in History
  As approved by department chair
- HIST-T 390 Literary and Intellectual Traditions
  VT: The CIA: History, Myth, Controversy
  VT: US Civil Rights Movement
  VT: Cold War Cultures
  VT: Humans and the Environment
  VT: Freedom Summer

European History (3-6 cr.)

Select one to 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 201 History of Russia I
- 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
  As approved by the department chair
- HIST-H 495 Undergraduate Readings in History

As approved by department chair
- Hist H 496 Internship in History
  As approved by department chair
- HIST-T 390 Literary and Intellectual Traditions
  VT: Everyday Architecture
  VT: The French Revolution
  VT: Gender and Biography
  VT: The Great War 1914-1918
  VT: The Modern City
  VT: National Socialism
  VT: Sex and Society in Great Britain and Empire
  VT: The Rise and Fall of the Third Reich

African/Asian/Latin American/Middle Eastern History (6 cr.)

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 410 China, Japan, and the United States in the 20th and 21st Century
- HIST-G 465 Chinese Revolution/Communist Regime
- HIST-G 485 Modern China
- 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
  VT: History of the Modern Middle East
  As approved by the department chair
- HIST-H 495 Undergraduate Readings in History
  As approved by the department chair
- HIST-H 496 Internship in History
  As approved by the department chair
- HIST-T 390 Literary and Intellectual Traditions
  VT: Conquest of the Americas
  VT: World Biography and Gender
  VT: Mexico—History, Society, and Culture
- HIST-W 300 Issues in World History

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.

Minor in History

Pictured | **Gabriel Chavez** | *Bachelor of Science in Education, Secondary Education, Social Studies / Minor in History* | La Porte, Indiana (hometown)

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 nine 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.

Please refer to the History Major requirements to determine the specific geographic areas of history, as well as the corresponding courses in each of these offered within the curriculum.

In addition to the upper-level courses offered for the Major, the following courses will also serve to fulfill the noted geographic requirements for the Minor, as well:

American History

- HIST-A 100 Issues in United States History
- HIST-H 105 American History I
- HIST-H 106 American History II
- HIST-H 124 Latino and African American Civil Rights Movements

European History

- HIST-H 113 History of Western Civilization I
- HIST-H 114 History of Western Civilization II

African/Asian/Latin American/Middle Eastern History

- HIST-H 101 The World in the Twentieth Century I
- HIST-H 118 Modern World History

Master of Liberal Studies

Pictured | **April Lidinsky, PhD** | *Rutgers, The State University of New Jersey, 2000*, Director, Master of Liberal Studies Program; and Professor of Women's Studies

Master of Liberal Studies

April Lidinsky, PhD | Program Director
Wiekamp Hall 2257 | (574) 520-4528 | mls.iusb.edu

General Information

The Master of Liberal Studies (MLS) 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 MLS degree program draws on faculty with diverse expertise to explore topics through an interdisciplinary approach.

Admission Requirements

Students are admitted to the MLS 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. MLS faculty consist of Ananth, Chaney, Feighery, Lidinsky, Lisoni, Lucal, Marr, Nair, Scheessele, S.R. Sernau, Tetzlaff, and Wells.

Application Deadlines

Students may be admitted to the MLS 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
- 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.

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.

Academic Regulations

Students must have their programs of study approved by the MLS 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 MLS faculty of the College of Liberal Arts and Sciences. Students should consult the MLS program director for further information.

- Master of Liberal Studies Program Requirements >>
- Master of Liberal Studies History Track >>
- Business Certificate Track Requirements >>
- Master of Liberal Studies (Collaborative Online Degree Program)

Master of Liberal Studies

Pictured | **Laronda Holman** | *Master of Liberal Studies* | Indiana University South Bend, 2010 | Edwardsburg, Michigan (hometown)

Academic Curriculum (34 cr.)

All courses are 3 credit hours, unless otherwise designated.

Two degree options are available to students: the Independent Research/Creative Activity Option and the Public Intellectual 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 two options are also distinguished by different capstone experiences.

Both options require successful completion of the introductory proseminar and the MLS 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.

Proseminar and Core Seminars (13 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 (4 cr.)

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.

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.

Capstone Experience (9 cr.)

To complete the degree under one of these two options, students choose one of the following capstone experiences.

Independent Research/Creative Activity Option

The Independent Research/Creative Activity option offers students the opportunity to work closely with a faculty committee and to complete a final project designed around their unique interests. The graduate project is an independent scholarly or creative enterprise in which the student demonstrates mastery of a specific topic. Examples include: a thesis, a collection of poems or short stories, a translation of a work of literature, or an artistic composition or performance. To enter this track students must successfully complete a project proposal.

- LBST-D 601 Graduate Project Proposal Seminar
- LBST-D 602 Graduate Project (6 cr.)

Public Intellectual Option

The Public Intellectual option offers students the opportunity to work within a learning community made up of other students and led by a faculty facilitator to explore the variety of genre through which public intellectuals communicate, and to create their own portfolio of public intellectual work to be submitted for completion of the MLS 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

Master of Liberal Studies

Pictured | **Sheri Cisneros** | *Master of Liberal Studies* | IU Northwest, 2017 | Cedar Lake, Indiana (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.

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

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 Liberal Studies Seminars (6 cr.)

Select two of the following MLS 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

MLS History Track

Pictured | **Maureen Green** | *Master of Liberal Studies* | Bachelor of Arts, Indiana University, 1987 | Cassopolis, Michigan (hometown)
Club Affiliations | National Association of Colleges and Employers (NACE); ACPA–College Student Educators International

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 (4 cr.)

- LBST-D 510 Introduction to Graduate Liberal Studies (4 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.

Philosophy

Pictured | **J. R. Shrader, PhD** | *University of Notre Dame* | Associate Professor and Chair of the Department of Philosophy

Philosophy

J. R. Shrader, PhD | Chair
Wiekamp Hall 3287 | (574) 520-7183 |
philosophy.iusb.edu

Faculty

- Professor | **L. Collins, Shockey**
- Associate Professors | **Ananth, Shrader** (chair)**, L. Zynda**
- Faculty Emeriti | **Robbins, Washburn**

About Philosophy

Philosophy emphasizes clear, critical, and logical thinking about philosophical problems by locating their 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. It is structured to meet the needs both of those who want to pursue philosophy as a personal interest or as a concentration area to complement study in another field, and those who aspire to go on to graduate study in philosophy.

The department offers courses in both philosophy and 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, sustainability studies, or women's and gender studies.

Degree Offered

- Bachelor of Arts in Philosophy (not admitting new students starting Spring 2025)

Minor Offered

- Minor in Philosophy

Course Descriptions

Philosophy PHIL | Religious Studies REL

Bachelor of Arts in Philosophy

Bachelor of Arts in Philosophy

Not admitting new students starting Spring 2025

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 which 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.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- School of Humanities and Social Sciences/School of Natural Sciences Bachelor of Arts Requirements (16-26 cr.)
- Major Requirements (31 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.
- The Bachelor of Arts (BA) in Philosophy requires at least 31 credit hours in courses offered by the department. Up to two of these courses may be at the 100–level. 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.)

Select one course from the following:

- HPSC-X 200 Scientific Reasoning
- 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

Value Theory (3 cr.)

Select one course from the following:

- PHIL-P 325 Social Philosophy
- PHIL-P 340 Classics in Ethics
- PHIL-P 341 Ethical Classics 2
- PHIL-P 342 Problems of Ethics
- PHIL-P 343 Classics in Social and Political Philosophy
- PHIL-P 344 Classics in Social and Political Philosophy 2
- PHIL-P 345 Problems in Social and Political Philosophy

Metaphysics and Epistemology (3 cr.)

Select one course from the following:

- 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

Special Topics (3 cr.)

Select one course from the following:

- PHIL-P 371 Philosophy of Religion
- PHIL-P 383 Topics in Philosophy
- PHIL-P 393 Biomedical Ethics
- PHIL-P 394 Feminist Philosophy
- PHIL-P 401 History of Philosophy: Special Topics
- PHIL-T 390 Literary and Intellectual Traditions 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.

Capstone (1-3 cr.)

Majors should take one of the following in their senior year:

- PHIL-P 495 Senior Proseminar in Philosophy
- PHIL-P 497 Internship in Philosophy (1-3 cr.)

Minor in Philosophy

Pictured | **Danielle Schwenk** | *Bachelor of Science in Advertising and Marketing / Minor in Philosophy* | Knox Bend, Indiana (hometown)
Student Government Association | Associate Justice
Club Affiliation | Advertising Club, Marketing Club

Minor in Philosophy (15 cr.)

Students can earn a Minor in Philosophy by completion of at least 15 credit hours in Philosophy.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Minor Requirements (15 cr.)

History of Philosophy (3 cr.)

- PHIL-P 201 Ancient Greek Philosophy
- PHIL-P 214 Modern Philosophy

Select courses from two of the following areas (6 cr.)

Logic and the History and Philosophy of Science

- HPSC-X 200 Scientific Reasoning
- 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

Value Theory

- PHIL-P 325 Social Philosophy
- PHIL-P 340 Classics in Ethics
- PHIL-P 341 Ethical Classics 2
- PHIL-P 342 Problems of Ethics
- PHIL-P 343 Classics in Social and Political Philosophy
- PHIL-P 344 Classics in Social and Political Philosophy 2
- PHIL-P 345 Problems in Social and Political Philosophy

Metaphysics and Epistemology

- PHIL-P 310 Topics in Metaphysics
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- 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

Electives (6 cr.)

- Two additional classes in Philosophy (one or both can be at the introductory level).

Political Science

Pictured | **Steven Gerencser, PhD** | *University of Minnesota, 1996* | Chair and Professor of Political Science

Political Science

Steven Gerencser, PhD | Chair
Wiekamp Hall 2189 | (574) 520-4514 clas.iusb.edu/political-science/index.html

Faculty

- Professors | **Bennion, Gerencser, Karakatsanis, Popescu**
- Associate Professors | **Jang, J. Smith**
- Assistant Professor | **Lisoni**
- Faculty Emeriti | **Bonn, L. Chen, Hamburg, P. Herr, J. Lewis, Penikis**

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.

Undergraduate Degree Offered

- Bachelor of Arts in Political Science

Minors Offered

- Minor in Political Science

Certificate Offered

- Certificate in Paralegal Studies

Graduate Degrees Offered

- Master of Public Affairs
- Master of Arts in Political Science *(Collaborative Online Degree Program)*
- Master of Arts for Teachers in Political Science *(Collaborative Online Degree Program)*

Graduate Certificates Offered

- Graduate Certificate in Public Affairs | Public Management | Nonprofit Management
- Graduate Certificate in Political Sciences *(Collaborative Online Degree Program)*

Course Descriptions

Geography GEOG | Political Science POLS

Index

Bachelor of Arts in Political Science

Pictured | **Jarrett Taft** | *Bachelor of Arts in Political Science* | *Minor in Communication Studies* | Mishawaka, Indiana (hometown)
Volunteer Activity | Peer Mentor

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

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- School of Humanities and Social Sciences/School of Natural Sciences Bachelor of Arts Requirements (16-26 cr.)
- Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
- Major Requirements (30 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.
- No more than six credits of POLS-Y 480 and POLS-Y 481 can count towards the major.
- Paralegal Certificate courses (POLS-Y 211, POLS-Y 221, POLS-Y 222, POLS-Y 224, and POLS-Y 229) do not count for the Political Science major.

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-B 190 Human Behavior and Social Institutions VT: Media and Politics
- POLS-B 399 Human Behavior and Social Institutions VT: Urban Politics and Policy
- 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 308 Urban Politics
- 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-B 399 Human Behavior and Social Institutions VT: Truth and Reconciliation
- POLS-B 399 Human Behavior and Social Institutions VT: Politics of Terrorism
- 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 376 International Political Economy
- POLS-Y 488 Study Abroad in Political Science

Political Theory

- POLS-Y 105 Introduction to Political Theory
- POLS-Y 381 Classical Political Thought
- POLS-Y 382 Modern Political Thought

- 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 394 Public Policy Analysis
- 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

Minor in Political Science

Pictured | **Ashley Rose** | *Bachelor of Arts in Political Science / Minor in Communication Studies for Non-Majors* | Syracuse, Indiana (hometown)
Internship | American Democracy Project
Campus Involvement | Preface (writer and photographer)
Club Affiliation | Chi Alpha Christian Fellowship

Minor in Political Science

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

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

Certificate in Paralegal Studies

Pictured | **Kassie Calzada** | *Bachelor of Arts in Political Science / Paralegal Certificate / Minor in Sociology / Pre-Law* | Elkhart, Indiana (hometown)
Volunteer Activities | Peer Mentor; Habitat for Humanity

Certificate in Paralegal Studies

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 begins each year in Summer Session 1 with POLS-Y 211 Introduction to Law. Students may not begin at other times of the year without permission of the program.

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 School of Humanities and Social Sciences and School of Natural Sciences may use this certificate to fulfill the School of Humanities and Social Sciences and School of Natural Sciences minor requirement.

Admission requirements for the Paralegal Studies Certificate program differ from admission requirements for bachelor's degrees. Contact the Office of Admissions to discuss admission requirements.

Certificate Requirements

The Paralegal Studies Certificate Program requires 21 credit hours of coursework in political science, English, and business for completion and up to 6 credit hours of pre-requisites. Students must be admitted to the Paralegal Certificate program to register for paralegal courses.

Students must earn a grade of C- or above in each course in the program for it to count towards the certificate. All coursework in program must achieve an average GPA of 2.0 or above.

All courses are 3 credit hours, unless otherwise designated.

Prerequisites (6 cr.)

- ENG-W 131 Reading, Writing, and Inquiry I (minimum grade of C or higher)
- Computer Literacy (select from approved list of computer literacy courses)

Required Political Science Courses (15 cr.)

- POLS-Y 211 Introduction to Law
- POLS-Y 221 Legal Research and Writing for Paralegal Studies
- POLS-Y 222 Litigation for Paralegal Studies
- POLS-Y 224 Property Law for Paralegal Studies
- POLS-Y 229 Estate Law for Paralegal Studies

Required English Courses (3 cr.)

- ENG-W 233 Intermediate Expository Writing

Required Business Courses (3 cr.)

- BUS-X 102 Freshman Seminar in Business VT: Business Organizations for Paralegals

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

Master of Public Affairs

Pictured | **James M. Smith, PhD** | University of Illinois at Chicago*, 2010* | Director, Masters of Public Affairs; and Associate Professor of Political Science

Master of Public Affairs

James M. Smith, PhD | Program Director
Wiekamp Hall 2179 | (574) 520-4817 | clas.iusb.edu/public-affairs/index.html

Program Description

The Department of Political Science administers the Master of Public Affairs (MPA) degree 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).

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 contact the MPA director to determine if they need to arrange to enroll in these courses before or at the time of application to the program.

Under certain circumstances (such as relevant work experience), students may be admitted on a provisional basis. This provisional status is removed upon fulfillment of stipulated conditions. Generally, applicants admitted on a provisional basis must enroll in certain courses and must obtain a 3.0 GPA in all preliminary coursework before they are granted full admittance to the degree program.

Admission Process

- General information about applying to graduate programs can be found at academics.iusb.edu/graduate-program/index.html

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

Pictured | **Kayla Isenbletter** | *Master of Public Affairs, Non-Profit Administration and Policy* | Bachelor of Arts, IU South Bend, 2020 | La Porte, Indiana (hometown)
Student Government Association | Vice President

The Master of Public Affairs (MPA) degree requires the completion of 39 credit hours (48 if prerequisites are needed).

The course of study is divided into three distinct parts:

- Core Curriculum (18 cr.)
- Selected Concentration (12 cr.)
- Criminal Justice
- Governmental Administration and Policy
- Health Systems Administration and Policy
- Nonprofit Administration and Policy
- Electives (9 cr.) usually chosen from among courses in other concentrations. If needed, prerequisites can total up to an additional 9 credit hours.

Prerequisites (9 cr.)

Students who have completed coursework in the last six years in the areas listed below at the undergraduate level are exempt from the prerequisites.

- Statistics
- Political science or public affairs
- Economics

Applicants who have not taken at least one course in each of the areas above should contact the MPA director to determine if they need to arrange to enroll in these courses before or at the time of application to the program.

Core Curriculum (18 cr.)

Courses are 3 credit hours, unless otherwise noted.

The MPA core is designed to ensure that each student acquires both prerequisite analytical skills and an understanding of policy issues and governmental processes that compose the environment within which graduates will pursue their careers.

- POLS-Y 501 Fundamentals of Public Management
- POLS-Y 503 Statistics for Public Management
- POLS-Y 505 Personnel Management in Public Organizations
- POLS-Y 509 International Public Affairs
- POLS-Y 524 Research Design for Public Affairs
- POLS-Y 615 Capstone in Public Affairs

Selected Concentration (12 cr.)

Concentrations give students educational experiences in a substantive area of interest. The course of study in each concentration is determined in conjunction with an advisor.

Criminal Justice

The criminal justice concentration consists of 12 credit hours within the MPA curriculum.

- CJUS-P 510 Criminal Justice Policy and Practice
- **Select 9 credit hours from the following:**
- CJUS-P 521 Policy Pricing and Management
- CJUS-P 524 Race, Class, and the Criminal Justice Systems
- CJUS-P 525. Victim Advocacy and Victomology Pending final approval
- CJUS-P 526 Victim Advocacy and Victimology: Victim Services in the Criminal Legal System
POLS-Y 507 Public Law

Governmental Administration and Policy

The government administration and policy concentration consists of 12 credit hours within the MPA curriculum.

- POLS-Y 513 Public Policy

Select 9 credit hours from the following:

- POLS-Y 507 Public Law
- POLS-Y 511 Public Economics
- POLS-Y 517 Civic Groups and Public Policy
- POLS-Y 521 Comparative Public Management and Affairs
- POLS-Y 522 Public Budgeting and Finance
- POLS-Y 582 Financial Management for Public Affairs
- POLS-Y 625 Topics in Public Affairs

Health Systems Administration and Policy

The Health Systems Administration and Policy concentration consists of 12 credit hours within the Master of Public Affairs (MPA) curriculum.

- POLS-Y 502 Health Care Delivery Policy Issues

Select 9 credit hours from the following:

- POLS-Y 504: Management and Governance of Health Services Organizations
- POLS-Y 514: Political Economy of Health Care
- POLS-Y 516: Legal Aspects of Health Care Delivery
- POLS-Y 582: Financial Management for Public Affairs
- POLS-Y 6**: Topics in Healthcare Management

Other appropriate courses can be taken within the concentration upon approval of the student's advisor and the MPA Director.

Nonprofit Administration and Policy

The non-profit administration and policy concentration consists of 12 credit hours within the MPA curriculum.

- POLS-Y 515 Nonprofit Management

Select 9 credit hours from the following:

- POLS-Y 507 Public Law
- POLS-Y 511 Public Economics
- POLS-Y 517 Civic Groups and Public Policy
- POLS-Y 519 Resource Development for Nonprofit Organizations
- POLS-Y 582 Financial Management for Public Affairs
- POLS-Y 635 Topics in Nonprofit Management

Electives (9 cr.)

Students are required to take an additional nine (9) credit hours from the other graduate course offerings within the MPA program.

Internship/Practicum Program

Up to 3 credit hours of practicum/internship credit may be awarded to a student engaged in an off-campus internship or professional work experience. Students generally arrange their own internships/practica and work with an advisor to determine the academic requirements for obtaining credit. Internships/practica must be approved by a faculty advisor.

MPA Admissions Information

Public Affairs Graduate Certificate Programs

Pictured | **James M. Smith, PhD** | University of Illinois at Chicago*, 2010* | Director, Masters of Public Affairs; and Associate Professor of Political Science

Graduate Certificate in Public Affairs

James M. Smith, PhD | Program Director
Wiekamp Hall 2179 | (574) 520-4817 | 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 MPA degree program. Applicants also must follow the same application procedures as those for the MPA degree program. The rules for maintaining good academic standing in the MPA degree program also apply to the certificate program.

Certificate Program Requirements (15 cr.)

Courses are 3 credit hours, unless otherwise noted.

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 514 Political Economy of Health Care
- 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

Pre-Law Preparation

Pictured | **Kassie Calzada** | *Bachelor of Arts in Political Science / Paralegal Certificate / Minor in Sociology / Pre-Law* | Elkhart, Indiana (hometown)

Volunteer Activities | Peer Mentor; Habitat for Humanity

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.

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

Courses in American National Institutions (9 hours)

- POLS-Y 380 The American Supreme Court
- POLS-Y 318 The American Presidency
- POLS-Y 319 The United States Congress
- POLS-Y 301 Political Parties and Interest Groups

Additional Courses for those interested in pursuing International Law (6 hours)

- POLS-Y 107 Introduction to Comparative Politics

- POLS-Y 109 Introduction to International Relations
- Or any other two courses in Comparative and International Relations

Psychology

Pictured | **Kathy Ritchie, PhD** | *University of Texas at Austin, 1992* | Chair and Associate Professor of Psychology

Psychology

Kathy Ritchie, PhD | Chair
Weikamp Hall 2119 | (574) 520-4393 |
psychology.iusb.edu

Faculty

- Professors | **Borshuk, Bryant, Fujita, Ladd, Ritchie** (Chair)**, Rodriguez, Schult**
- Associate Professors | **Juricevic**
- Assistant Professors | **Boye**
- Senior Lecturer | **Talcott**
- Faculty Emeriti | **R. Gottwald, Hubbard, Long, Mawhinney, McIntosh, Mettetal, Perrin**

About Psychology

Psychology offers a major in psychology leading to a Bachelor of Arts (BA) 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.

Degree Offered

- Bachelor of Arts in Psychology
- Bachelor of Arts in Psychology—TSAP

Minor Offered

- Minor in Psychology

Certificate Offered

- Certificate in Behavior Modification

Course Descriptions

Psychology PSY

Bachelor of Arts in Psychology

Pictured | **Haley Fair** | *Bachelor of Social Work* | Plainfield, Indiana (hometown)
Athletic Participation | IU South Bend Softball

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.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Arts (BA) degree must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- School of Humanities and Social Sciences/School of Natural Sciences Bachelor of Arts Requirements (16-26 cr.)
- Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
- Major Requirements (33 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.
- 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.
- All courses are 3 credit hours, unless otherwise noted.

Major Requirements (33 cr.)

Select one of the following:

- PSY-P 103 General Psychology
- PSY-P 106 General Psychology–Honors

Core Requirements

- PSY-P 211 Methods of Experimental Psychology
- PSY-P 354 Statistical Analysis in Psychology
- PSY-P 403 Nonexperimental Research Methods in Psychology
- PSY-P 459 History and Systems of Psychology

Select one senior capstone course:

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
- PSY-P 487 Senior Seminar Project

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.

Bachelor of Arts in Psychology-TSAP

Pictured | **Haley Fair** | *Bachelor of Arts in Psychology* | Plainfield, Indiana (hometown)
Athletic Participation | IU South Bend Softball

Bachelor of Arts in Psychology—TSAP

The Psychology BA–TSAP program (60 credit hours at IU South Bend) is designed specifically for Ivy Tech and Vincennes graduates transferring to IU South Bend with an Associate of Science in Psychology TSAP degree (60 transfer credits).

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.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Arts (BA) degree must complete 120 total credit hours including:

- Associate of Science in Psychology from Ivy Tech or Vincennes (60 cr.)
- General Education Requirements for Transfer Students with ICC: One 300–level Common Core course (preferably a B-399 Human Behavior and Social Institutions course from PSY, SOC, or POLS) (3 cr.)
- School of Humanities and Sciences Bachelor of Arts Requirements (16-26 cr.)
- World Language requirement (3-12 cr.) | Complete a fourth semester language course.
- Natural Science with Laboratory requirement (4-5 cr.)
- Origins of the Modern West (3 cr.)
- Intensive Writing (3 cr.) | Fulfilled through the Psychology Advanced Lab requirement.
- Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
- Major Requirements (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.
- 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.
- All courses are 3 credit hours, unless otherwise noted.

Major Requirements (18 cr.)

Core Requirements

- 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 senior capstone course:

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
- PSY-P 487 Senior Seminar Project

Additional Requirements

Two additional courses; one from the Cognition, Learning, Neuroscience courses 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.

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.

Certificate in Behavior Modification

Pictured | **Conner Shreve** | *Bachelor of Science in Health Sciences, Sport and Excercise Sciences / Minor in Psychology* | South Bend, Indiana (hometown)
Club Affiliations | Health Sciences Student Committee; National Society of Leadership and Success (NSLS)

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.

All courses are 3 credit hours, unless otherwise designated.

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.

Certificate Requirements (12 cr.)

- 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

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 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.

Academic Advising

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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

Sociology and Anthropology

Pictured | **David Blouin, PhD** | *Indiana University, 2008* | Chair, Department of Sociology and Anthropology; and Associate Professor of Sociology

Sociology and Anthropology

David Blouin, PhD | Chair
Wiekamp Hall 2289 | (574) 520-4501 | dblouin@iu.edu

Faculty

- Professors | **Lucal, McGuire, Sernau, VanderVeen, Wells**
- Associate Professors | **Blouin** (Chair), **Randall, Schrank**
- Faculty Emeriti | **Brandewie, Fritschner, Keen, Torstrick**

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
- Bachelor of Arts in Sociology–TSAP

Minors Offered

- Minor in Anthropology
- Minor in Sociology

Course Descriptions

Anthropology ANTH | Sociology SOC

Bachelor of Arts in Anthropology

Pictured | **Tanesia Jackson** | *Bachelor of Arts in Anthropology / Minor in African American Studies* | South Bend, Indiana (hometown)

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

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Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- School of Humanities and Social Sciences/School of Natural Sciences Bachelor of Arts Requirements (16-26 cr.)
- Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
- Major Requirements (24 cr.)
- Elective Requirements (9 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&nash;level or higher
- All courses are 3 credit hours, unless otherwise noted.

Major Requirements (24 cr.)

- ANTH-A 360 Development of Anthropological Thought
- ANTH-E 105 Culture and Society
- ANTH-N 190 The Natural World VT: Becoming Human
- One 400–level seminar in anthropology

Select one of the following:

- ANTH-A 370 Research Methods in Anthropology
- ANTH-P 405 Field Work in Archaeology
- 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

Elective Requirements (9 cr.)

- Nine credits in Anthropology (no more than three credits at the 100– or 200–level)

Bachelor of Arts in Sociology

Pictured | **Sarah Lane** | *Bachelor of Arts in Sociology* | Mishawaka, Indiana (hometown)

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.

Academic Advising

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Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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 cr.)

- School of Humanities and Social Sciences/School of Natural Sciences Bachelor of Arts Requirements (16-26 cr.)
- Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
- Major Requirements (21 cr.)
- Sociology Electives (12 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.
- All courses are 3 credit hours, unless otherwise noted.

Major Requirements (21 cr.)

Note | Students majoring in Sociology who take SOC-S 351 Social Statistics, SOC-R 498 Sociology Capstone Seminar, and/or 400–level seminar or Internship courses while enrolled at IU South Bend, must take these courses with the IU South Bend Sociology and Anthropology Department. Courses offered online by other IU campuses will not meet these requirements.

- SOC-S 161 Principles of Sociology
- SOC-S 204 Sociological Imagination
- SOC-S 340 Social Theory
- SOC-S 351 Social Statistics
- SOC-S 370 Research Methods in Sociology

Select two 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.)

- 12 credits in Sociology (no more than three credits at the 100– or 200–level)

Bachelor of Arts in Sociology- TSAP

Pictured | **Tanesia Jackson** | *Bachelor of Arts in Anthropology / Minor in African American Studies* | South Bend, Indiana (hometown)

Bachelor of Arts in Sociology—TSAP

The Sociology BA–TSAP program (60 credit hours at IU South Bend) is designed specifically for Vincennes graduates transferring to IU South Bend with an Associate of Science in Sociology TSAP degree (60 transfer credits).

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.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- Associate of Science in Behavioral Sciences, Sociology Concentration (TSAP) from Vincennes (60 cr.)
- General Education Requirements for Transfer Students with ICC
- One 300–level Common Core course (SOC-B 399 Human Behavior and Social Institutions
- School of Humanities and Social Sciences Bachelor of Arts Requirements (16-26 cr.)
- World Language Requirement (3-12 cr.) | Complete a fourth semester language course
- Natural Science Course with Laboratory (4-5 cr.)
- Origins of the Modern West (3 cr.)
- Intensive Writing (3 cr.) | Fulfilled through SOC-S 340
- Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
- Major Requirements (15 cr.)
- Sociology Electives (9 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
- All courses are 3 credit hours, unless otherwise noted.

Major Requirements (15 cr.)

Note | Students majoring in Sociology who take SOC-S 351 Social Statistics, SOC-R 498 Sociology Capstone Seminar, and/or 400–level seminar or Internship courses while enrolled at IU South Bend, must take these courses with the IU South Bend Sociology and Anthropology Department. Courses offered online by other IU campuses will not meet these requirements.

- SOC-S 340 Social Theory
- SOC-S 351 Social Statistics
- SOC-S 370 Research Methods in Sociology

Select two 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 (9 cr.)

- 9 credits in Sociology (no more than three credits at the 100– or 200–level)

Minor in Anthropology

Pictured | **Tansesia Jackson** | *Bachelor of Arts in Anthropology / Minor in African American Studies* | South Bend, Indiana (hometown)

Minor in Anthropology

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

- ANTH-E 105 Culture and Society
- 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 360 Development of Anthropological Thought
- ANTH-A 370 Research Methods in Anthropology
- ANTH-P 405 Field Work in Archaeology (3-8 cr.)
- SOC-S 351 Social Statistics

- One additional anthropology course at the 300– or 400–level.

Minor in Sociology

Pictured | **Arram Almanaseer** | *Bachelor of Science in Criminal Justice / Minor in Sociology* | Elkhart, Indiana (hometown)
Volunteer Activity | Transformation Ministries (tutor)

Minor in Sociology

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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-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.

Certificate in Social and Cultural Diversity

Pictured | **Christopher Vreugdenhil** | *Bachelor of Arts in Anthropology / Minor in History / Certificate in Social and Cultural Diversity* | South Bend, Indiana (hometown)
Campus Affiliation | The Preface
Internship | Green Bridge Growers
Club Affiliation | Foodie Friends (vice president)

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.

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:

Core Courses

- ANTH-E 105 Culture and Society

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 Globa Economy
  VT: International Inequalities

Sustainability Studies

Pictured | **Matthew Shockey, PhD** | *The University of Chicago, 2004* | Director of Sustainability Studies; and Professor of Philosophy

Sustainability Studies

Matt Shockey, PhD | Director
Wiekamp Hall 2250 | (574) 520-5545
shockey2@iu.edu

Associated Faculty

- Ananth (Philosophy)
- W. Feighery (Chemistry)
- Lidinsky (Women's and Gender Studies)
- Quimby (Applied Health Sciences)
- Schnabel (Biological Sciences)
- Schrank (Sociology)
- Scott (Physics)
- Sernau (Sociology)
- Shockey (Philosophy)
- Tetzlaff (History)
- Wells (Anthropology and Informatics)
- Zwicker (History)

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.

Undergraduate Degree Offered

- Bachelor of Arts in Sustainability
- Bachelor of Arts in Sustainability *(Collaborative Online Degree Program)*

Minor Offered

- Minor in Sustainability Studies

Course Descriptions

Sustainability Studies SUST

Bachelor of Arts in Sustainability
Pictured | **Cori Jones** | *Bachelor of Arts in Sustainability Studies / Minor in Geography* | Bremen, Indiana (hometown)

Bachelor of Arts in Sustainability

Sustainability is generally characterized as meeting the needs of the present without compromising the ability of future generations to meet their own needs. The Sustainability Studies Program offers in-person and online BA degrees as well as a minor. In these, students study the trans-disciplinary foundations of sustainability and learn how to apply the knowledge they acquire to the development and implementation of sustainable values, innovations, practices, technologies, and policies. Going beyond the traditional classroom, the Sustainability Studies curriculum includes civic engagement and experiential, project-based, and service learning, thus preparing students to lead the way in the creation of a sustainable future while preparing them for the new jobs of the emerging green economy.

Academic Advising

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Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Arts (B.A.) degree must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- School of Humanities and Social Sciences/School of Natural Sciences Bachelor of Arts Requirements (16-26 cr.)
- Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
- Major Requirements (33 cr.)

- Introduction (3 cr.)
- Sustainability Core Courses (12 cr.)
- Skills for Sustainability (3 cr.)
- Electives (12 cr.)
- Capstone (3 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.
- All courses are 3 credit hours, unless otherwise noted.

Major Requirements (33 cr.)

Introduction (3 cr.)

- SUST-S 201 Foundations of Sustainability

Sustainability Core Courses (12 cr.)

Select 12 credits from the following:

- SOC-B 399 Human Behavior and Social Institutions
  VT: Sustainable Communities
  VT: Consumer Society and Environment
- SUST-B 399 Human Behavior and Social Institutions
  VT: Just Food: Sustainable Food Systems
  VT: Icelandic Land Ethics
- SUST-S 310 Systems Thinking for Sustainability
- SUST-S 341 Life in the Anthropocene: Past, Present, and Future(s)
- SUST-S 360 Topics in Sustainability Studies
  VT: Sustainable Urban Agriculture
  VT: Good Work
  VT: Sustainability, Health, and Wellness
  VT: Urban Landscapes and Biodiversity
  VT: Tools for Measuring Sustainability
  VT: Environmental Justice
  VT: Art and Sustainability
- 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 491 Internship in Sustainability
- SUST-S 495 Directed Readings in Sustainability (1-3 cr.)
- SUST-S 496 Research in Sustainability (1-3 cr.)

Skills for Sustainability (3 cr.)

In consultation with your advisor, select one course from the following:

Computing

- BUS-K 201 The Computer in Business
- CSCI-B 100 Problem Solving Using Computers (4 cr.)
- INFO-I 101 Introduction to Informatics (4 cr.)

Economics

- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics

Geographic Information Systems

- GEOG-G 338 Geographic Information Systems

Social Science Research Methodology

- SOC-S 370 Research Methods in Sociology

Statistics

- BIOL-L 337 Introduction to Biostatistics
- ECON-E 270 Introduction to Statistical Theory in Economics and Business
- MATH-K 310 Statistical Techniques
- PSY-P 354 Statistical Analysis in Psychology
- SOC-S 351 Social Statistics

Writing

- ENG-W 231 Professional Writing Skills
- ENG-W 232 Introduction to Business Writing
- ENG-W 234 Technical Report Writing
- ENG-W 270 Argumentative Writing
- ENG-W 315 Writing for the Web
- ENG-W 319 Grant Writing
- ENG-W 367 Writing for Multiple Media

Electives (12 cr.)

Select 12 credits from the following:

- ANTH-B 399 Human Behavior and Social Institutions
  VT: Environmental Anthropology
- BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)
  (2 cr. count towards Elective)
- BIOL-N 390 The Natural World
  VT: Environmental Science
  Biology majors can substitute BIOL-L 473 Ecology and BIOL-L 474 Field and Laboratory Ecology (2 cr.)
- BUS-B 399 Business and Society
- CHEM-N 190 The Natural World
  VT: Chemistry and Our Environment
- GEOG-B 190 Human Behavior and Social Institutions
  VT: Introducing Globalization
- GEOG-G 213 Introduction to Economic Geography
- GEOG-G 338 Geographic Information Science
- GEOL-G 111 Physical Geology
- GEOL-G 210 Oceanography
- GEOL-G 219 Meteorology
- GEOL-G 451 Principles of Hydrogeology
- GEOL-N 190 The Natural World
  VT: Geology of the National Parks
  VT: Weather Forecasting and Analysis
- GEOL-N 390 The Natural World
  VT: Natural Hazard and Disasters
- HIST-T 190 Literary and Intellectual Traditions
  VT: Humans and the Environment
- HPER-N 220 Nutrition for Health
- HSC-H 331 Environmental Health
- HSC-H 412 Global 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
- PHYS-N 190 The Natural World
  VT: Energy in the 21st Century
- PLSC-B 101 Plant Biology (5 cr.)
- 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)
  VT: Belize (Crosslisted with SOC-S 362)
  VT: Consumer Society and the Environment
- SOC-S 306 Urban Society
- SOC-S 362 World Societies and Cultures
  VT: Belize
- SOC-S 410 Advanced Topics in Social Organization
  VT: Consumer Culture and Climate Change
  VT: Environmental Sociology
- 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

Capstone (3 cr.)

- SUST-S 490 Sustainability Practicum

Minor in Sustainability Studies

Pictured | **Josh King** | *Bachelor of General Studies, Science and Mathematics / Minors in Earth and Space Science, Business Administration, and Sustainability Studies* | Middlebury, Indiana (hometown)

Minor in Sustainability Studies

Academic Advising

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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
- All courses are 3 credit hours, unless otherwise noted.

Introduction (3 cr.)

- SUST-S 201 Foundations of Sustainability

Sustainability Core Course (3 cr.)

Select one of the following:

- SOC-B 399 Human Behavior and Social Institutions
  VT: Sustainable Communities
  VT: Consumer Society and Environment
- SUST-B 399 Human Behavior and Social Institutions
  VT: Just Food: Sustainable Food Systems

VT: Icelandic Land Ethics
- SUST-S 310 Systems Thinking for Sustainability
- SUST-S 341 Life in the Anthropocene: Past, Present, and Future(s)
- SUST-S 360 Topics in Sustainability Studies
  VT: Sustainable Urban Agriculture
  VT: Good Work
  VT: Health, Wellness, and Sustainable Living
  VT: Urban Landscapes and Biodiversity
  VT: Tools for Measuring Sustainability
  VT: Environmental Justice
  VT: Art and Sustainability
- 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
- SUST-S 491 Internship in Sustainability
- SUST-S 495 Directed Readings in Sustainability (1-3 cr.)
- SUST-S 496 Research in Sustainability (1-3 cr.)

Scientific Foundations of Sustainability (3 cr.)

Select one from the following:

- BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)
- BIOL-N 390 The Natural World*
  VT: Environmental Science
  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-G 210 Oceanography
- GEOL-G 219 Meteorology
- GEOL-G 451 Principles of Hydrogeology
- GEOL-N 190 The Natural World
  VT: Geology of the National Parks
  VT: Weather Forecasting and Analysis
- PHYS-N 190 The Natural World*
  VT: Energy in the Twenty-First Century
- PLSC-B 101 Plant Biology (5 cr.)

Social, Cultural, and Economic Foundations of Sustainability (3 cr.)

Select one from the following:

- AHST-T 390 Literary and Intellectual Traditions*
  VT: History of Landscape
- BUS-B 399 Business and Society*
- GEOG-B 190 Human Behavior and Social Institutions
  VT: Introducing Globalization
- GEOG-G 213 Introduction to Economic Geography
- GEOG-G 338 Geographic Information Systems
- HIST-T 190 Literary and Intellectual Traditions*
  VT: Humans and the Environment
- HPER-N 220 Nutrition for Health*
- HSC-H 331 Evironmental Health
- HSC-H 412 Global 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 Justice
- SOC-B 399 Human Behavior and Social Institutions
  VT: Sustainable Communities
  VT: Costa Rica (crosslisted with SOC-S 362)
  VT: Belize
  VT: Consumer Society and Environment
- SOC-S 306 Urban Society
- SOC-S 410 Advanced Topics in Social Organization
  VT: Consumer Culture and Climate Change
  VT: Environmental Sociology
- SOC-S 460 Topics in Non-Western Cultures
  VT: International Inequalities
- SUST-B 190 Human Behavior and Social Institutions
  VT: The Sustainable Future*
- WGS-T 390 Literary and Intellectual Traditions*
  VT: Women and Sustainability

Capstone (3 cr.)

- SUST-S 490 Sustainability Practicum

Women's and Gender Studies

Pictured | **Christina Gerken, PhD** | *Bowling Green State University, 2007*, Associate Professor of Women's Studies

Women's and Gender Studies

Christina Gerken, PhD | Director
Wiekamp Hall 2259 | (574) 520-4308 | wgs.iusb.edu

Faculty

- Professor | **Gerken** (Director), **Lidinsky**
- Assistant Professor | **Heller**
- Faculty Emerita | **McNeal-Dolan**

About Women's and Gender Studies

Women's and Gender Studies provides students a coherent, but flexible, program of study examining scholarship and theory on the history, status, contributions, and experiences of women and men in diverse cultural communities.

The interdisciplinary perspective of the field expands our intellectual vision and our capacity to resolve problems. The Women's and Gender Studies Program is committed to an expanding recognition of the impact and strength of difference and diversity in people's lives.

The Women's and Gender Studies major, minor, and four-year degree programs enable students to analyze how gender, in its dynamic interrelationship with race and class, has shaped and given meaning to people's lives.

The Women's and Gender Studies Program is administered by the director and a Governing Board. The following faculty serve on the Women's and Gender Studies Governing Board: Bennion, Borshuk, L. Collins, J. Feighery, Gerken, C. He, Heller, Lidinsky, Lucal, Merken, Rusnock, Somerville, and Zwicker.

Undergraduate Degree Offered

- Bachelor of Arts in Women's and Gender Studies

Minor Offered

- Minor in Women's and Gender Studies

Course Descriptions

Women's and Gender Studies WGS

Bachelor of Arts in Women's and Gender Studies

Pictured | **Dionysus Raven** | *Bachelor of Arts in Women's and Gender Studies / Bachelor of Art Education* | South Bend, Indiana (hometown)
Honors ProgramVolunteer Activities | Planned Parenthood, Potawatomi Zoo
Club Participation | Japanese Club, Gamers Guild, Queer Straight Alliance

Bachelor of Arts 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.

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Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Arts (B.A.) degree must complete 120 total credit hours including:

- IU South Bend General Education Curriculum (33 cr.)
- School of Humanities and Social Sciences/School of Natural Sciences Bachelor of Arts Requirements (16-26 cr.)
- Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
- Major Requirements (30 cr.)
- 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.
- All courses are 3 credit hours, unless otherwise noted.

Major Requirements (30 cr.)

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
- WGS-W 480 Women's Studies Practicum

Electives for the Major (12 cr.)

- At least 3 credit hours must be taken at the 300–level or above
- One WGS course in the humanities or arts (see below)
- One WGS course in the social or natural sciences (see below)
- Two additional WGS courses

Joint-Listed Courses

Joint-listed courses have a WGS prefix and a department letter designation before the number, i.e., WGS-H 260.

WGS course in the humanities or arts

- WGS-H 260 History of American Women
- WGS-L 207 Women and Literature
- WGS-P 394 Feminist Philosophy
- WGS-T 190 Literary and Intellectual Traditions
  VT: Reacting to the Past, Sex Wars
  VT: Bad Mothers
- WGS-T 390 Literary and Intellectual Traditions
  VT: Women and Sustainability
  VT: Bad Mothers
  VT: Gender in the Ancient World
  VT: Gender and Biography
  VT: Needle and Thread
  VT: Women in Social Movements
- WGS-W 302: Issues in Gender Studies
  VT: Women in the Visual Arts
  VT: Feminist Ethics
  VT: Gender and Communication
  VT: Gendered Bodies, Colored Voices
  VT: Gendering of Food in Culture
  VT: Gender in African History
  VT: The Gender Politics of Fashion

WGS course in the social or natural sciences

- WGS-B 190 Human Behavior and Social Institutions
  VT: Coming to America: Race, Gender, and Migration
- WGS-B 260 Women, Men and Society in Modern Europe
- WGS-B 342 Women in Medieval Society
- WGS-B 399 Human Behavior and Social Institutions
  VT: Race and Reproductive Rights
  VT: Women and Madness
  VT: O Canada! Gender, Human Rights, and Society (study abroad)
  VT: Intimacies
  VT: Intimate Relationships and Sexuality
  VT: Interracial Intimacies
- WGS-E 391 Women in Developing Countries
- WGS-N 190 Biology of Women
- WGS-P 391 Psychology of Gender, Race and Ethnicity
- WGS-P 460 Women: A Psychological Perspective
- WGS-S 310 The Sociology of Women in America
- WGS-S 338 Sociology of Gender Roles
- WGS-W 240 Topics in Feminism: Social Science Perspective
  VT: Introduction to LGBTQ Studies
  VT: Women in US Films
- WGS-W 302: Issues in Gender Studies
  VT: Women and Crime
  VT: Women in Developing Countries
- WGS-W 350 Global Health, Gender, and Sexuality
- WGS-Y 327 Gender and 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.

Minor in Women's and Gender Studies

Pictured | **Faith Fegley** | *Bachelor of Arts in English / Minors in Women's and Gender Studies/Interdisciplinary Publishing* | South Bend, Indiana (hometown)
Volunteer Activity | Student Publications/Pub Hub, Internship

Minor in Women's and Gender Studies

Academic Advising

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Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Course Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise noted.

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.)

- Two additional Women's and Gender Studies courses

World Language Studies

Pictured | **Bridget "Tammy" Fong-Morgan, PhD** | *University of Michigan, 1998* | Chair, World Language Studies; and Associate Professor of Spanish

World Language Studies

Tammy Fong-Morgan, PhD | Chair
Wiekamp Hall 3225 | (574) 520-4852 |
languages.iusb.edu

Faculty

Professor | **Hernando**
Associate Professors | **Barrau, Fong-Morgan** (Chair), **Luppes**
Teaching Professor | **Hebert-Annis**
Senior Lecturers | **Green**, **Jones** Lecturer | **Monroe**
Faculty Emeriti | **Beardsley, Brown, de la Torre, Febres, Guillaume, Poinsatte**

Undergraduate Degree

- Bachelor of Arts in Spanish

Collaborative Online Degrees

- Bachelor of Science in French | German | Spanish

Minors Offered

- Minor in a World Language | East Asian Studies | French | German | Spanish

Collaborative Online Graduate Degrees

- Master of Arts for Teachers in German
- Graduate Certificate in German
- Graduate Certificate in Spanish

Course Descriptions

Japanese EALC | French FREN | German GER | Spanish SPAN

Index

World Language Studies

World Language Studies

The Department of World Language Studies (WLS) offers courses in French, German, Japanese, and Spanish and majors and minors in French, German, Spanish, and East Asian Studies. 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. Students may pursue, in addition to WLS, a minor in an interdisciplinary program at IU South Bend, such as Latin American/Latino 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, many academic programs require that its graduates are functional in a second language and can view the world through another language.

This requirement can be met in one of three ways:

- Successful completion of the required lower-division language course (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 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 available anytime online. Please see the WLS website for information: iusb.edu/students/placement-exams/world-language-exam.html.

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 C or higher, he or she is eligible to receive between 3 and 12 additional credit hours for lower level courses.

The Department of World Language Studies offers Language Placement Exams to help students enroll in the appropriate level. It also offers Standards based Measurement of Proficiency (STAMP) exams for Language Program Assessment. Students in French, German, and Spanish complete the STAMP exam during the fourth semester and then again during their senior year if majoring in a language. Neither the Placement Exam nor the STAMP exam fulfills the language requirement.

Earning Special Credits

Earning a grade of “C” or better in the Qualifying Course enables a student to request special credits. The Qualifying Course must be the first course taken in the second language with IU South Bend faculty. Qualifying Courses include online courses taught by IU South Bend faculty.

Credits may be earned for the following courses with a grade of “S” for Satisfactory:

- 101, 102, 201/203, 202/204 (3 credits each)

The grade of S carries no weight to GPA.

These special credits are not transferable to an institution outside the Indiana University system.

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 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.

Bachelor of Arts in Spanish

Pictured | **Gabriella Frodyma** | *Bachelor of Arts in Spanish* | Mishawaka, Indiana (hometown)

Honors Program
Volunteer Activity | IU South Bend Women's Volleyball Team (manager)

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

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Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Arts (BA) degree must complete 120 total credit hours including:

- IU South Bend campuswide General Education Curriculum (33 cr.)
- School of Humanities and Social Sciences/School of Natural Sciences Bachelor of Arts Requirements (16-26 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)

- 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 noted.

Major Requirements (30 cr.)

- SPAN-S 203 Second Year Spanish 1
- SPAN-S 204 Second Year Spanish 2; OR SPAN-S 206 Spanish for Public Services
- Seven SPAN-S courses at the 275–level or above taught in Spanish; OR

six courses taught in Spanish and one SPAN-S course taught in English at the 200–level or above
- One course at the 400–level

Suggested Electives
Balance of credits needed to equal 120 cr. requirement
- SPAN-S 231 Spanish-American Fiction in Translation
- SPAN-S 290 Topics in Hispanic Culture
- 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 311 Spanish Grammar
- SPAN-S 312 Written Composition in Spanish
- SPAN-S 313 Writing Spanish 1
- SPAN-S 314 Writing Spanish 2
- SPAN-S 317 Spanish Conversation and Diction Class
- SPAN-S 325 Spanish for Teachers
- SPAN-S 360 Introduction to Hispanic Literature
- SPAN-S 363 An Introduction to Hispanic Culture
- SPAN-S 384 Hispanic Civilization IV: Contemporary Cultural and Literary Expressions
- SPAN-S 407 Survey of Spanish Literature 1
- SPAN-S 410 Contemporary Hispanic Culture and Conversation
- 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 421 Advanced Grammar and Composition
- SPAN-S 450 Don Quijote
- SPAN-S 470 Women and Hispanic Literature
- 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.)
- SPAN-T 390 Literary and Intellectual Traditions

Minor in World Language Studies

Pictured | **Keisha Natal** | *Bachelor of Fine Arts in Graphic Design / Minors in French and Photography* | Granger, Indiana (hometown)

Honors Program
Club Affiliations | French Club; Gamers' Guild; Dungeons and Dragons Club

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.
- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

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Minor in French (15 cr.)

Course Requirements
- FREN-F 203 Second-Year French I
- FREN-F 204 Second-Year French II
- Three FREN-F elective courses at the post-204 level. May include one FREN- course at 200-level or above taught in English.

Minor in German (15 cr.)

Course Requirements
- GER-G 203 Second-Year German 1
- GER-G 204 Second-Year German 2
- Three GER-G elective courses at the post-204 level. May include one GER- course at 200-level or above taught in English.

Minor in Spanish (15 cr.)

Course Requirements
- SPAN-S 203 Second Year Spanish 1
- SPAN-S 204 Second Year Spanish 2; OR SPAN-S 206 Spanish for Public Services
- Three SPAN-S elective courses at the post-204 level. May include one SPAN- course at 200-level or above taught in English.

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.

- EALC-E 271 Modern and Contemporary Japanese Culture
- SPAN-T 190 Literary and Intellectual Traditions
  VT: Mexican Culture and Society
  VT: Costa Rica Study Abroad
  Taught abroad
- SPAN-T 390 Literary and Intellectual Traditions
  VT: Mexican Culture and Society
  VT: Costa Rica Study Abroad
  Taught abroad

Study Abroad: Selected courses may apply with consent of the department.

- GER-T 390 Democracy, Dictatorship, Dissent: Berlin in the Short Twentieth Century, 1914-1989
  Taught abroad

Interdisciplinary Minors

Pictured | **Elizabeth Ball** | *Bachelor of Arts in Communication Studies, Public Relations and Strategic Communication / Minor in Cognitive Science* | South Bend, Indiana (hometown)

Interdisciplinary Minors

The School of Humanities and Social Sciences offers interdisciplinary minors that bring together expert knowledge of faculty from various disciplines to provide students with a structured program of study focusing on particular topics of interest. Some minors draw on faculty expertise from the humanities and social sciences, while other minors bring together faculty expertise from an even wider range of fields, such as natural sciences.

For details, see the curriculum for each minor listed below.

- African American Studies
- Art History
- Cognitive Science
- East Asian Studies
- European Studies
- International Studies
- Latin American Studies
- Religious Studies

Minor in African American Studies

Pictured | **Tanesia Jackson** | *Bachelor of Arts in Anthropology / Minor in African American Studies* | South Bend, Indiana (hometown)

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).
- All courses are 3 credit hours, unless otherwise noted.

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Requirements (15 cr.)

Core Courses (6 cr.)

Select one from the following:

- AFAM-A 150 Survey of the Culture of Black Americans
- ANTH-B 190 Human Behavior and Social Institutions
  VT: Culture of African Americans

Select one from the following:

- HIST-A 355 African American History I
- HIST-A 356 African American History II

Electives (9 cr.)

Select three courses with an African American emphasis from the following; at least one of which must be at the 300–level or above

- ANTH-B 399 Human Behavior and Social Institutions
  VT: African American Health
  VT: Ethnic Relations (crosslisted with SOC-S 335)
- 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-E 300 Issues in African History
- 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

Minor in Art History

Pictured | **Nicole Rousculp** | *Bachelor of Fine Arts in Photography / Minors in Graphic Design and Art History* | South Bend, Indiana (hometown)
Club Affiliation | Fine Arts Club
Photo provided by Nicole Rousculp

Art History

Faculty

- Faculty Advisors | **Rusnock**

Course Descriptions

AHST Art History

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.

All courses are 3 credit hours, unless otherwise noted

Requirements (18 cr.)

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
- May count FINA-A 399 Art, Aesthetics, and Creativity
  VT: History of Graphic Design

Minor in Cognitive Science

Pictured | **Elizabeth Ball** | *Bachelor of Arts in Communication Studies, Public Relations and Strategic Communication / 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 Lyle Zynda 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.

Academic Advising

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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

Minor in East Asian Studies

Pictured | **Lucas Geren** | *Bachelor in Fine Arts in Integrated New Media Studies, Video and Motion Media / Minor in East Asian Studies* | Elkhart, Indiana (hometown)
Club Affiliations | Advertising Club, Marketing Club, Japanese Club, International Student Organization, Black Student Union, Gamer's Guild, Massive Attack Improv Club

Minor in East Asian Studies

- All coursework for the minor must be planned with an advisor from the East Asian Studies minor faculty.
- 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.
- Courses should also represent a student's range of study beyond one national framework.

Academic Advising

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Concentration Requirements (15 cr.)

- Five classes, no more than four, from any department.
- Three classes at the 200–level or above.
- Participation in a study abroad program in East Asia is strongly encouraged, but not required.
- All courses are 3 credit hours, unless otherwise noted.

Select five classes from the following, or an approved alternate:

- EALC-E 270 Japanese Language and Society
- EALC-E 271 Modern and Contemporary Japanese Culture
- EALC-E 350 Studies in East Asian Society
- EALC-J 133 Foreign Study in Japanese, First Year
- EALC-J 201 Second Year Japanese 1
- EALC-J 202 Second Year Japanese 2
- EALC-J 233 Foreign Study in Japanese, Second Year
- EALC-J 301 Third Year Japanese 1
- EALC-J 302 Third Year Japanese 2
- EALC-J 310 Japanese Conversation
- EALC-J 333 Foreign Study in Japanese, 3rd Year
- EALC-J 401 Fourth Year Japanese I
- EALC-J 402 Fourth Year Japanese II
- EALC-J 433 Foreign Study in Japanese, 4th Year
- EALC-J 451 Readings in Japanese Newspapers and Journals
- ENG-W 250 Writing in Context
  VT: Japan/Hong Kong: Travel Writing
- HIST-G 300 Issues in Asian History
- HIST-G 358 Early Modern Japan
- HIST-G 369 Modern Japan
- HIST-G 385 Modern China; OR
  HIST-G 485 Modern China
- HIST-G 387 Contemporary China
- HIST-G 410 China, Japan, and the United States in the 20th and 21st Century
- HIST-G 465 Chinese Revolutions and the Communist Regime
- HIST-H 207 Modern East Asian Civilization
- HIST-H 237 Traditional East Asian Civilization
- INTL-I 490 International Studies Capstone Seminar
- PHIL-P 374 Early Chinese Philosophy
- REL-R 153 Religions of Asia

Minor in European Studies

Minor in 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.

All courses are 3 credit hours, unless otherwise noted.

Requirements (15 cr.)

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

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

Political Science

- POLS-Y 335 Western European Politics
- POLS-Y 350 Politics of the European Union

Religion

- REL-R 152 Jews, Christians, and Muslims
- REL-R 220 Introduction to the New Testament

Theatre

- THTR-T 470 History of the Theater 1
- THTR-T 471 History of the Theater 2

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 307 Selected Works of Contemporary German Literature
- 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 405 Spanish Medieval Literature
- SPAN-S 407 Survey of Spanish Literature 1
- SPAN-S 411 Spain: The Cultural Context
- SPAN-S 415 Medieval and Golden Age Poetry
- SPAN-S 418 Hispanic Drama
- SPAN-S 450 Don Quijote
- SPAN-S 478 Modern Spanish Novel
- SPAN-S 495 Hispanic Colloquium
  VT: Don Juan, Medieval Spanish Literature

Study Abroad in Europe or Independent Study Project (3 cr.)

International Studies

Minor in 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 twenty-first 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.

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. The 15 credit hours are distributed as follows:

- 100– or 200–level core courses with broad international content (3-6 cr.)
- 300–400 level core courses with broad international content (9-12 cr.)
- All courses are 3 credit hours, unless otherwise noted.

Requirements (15 cr.)

Courses may be chosen from three of the following disciplines. Additional courses may be approved by the faculty committee based on content relevant to international studies.

- AHLT-R 277 Global Experience in Radiologic and Imaging Sciences
- ANTH A 250 Anthropology in the Modern World
- ANTH-E 105 Culture and Society
- ANTH-E 310 Introduction to Cultures of Africa
- ANTH-E 321 Ancient Civilizations of Mesoamerica
- 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-E 420 Economic Anthropology
- ANTH-L 300 Culture and Language
- ANTH-P 304 Fundamentals of Archaeological Anthropology
- ANTH-P 398 Rise of Civilization
- BIOL-L 342 Tropical Marine Biology Field Course
- BUS-D 300 International Businesss: Operations of International Enterprises
- BUS-D 304 International Business Environment
- BUS-M 401 Interntional Marketing
- CJUS-P 379 International Topics: Terrorism and Political Violence
- CJUS-P 471 Comparative Study of Criminal Justice Systems
- CMCL-C 203 Gender Sexuality and the Media
- CMLT-C 253 Third World and Black American Films
- DHYG-H 412 Global Health
- EALC-E 271 Modern and Contemporary Japanese Culture
- EALC-E 350 Studies in East Asian Society
- EALC-J 4XX All 400–level EALC courses
- ECON-E 430 International Economics
- EDUC-E 201 Multicultural Education and Global Awareness
- 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 207 Women and Literature
- 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 327 Later Eighteenth Century Literature
- ENG-L 332 Romantic Literature
- ENG-L 336 Victorian Literature
- ENG-L 347 British Fiction to 1800
- ENG-L 348 Nineteenth Century British Fiction
- ENG-L 365 Modern Drama Continental
- ENG-L 369 British and American Authors
- ENG-L 382 Fiction of the Non-Western World
- ENG-L 388 Irish Literature and Culture
- ENG-L 450 Seminar: British and American Authors
- ENG-T 191 World Literary and Intellectual Traditions
- FINA-A 101 Ancient and Medieval Art
- FINA-A 300 Topics in Art History
- FINA-A 303 Art Since 1945
- FINA-A 306 Women in the Visual Arts
- FINA-A 307 Intoduction to Non-Western Art
- FINA-A 308 Modern Art 1900-1945
- FINA-A 340 Topics in Modern Art
- FINA-A 409 Capstone Course
- FINA-T 390 Literary and Intellectual Traditions
- FREN-F 300 Lectures et Analyses Litteraire
- FREN-F 305 Chefs-d'oeuvre de la Literature French 1
- FREN-F 306 Chefs-d'oeuvre de la Literature French 2
- FREN-F 311 Contemporary French Civilization
- FREN-F 312 Readings in French Literature in Translation
- FREN-F 330 Introduction to Translating French and English
- FREN-F 361 Introduction Historique À la Civilization Française I
- FREN-F 363 Introduction a la France Moderne
- FREN-F 391 Studies in French Film
- FREN-F 4XX All 400&Ndash;level FREN courses
- GEOG-G 110 Introdution 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

- GEOG-G 313 Place and Politics
- GEOG-G 315 Environmental Conservation
- GEOG-G 320 Population Geography
- GEOL-G 190 The Evolving Earth
- GEOL-N 190 The Natural World
- GER-G 305 Introdution to German Literature: Types
- GER-G 306 Introdution to German Literature: Themes
- GER-G 307 Selected Works of Contemporary German Literature
- GER-G 363 Introdution to German Cultural History
- GER-G 370 German Cinema
- GER-G 396 German Language Abroad
- GER-G 4XX All 400–level GER courses
- GER-T 390 Democracy,Dictatorship,Dissent:Berlin in the Short Twentieth Century
- HSC-B 399 Exploring Intl Health Care Systems-Sweden
- HSC-H 412 Global Health
- HSC-N 378 Global Nutrition
- HSC H350 Global Health Gender and Sexuality
- HIST-B 260 Women, Men, and Society in Modern Europe
- HIST-B 300 Issues in Western European History
- HIST-B 342 Women in Medieval Society
- HIST-B 346 The Crusades
- HIST-B 352 Western Europe in the High and Later Middle Ages
- 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 II
- HIST-B 391 Themes in World History
- HIST-C 386 Greek History from the 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-E 300 Issues in Latin American History
- HIST-F 300 Issues in Latin American History
- HIST-G 358 Early Modern Japan
- 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
- HIST-G 465 Chinese Revolutions and the Communist Regime
- HIST-G 485 Modern China
- HIST-H 101 The World in the Twentieth Century I
- HIST-H 102 The World in the Twentieth Century II
- HIST-H 113 History of Western Civilization I
- HIST-H 114 History of Western Civilization II
- 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-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 225 Special Topics in History
- HIST-H 226 Origins and History of the Cold War
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- MUS-M 375 Ethnic and Pop Music of the World
- MUS-M 403 History of Music I
- MUS-M 404 History of Music II
- MUS-M 431 Song Literature
- MUS-M 434 Survey of Guitar Literature
- MUS-M 443 Survey of Keyboard Literature I
- MUS-M 444 Survey of Keyboard Literature II
- NURS-K 414 Chinese Medicine in the Western World
- NURSK 434 Global Health Issues in Nursing
- OVST All OVST courses
- PHIL-P 110 Introdution to Philosophy
- PHIL-P 135 Introdution to Existentialism
- PHIL-P 201 Ancient Greek Philosophy
- PHIL-P 202 Medieval to Modern Philosophy
- PHIL-P 214 Modern Philosophy
- PHIL-P 283 Non-Western Philosophy
- PHIL-P 303 The British Empiricists and Kant
- PHIL-P 304 Nineteenth Century Philosophy
- PHIL-P 335 Phenomenology and Existentialism
- PHIL-P 340 Classics in Ethics
- PHIL-P 341 Ethical Classics 2
- PHIL-P 343 Classics in Social and Political Philosophy
- PHIL-P 344 Classics in Social and Political Philosophy 2
- PHIL-P 346 Classics in Philosophy of Art
- PHIL-P 374 Early Chinese Philosophy
- PHIL-P 383 Topics in Philosophy
- PHIL-P 401 History of Philosophy: Special Topics
- PHIL-P 490 Readings in Philosophy
- PHIL-P 495 Senior Proseminar in Philosophy Political Science
- POLS-Y 107 Introdution to Comparative Politics
- POLS-Y 109 Introdution to International Relations
- POLS-Y 330 Central American Politics
- POLS-Y 335 West European Politics
- POLS-Y 337 Latin American Politics
- POLS-Y 340 East European 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
- POLS-Y 376 International Political Economy
- POLS-Y 381 Classical Political Thought
- POLS-Y 382 Modern Political Thought
- POLS-Y 480 Undergraduate Readings in Political Science
- POLS-Y 488 Study Abroad in Political Science
- POLS Y490 Senior Seminar in Political Science
- REL-R 152 Jews, Christians, Muslims
- REL-R 153 Religions of Asia
- REL-R 210 Introdution to the Old Testament/Hebrew Bible
- REL-R 220 Introdution to the New Testament
- REL-R 257 Introdution to Islam
- REL-R 300 Studies in Religion
- REL-R 354 Buddhism Sociology
- SOC-S 362 World Societies and Cultures
- SOCS-395 Selected Topics in Sociology
- SOC-S 410 Advanced Topics in Social Organization
- SOC-S 460 Topics in Non-Western Cultures
- SOC-S 468 Research Problems in Sociology
- SOC-S 495 Individual Readings/Research in Sociology
- SPAN-S 275 Hispanic Culture and Conversation
- SPAN-S 290 Topics in Hispanic Culture
- SPAN-S 301 The Hispanic World 1
- SPAN-S 302 The Hispanic World 2
- SPAN-S 303 The Hispanic World
- SPAN-S 305 Masterpieces of Spanish Literature
- SPAN-S 317 Spanish Conversation and Diction
- SPAN-S 325 Spanish for Teachers
- SPAN-S 363 Introdution to Hispanic Culture
- SPAN-S 399 Reading for Honors
- SPAN-S 4XX All 400–level SPAN courses
- SPAN-T 190 Literary and Intellectual Traditions
- SPAN-T 390 Literary and Intellectual Traditions
- SUST-S 360 Topics in Sustainability Studies
- SUST-S 361 Sustainabiility Abroad
- SUST-S 495 Directed Readings in Sustainability
- SUST-S 496 Research in Sustainability
- TEL-T 380 Latin American Cinema
- THTR-D 111 Introdution to Latin Dance
- THTR-D 130 Flamenco I
- THTR-D 135 African Dance 1
- THTR-D 150 Middle Eastern Dance I
- THTR-D 230 Flamenco Dance II
- THTR-D 250 Middle Eastern Dance 2
- THTR-T 320 Acting III: Shakespeare
- THTR-T 327 Period Styles
- THTR-T 420 Acting IV: Realism
- THTR-T 423 Acting V: Period Comedy
- THTR-T 434 Historic Costumes for Stage
- 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
- THTR-T 490 Independent Study in Theatre and Drama
- WGS-B 260 Women, Men, and Society in Modern Europe
- WGS-B 342 Women in Medieval Society
- WGS-L 207 Women and Literature
- WGS-P 394 Feminist Philosophy
- WGS-W 301 International Perspectives on Women
- WGS-W 350 Global Health, Gender, and Sexuality

If you wish to earn an International Studies minor, contact the director of international programs.

Minor in Latin American Studies

Pictured | **Amna Al-Shawi** | *Bachelor of Arts in Spanish / Minor in Latin American Studies* | Granger, Indiana (hometown)
Volunteer Activities | El Campito Daycare, Spanish tutor, Embedded Tutor
Club Affiliations | Spanish Club, International Student Organization, Latino Student Union (IU South Bend)
Athletic Participation | IU South Bend Women's Soccer

Photo credit | Amna Al-Shawi | Photo taken in Bogota Colombia, Summer 2019

Minor in 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.

Faculty

- Coordinator | **Lisoni**
- Faculty Advisors | **Barrau, Froysland, Gerken, Lisoni, Sernau, VanderVeen**

Minor Requirements (18 cr. minimum)

All courses are 3 credit hours, unless otherwise noted. A grade of C- or higher in each course is required

The Minor in Latin American/Latino Studies consists of a minimum of 18 credits distributed as follows:

- Two Core Courses (6 cr.)
- Three electives (9 cr.)
- SPAN-S 203 Second Year Spanish 1 (or equivalent)

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-B 399 Human Behavior and Social Institutions VT: Truth and Reconciliation
- 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 313 Writing Spanish 1
  When content applies
- SPAN-S 314 Writing Spanish 2
  When content applies
- SPAN-S 317 Spanish Conversation and Diction Class
  When content applies
- SPAN-S 363 Introducción a la Cultura Hispánica
- SPAN-S 412 Spanish America: The Cultural Context
- SPAN-S 477 Modern Spanish-American Prose Fiction
- SPAN-S 494 Individual Readings in Hispanic Studies
  When content applies
- SPAN-S 495 Hispanic Colloquium
  When content applies

Electives (9 cr.)

The nine credit hours of electives may be drawn from the following courses or an approved substitute, but no more than one course at the 100–level. Students seeking to apply a course with a comprehensive international theme to the minor should be able to show that a 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
- ANTH-E 335 Ancient Civilizations of Mesoamerica

Communication

- SPCH-S 427 Cross Cultural Communication
- TEL-R 404 Topical Seminar in Telecommunications
  When content applies

English

- ENG-L 379 American Ethnic and Minority Literature

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)

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)

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 302 The Hispanic World 2
- SPAN-S 303 The Hispanic World
- SPAN-S 313 Writing Spanish 1
  When content applies
- SPAN-S 314 Writing Spanish 2
  When content applies
- SPAN-S 317 Spanish Conversation and Diction
  When content applies
- SPAN-S 363 Introducción a la Cultura Hispánica
- SPAN-S 412 Spanish America: The Cultural Context
- SPAN-S 416 Modern Hispanic Poetry
  When content applies
- SPAN-S 477 Modern Spanish-American Prose Fiction
- SPAN-S 494 Individual Readings in Hispanic Studies
  When content applies
- SPAN-S 495 Hispanic Colloquium
  When content applies
- SPAN-S 496 Foreign Study in Spanish (in Latin America)
- SPAN-T 190 Literary and Intellectual Traditions
  When content applies

Women's Studies

- WGS-B 190 Human Behavior and Social Institutions
  VT: Coming to America
- 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

Language Requirement

Language facility is an important part of regional and cross-cultural understanding. All students seeking this

minor must complete (at least) a third semester Spanish (SPAN-S 203) or its equivalent. Students enrolled or contemplating this minor are encouraged to complete their language courses as early as possible in their program.

Study Abroad

Students are encouraged to study abroad as part of the minor. Our university regularly offers courses as part of the spring break and summer session programs in Belize, Costa Rica, and Mexico. These courses may often satisfy general education requirements. Other study abroad locations in Latin America are also relevant and may be applicable to the minor. Students should discuss options with Latin American Studies faculty and/ or the director of International Programs.

Minor in Religious Studies

Pictured | **Mariah Woolley** | *Bachelor of Arts in Philosophy / Minor in Religious Studies* | Syracuse, Indiana (hometown)
Club Affiliation | Ratio Christi (vice president)

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.
- The courses below are not offered every academic year. Students may explore with their advisor the possibility of using online courses offered by other Indiana University campuses in order to complete their minor requirements.
- All courses are 3 cr. hours unless otherwise designated.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Minor Requirements (15 cr.)

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

Natural Sciences

Pictured | **Henry P. Scott, PhD** | *University of California, Santa Cruz, 2001* | Associate Dean, School of Natural Sciences; and Professor of Physics

College of Arts and Sciences

School of Natural Sciences

- Actuarial Science | Bachelor of Science | Bachelor of Science *(Collaborative Online Degree Program)*
- Advanced Computer Programming | Undergraduate Certificate
- Applied Mathematics and Computer Science | Master
- Applied Statistics | Bachelor of Science *(Collaborative Online Degree Program)*
- Biological Sciences | Bachelor of Arts | Bachelor of Science | Minor | Master of Arts for Teachers of *(Collaborative Online Degree Program)* | Graduate Certificate *(Collaborative Online Degree Program)*
- Biochemistry | Bachelor of Arts | Bachelor of Science
- Chemistry | Bachelor of Arts | Bachelor of Science | Bachelor of Science (TSAP) | Bachelor of Science *(Collaborative Online Degree Program)* | Minor | Master of Arts for Teachers of *(Collaborative Online Degree Program)* | Graduate Certificate *(Collaborative Online Degree Program)*
- Computer Applications | Minor | Undergraduate Certificate
- Computer Programming | Undergraduate Certificate
- Computer Science | Bachelor of Science | Minor | Bachelor of Science *(Collaborative Online Degree Program)*
- Data Science | Bachelor of Science *(Collaborative Online Degree Program)*
- Earth and Space Science | Minor
- Informatics | Bachelor of Science | Bachelor of Science (TSAP) | Bachelor of Fine Arts | Bachelor of Science *(Collaborative Online Degree Program)* | Minor
- Informatics (Applied) | Postbaccalaureate Certificate
- Informatics and Interactive Media Arts | Bachelor of Arts
- Integrated New Media Studies | Bachelor of Fine Arts, Concentration in 3D Modeling and Animation | Concentration in Informatics | Concentration in Interactive Media | Concentration in Video and Motion Media | Group Focus in Design, Music, or Video/Motion Media | Minor
- Mathematical Sciences | Bachelor of Arts | Bachelor of Science | Minor | Master of Arts for Teachers of *(Collaborative Online Degree Program)* | Graduate Certficate *(Collaborative Online Degree Program)*
- Physics and Astronomy | Bachelor of Arts | Bachelor of Science | Minor

Pre-Professional Preparation

- Pre-Dentistry
- Pre-Engineering
- Pre-Medicine
- Pre-Optometry
- Pre-Pharmacy
- Pre-Physical Therapy
- Pre-Veterinary Medicine

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- Upper-Level Coursework
- Residency Requirement
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- Time Limit for Completion of Requirements

Biological Sciences

Pictured | **Andrew Schnabel, PhD** | *University of Kansas, 1988* | Chair, Department of Biological Sciences; and Professor of Biology

Biological Sciences

Andrew Schnabel, PhD | Chair
Northside Hall 134E | (574) 520-4413 | clas.iusb.edu/biology/index.html

Faculty

- Professors | **T. Clark, Marr, K. Mecklenburg, Nair, Schnabel** (Chair)
- Associate Professors | **Grens, McLister, Qian, Wilkes**
- Lecturer | **Alyousif**
- Teaching Professor | **Oldenburg**
- Faculty Emeriti | **Bushnell, Chowattukunnel, Pike**
- Laboratory Supervisor | **Franz**
- Academic Advisors | **Grens, Marr**

Undergraduate Degrees Offered

- Bachelor of Arts in Biological Sciences
- Bachelor of Science in Biological Sciences
- Bachelor of Science in Biological Sciences—TSAP

Minor Offered

- Minor in Biological Sciences

Graduate Degree Offered

- Master of Arts for Teachers in Biology *(Collaborative Online Degree Program)*

Graduate Certificate Offered

- Graduate Certificate in Biology *(Collaborative Online Degree Program)*

Course Descriptions

Anatomy ANAT | Biology BIOL | Microbiology MICR | Physiology PHSL

Bachelor of Arts in Biological Sciences

Pictured | **Mackenzie Moosbrugger** | *Bachelor of Arts in Biological Sciences / Minor in Foundations of Education* | Union, Michigan (hometown)

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 BA places less emphasis on the cognate disciplines of chemistry, physics, and mathematics, and because of this, students seeking to enter MS or PhD programs or medical, pharmacy, dental, or veterinary school or other healthcare-related professional programs are advised to earn the BS rather than the BA.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- MATH courses for the B.A. in Biology fulfill the Fundamental Literacies: Quantitative Reasoning requirement
- BIOL-L 403 Biology Seminar fulfills the Extended Literacies: Visual Literacy requirement and is required for all Biological Sciences majors
- School of Humanities and Social Sciences/School of Natural Sciences Bachelor of Arts Requirements (16-26 cr.)
- The laboratory science requirement is fulfilled by required biology courses.
- Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
- Major Requirements (34-36 cr.)
- Elective Requirements (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
- Biology courses and all courses required for the minor must be completed with a grade of C– or higher.
- All courses are 3 credit hours unless otherwise noted.

Major Requirements (34 cr.)

Biological Science (19 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
- BIOL-L 403 Biology Seminar
  Fulfills Extended Literacies: Visual Literacies

Chemistry (13 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

Physics (5 cr.)

Select one from the following:

- PHYS-P 201 General Physics 1 (5 cr.)
- PHYS-P 221 Physics 1 (5 cr.)

Mathematics (3-5 cr.)

Select one from the following:

- MATH-M 119 Brief Survey of Calculus 1
  Fulfills Fundamental Literacies: Quantitative Reasoning
- MATH-M 215 Calculus I (5 cr.)
  Fulfills Fundamental Literacies: Quantitative Reasoning

Elective Requirements (18 cr.)

Students must complete at least 18 additional credit hours of elective Biological Sciences courses. This coursework must include at least two laboratory classes, at least one course from the Organismal courses area, and at least one course from the Cellular courses area.

Organismal Courses

- BIOL-B 300 Vascular Plants
- BIOL-L 304 Marine Biology
- BIOL-L 308 Organismal Physiology (5 cr.)
- BIOL-L 318 Evolution
- BIOL-L 342 Tropical Marine Biology Field Course
- BIOL-L 473 Ecology
- BIOL-L 474 Field and Laboratory Ecology (2 cr.)
- BIOL-Z 373 Entomology
- BIOL-Z 383 Laboratory in Entomology (2 cr.)
- BIOL-Z 460 Animal Behavior
- PHSL-P 262 Human Anatomy and Physiology 2 (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 334 Biology of Cancer
- BIOL-L 338 Introduction to Genomics
- 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 two credit hours of laboratory or field-based research on the same project
- BIOL-L 497 Internship in Biology (1-3 cr.)

Bachelor of Science in Biological Sciences

Pictured **| Dhruval Chaudhari** | *Bachelor of Science in Biological Sciences / Minors in Chemistry and Mathematics* | Bapupura, Gujarat, India (hometown)
Student Government Association (Senator)**Honors Program** (Council Member)
Club Affiliations | Biology and Chemistry Club; Botany Club

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 BS graduates may earn a minor in chemistry without taking additional courses, if they earn appropriate grades in the required Chemistry courses.

Academic Advising

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Final responsibility for meeting degree requirements rests with the student.

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Degree Requirements (120 cr.)

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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 cr.).
- Math courses for the BS in Biological Science fulfill the Fundamental Literacies: Quantitative Reasoning requirement.
- BIOL-L 403 Biology Seminar fulfills the Extended Literacies: Visual Literacy requirement and is required for all Biological Science majors
- Core Requirements (62 cr.)
- Elective Requirements (22 cr.)
- World Language Requirement (0-9 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.
- Free Electives (balance of credits needed to equal 120 cr. requirement)

- Biology courses must be completed with a grade of C- or higher.
- A minimum of 30 credit hours at the 300– or 400– level.
- All courses are 3 credit hours, unless otherwise noted.

Core Requirements (62 cr.)

Biological Sciences (19 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
- BIOL-L 403 Biology Seminar

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 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 (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.)

Mathematics (10 cr.)

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)

Statistics (3 cr.)

Select one from the following:

- BIOL-L-337 Introduction to Biostatistics
- MATH-K 310 Statistical Techniques
- MATH-M 261 Statistical Inferences
- 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 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 334 Biology of Cancer
- BIOL-L 338 Introduction to Genomics
- 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
- BIOL-L 497 Internship in Biology (1-3 cr.)

Bachelor of Science in Biological Sciences-TSAP

Pictured **| Dhruval Chaudhari** | *Bachelor of Science in Biological Sciences / Minors in Chemistry and Mathematics* | Bapupura, Gujarat, India (hometown)
Student Government Association (Senator)**Honors Program** (Council Member)
Club Affiliations | Biology and Chemistry Club; Botany Club

Bachelor of Science in Biological Sciences—TSAP

For Ivy Tech graduates transferring to IU South Bend with an Associate of Science. Assumes completion of two semesters of introductory biology (C- grade or higher), one semester of molecular biology (C- grade or higher), two semesters of introductory chemistry, two semesters of physics, Calculus 1 (C- grade or higher), and the Indiana College Core (including at least a C grade in the equivalent of ENG-W 131).

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 BS graduates may earn a minor in chemistry without taking additional courses, if they earn appropriate grades in the required Chemistry courses.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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 cr.).
- Math courses for the BS in Biological Science fulfill the Fundamental Literacies: Quantitative Reasoning requirement.
- BIOL-L 403 Biology Seminar fulfills the Extended Literacies: Visual Literacy requirement and is required for all Biological Science majors
- Core Requirements (62 cr.)
- Elective Requirements (22 cr.)
- World Language Requirement (0-9 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.
- Free Electives (balance of credits needed to equal 120 cr. requirement)

- Biology courses must be completed with a grade of C- or higher.
- A minimum of 30 credit hours at the 300– or 400– level.
- All courses are 3 credit hours, unless otherwise noted.

Core Requirements (62 cr.)

Biological Sciences (19 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
- BIOL-L 403 Biology Seminar

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 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 (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.)

Mathematics (10 cr.)

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)

Statistics (3 cr.)

Select one from the following:

- BIOL-L-337 Introduction to Biostatistics
- MATH-K 310 Statistical Techniques
- MATH-M 261 Statistical Inferences
- 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 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 334 Biology of Cancer
- BIOL-L 338 Introduction to Genomics
- 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
- BIOL-L 497 Internship in Biology (1-3 cr.)

Minor in Biological Sciences

Pictured | **Zoe Rajski** | *Bachelor of Science in Criminal Justice / Minors in Biological Sciences, Chemistry; Pre-Medicine* | South Bend, Indiana (hometown)

Club Affiliations | Criminal Justice Student Organization (co-president)

Minor in Biological Sciences

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise noted. 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

Dentistry
Pictured | **Molly Fox** | *Biological Sciences* | *Minors in Mathematics and Chemistry* | Granger, Indiana (hometown)
Student Government Association | Associate Justice**Club Affiliation** | Honors Program**Volunteer Activity** | Academic Centers for Excellence

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".

The IU School of Dentistry sets admission and degree requirements for its programs. Students seeking admission should refer to the IU School of Dentistry website, dentistry.iu.edu, for the most up-to-date information. Other dental programs may have different entrance requirements—see the IU HPPLA Guidebook at .

Listed below are IU South Bend courses that will allow a student to meet the minimum requirements for matriculation to the IU School of Dentistry (DDS program). It is not necessary to have completed all the courses listed prior to submitting an application for admission. 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. Online courses are not acceptable for science prerequisites.

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 email inquiries to agrens@iu.edu or call (574) 520-4426.

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 Molectular Biology
- BIOL-L 312 Cell Biology; OR
  CHEM-C 484 Biomolecules and Catabolism
- BIOL-L 321 Immunology; OR
  MICR-M 310 Microbiology
- MICR-M 310 Microbiology
- PHSL-P 261 Human Anatomy and Physiology 1 (4 cr.)
- PHSL-P 262 Human Anatomy and Physiology 2 (4 cr.)

Chemistry (20 cr.)

- CHEM-C 105 Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 341 Organic Chemistry Lectures 1
- CHEM-C 342 Organic Chemistry Lectures 2
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-C 344 Organic Chemistry Laboratory 2 (2 cr.)

Humanities (3 cr.)

- ENG-W 131 Reading, Writing, and Inquiry I
  Courses in Philosophy, Literature, History, or World Language are also acceptable

Physics (10 cr.)

Select one of the following sequences:

Sequence 1

- PHYS-P 201 General Physics 1 (5 cr.)
- PHYS-P 202 General Physics 2 (5 cr.)

Sequence 2

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)

Social Sciences (3 cr.)

- PSY-P 103 General Psychology

Pre-Medicine
Pictured **| Clara Reed |** *BS in Biological Sciences / Pre-Med* **|** Hebron, Indiana (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.

The IU School of Medicine sets admission and degree requirements and reserves the right to determine which courses fulfill requirements. The IU School of Medicine does not accept international students. Applicants must have a Permanent Resident visa or be a United States citizen at the time of application. Students seeking admission should consult the School of Medicine website at medicine.iu.edu for the most up-to-date information.

Listed below are the IU South Bend courses that will allow a student to meet the minimum requirements for matriculation to the IU School of Medicine. Several recommended optional courses are also listed - see additional advice in the IU HPPLA Guidebook, guidebook.hppla.indiana.edu. 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; courses taken on a Pass/Fail basis are not accepted. The Admissions Committee accepts some AP credit but recommends that applicants enroll in college courses to complete the prerequisites.

Students interested in pre-medical 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 email inquiries to agrens@iu.edu or call (574) 520-4426.

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
- BIOL-L 308 Organismal Physiology (5 cr.); OR
  PHSL-P 261 Human Anatomy and Physiology I (4 cr.); AND
  PHSL-P 262 Human Anatomy and Physiology II (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

Optometry

Pictured **| Shelby Alexander |** *Bachelor of Science in Biological Sciences / Pre-Optometry* **|** La Porte, Indiana (hometown)

Honors Program
Club Affiliation | IU South Bend Book Club (founder/ president)

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."

The IU School of Optometry sets admission and degree requirements. Students seeking admission should consult the IU School of Optometry website at optometry.iu.edu/ for further information. Additional advice is available in the IU HPPLA Guidebook guidebook.hppla.indiana.edu.

Listed below are IU South Bend courses that will allow a student to meet the minimum requirements for matriculation to the IU School of Optometry (Doctor of Optometry). It is not necessary to have completed all the courses listed prior to submitting an application for admission. None of the specified courses may be taken on a pass/fail basis and all courses must be completed with a grade of C or higher. Up to 10 credits of AP/CLEP coursework is accepted. All science courses must be in-person and only three other courses may be taken online.

Students interested in pre-optometry 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 email inquiries to agrens@iu.edu or call (574) 520-4426.

Requirements (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 (3 cr.)
Select one from the following:

- BIOL-L 220 Biostatistics (recommended)
- MATH-K 310 Statistical Techniques
- PSY-P 354 Statistical Analysis in Psychology

Arts and Humanities (6 cr.)
- At least two courses, including PHIL-P 140 Introduction to Ethics (recommended)

Social and Behavioral Sciences (6 cr.)
- At least two courses

Pharmacy

Pharmacy

A Bachelor's degree, either BA or BS, is generally expected for acceptance into pharmacy school, although a student may be admitted without a degree upon completion of all required prerequisite courses. 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 pharmacy school. It is not possible to earn a degree in "pre-pharmacy."

Listed below are IU South Bend courses that will allow a student to meet the minimum requirements for matriculation to the Purdue University College of Pharmacy (PharmD program). Students seeking admission to the PharmD program should refer to the Purdue University website www.pharmacy.purdue.edu/. Additional advice is available in the IU HPPLA Guidebook at guidebook.hppla.indiana.edu. 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. Acceptance of online courses varies from course to course, so students should contact the Purdue University College of Pharmacy for the most up-to-date information.

More general information about requirements of other PharmD programs can be found at the website of the American Association of Colleges of Pharmacy. In Indiana, Butler University and Manchester University also offer PharmD programs.

Students interested in pre-pharmacy 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 email to agrens@iu.edu or call (574) 520-4426.

Requirements (77 cr.)

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 321 Principles of Immunology
- 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 (23 cr.)
- CHEM-C 105 Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 341 Organic Chemistry Lectures 1
- CHEM-C 342 Organic Chemistry Lectures 2
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-C 344 Organic Chemistry Laboratory 2 (2 cr.)
- CHEM-C 484 Biomolecules and Catabolism

Economics (3 cr.)
Select one of the following:

- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics

English (3 cr.)
- ENG-W 131 Reading, Writing, and Inquiry I

Mathematics (8 cr.)
- MATH-M 215 Calculus I (5 cr.)

Select one of the following:

- BIOL-L 220 Biostatistics
- MATH-K 310 Statistical Techniques

Physics (5 cr.)
Select one of the following:

- PHYS-P 201 General Physics 1 (5 cr.)
- PHYS-P 221 Physics 1 (5 cr.)

Social Sciences/Humanities (3 cr.)
- One course in philosophy, logic, ethics, or intercultural communications (PHIL)

Speech (3 cr.)

- SPCH-S 121 Public Speaking

Physical Therapy

Pictured | **Hasan Alsaymary** | *Bachelor of Science in Biological Sciences / Pre-Physical Therapy / Minor in Chemistry* | Osceola, Indiana (hometown)
Volunteer Activity | ACE Tutor
Club Affiliation | National Society of Leadership and Success

Physical Therapy

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 cannot 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. 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.

Courses listed below are IU South Bend courses that will allow a student to meet the minimum application requirements for three accredited Physical Therapy programs in Indiana. No two physical therapy programs have exactly the same entrance requirements. You will need to determine the specific requirements for each school you plan to apply to, and make sure that you incorporate all required courses into your degree program. 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. Grade requirements, including Pass/Fail grade options, and acceptance of Advanced Placement credits, online courses, and transfer credits vary by program.

Most physical therapy programs also 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 settings in which the observations take place

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. 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 shhs.indianapolis.iu.edu/academics/physical-therapy/index.html for full details.

Requirements

All courses are 3 credit hours, unless otherwise noted

- 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.)
- PHSL-P 261 Human Anatomy and Physiology I (4 cr.)
- PHSL-P 262 Human Anatomy and Phyicology 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.)
- 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
- PSY-P 354 Statistical Analysis in Psychology

University of Indianapolis

A minimum 3.0 GPA, both cumulative (overall) and specifically in math and science coursework, is required. The average admitted student has a 3.7 GPA. See the Krannert School of Physical Therapy website, www.uindy.edu/health-sciences/pt/ for full details.

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
- CHEM-C 106 Principles of Chemistry II
  CHEM-C 125 Experimental Chemistry I (2 cr)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- PHSL-P 261 Human Anatomy and Physiology I (4 cr.)
- PHSL-P 262 Human Anatomy and Phyicology 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 310 Statistical Techniques
- PSY-P 354 Statistical Analysis in Psychology

Indiana State University

A minimum 3.2 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. GRE scores must be submitted. At least 60 hours of physical therapy observation are required from at least two different clinical settings. See the ISU Physical Therapy website, indianastate.edu/academics/academic-program-finder/physical-therapy-dpt for full details.

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
- CHEM-C 106 Principles of Chemistry II

- CHEM-C 125 Experimental Chemistry I (2 cr)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- NURS-B 105 Medical Terminology (1 cr.)
- PHSL-P 261 Human Anatomy and Physiology I (4 cr.)
- PHSL-P 262 Human Anatomy and Phyicology II (4 cr.)
- PHYS-P 201 General Physic 1 (5 cr.); OR PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 202 General Physics; OR PHYS-P 222 Physics 2 (5 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
- PSY-P 354 Statistical Analysis in Psychology

Veterinary Medicine

Pictured | **Desirae Diamond** | *Bachelor of Science in Biological Sciences / Pre-Veterinary Science* | Wakarusa, Indiana (hometown)
Club Affiliation | Honors Program (secretary)

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, but 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".

The Purdue University College of Veterinary Medicine offers the only Doctor of Veterinary Medicine program in Indiana. Students seeking admission should consult the Purdue University College of Veterinary Medicine website, vet.purdue.edu/. Additional advice is available in the IU HPPLA Guidebook (guidebook.hppla.indiana.edu).

Listed below are IU South Bend courses that will allow a student to meet the minimum requirements for matriculation to the Purdue University College of Veterinary Medicine. Applicants can have no more than four science and math prerequisites planned or in-progress at the time of submitting their application. All labs must be completed onsite at an institution. Online lectures are permitted. Applicants must have a minimum cumulative GPA of 3.1 on a 4.0 scale and no less than a "C–" grade in each and every prerequisite course.

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 email to agrens@iu.edu or call (574) 520-4426.

Requirements (75 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 (26 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
- CHEM-C 485 Biosynthetic Pathways and Control of Metabolism

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 (3 cr.)

Select one from the following:

- BIOL-L 220 Biostatistics (recommended)
- MATH-K 310 Statistical Techniques

Humanities (9 cr.)

- Three courses in World Language (EALL, FREN, GER, SPAN), Cognitive Science (COG), or Social Science (POLS, PSY, SOC)

Chemistry and Biochemistry

Pictured | **Matthew Marmorino, PhD** | Virginia Polytechnic Institute and State University, 1999 | Chair, Department of Chemistry and Biochemistry; and Professor

Chemistry and Biochemistry

Matthew G. Marmorino, PhD | Chair
Northside Hall 067 | (574) 520-4254 | clas.iusb.edu/chemistry/index.html

Faculty

- Professors | **Feighery, Marmorino** (Chair), **Muna**
- Associate Professors | **Rizk**
- Assistant Professor | **Clear**
- Faculty Emeriti | **Garber, Huitink, Nazaroff**
- Laboratory Supervisor | **Lora**

Undergraduate Degrees Offered

- Bachelor of Arts in Biochemistry
- Bachelor of Arts in Chemistry
- Bachelor of Science in Biochemistry
- Bachelor of Science in Chemistry
- Bachelor of Science in Chemistry—TSAP

Minor Offered

- Minor in Chemistry

Graduate Degree Offered

- Master of Arts for Teachers in Chemistry (Collaborative Online)

Graduate Certificate Offered

- Graduate Certificate in Chemistry (Collaborative Online)

Course Descriptions

Biology BIOL | Chemistry CHEM | Mathematics MATH | Phyics PHYS

Index

Chemistry and Biochemistry

Pictured **| Grace Merrill |** *Bachelor of Science in Biochemistry* | Mishawaka, Indiana (hometown)
Honors ProgramVolunteer Activities| Titans Feeding Titans, Ronald McDonald House
Club Affiliations | Botany Club, American Red Cross Club

Chemistry and Biochemistry

The Department of Chemistry and Biochemistry offers the (NEW!) Bachelor of Arts (BA) in Biochemistry, the Bachelor of Arts (BA) in Chemistry, the Bachelor of Science (BS) in Biochemistry, and the Bachelor of Science (BS) in Chemistry. The Bachelor of Science in Chemistry degree is certified by the American Chemical Society.

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

Most students will start their study of chemistry by taking the lecture course CHEM-C 101 with its accompanying laboratory course CHEM-C 121. Students who have sufficient transfer credit from another institute, ACP high school course credit, AP test credit, or pass our ALEKS chemistry placement exam may skip these two courses and directly enroll in either (i) lecture CHEM-C 102 with no laboratory or (ii) lecture CHEM-C 105 with its accompanying laboratory CHEM-C 125, depending on the requirements of their major.

Please note that CHEM-C 101, CHEM-C 102, and CHEM-C 105 have the mathematics prerequisite of MATH-M 107. This prerequisite can be also be met by scoring at least 51 on the ALEKS mathematics placement exam. The chemistry and mathematics placements exams are both ALEKS exams, but they are separate exams.

Bachelor of Arts in Biochemistry

Pictured | **Nora Adawi** | *Bachelor of Arts in Chemistry / Minor in Biology* | Granger, Indiana (hometown)
Club Affiliation | Muslim Student Association (Vice President)

Bachelor of Arts in Biochemistry

The Bachelor of Arts (BA) in Biochemistry degree offers a liberal arts perspective with biochemistry. While this BA degree requires the same upper-level biochemistry courses as the BS degree, it does require fewer supporting STEM courses in chemistry, biology, mathematics, and physics. This means that, by itself, the BA degree provides less preparation for graduate study or a career in pure biochemistry than the BS degree; however, the fewer requirements make it easier for students to tailor their academic plan to suit their particular need with a wider choice of supporting STEM courses and also courses in health science, business, language, humanities, social science, and art.

All Bachelor of Arts degrees require students to obtain a minor in some discipline.

Students interested in medical school, pharmacy school, and other health-related professional programs should consider Biological Sciences as their required minor. A minor in Sustainability Studies is a good choice for someone interested in environmental science. Minors in business, marketing, psychology, health promotion, and sports & exercise science are just some of the other choices that are available.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Math courses required for the BA in Biochemistry fulfill the Fundamental Literacies Quantitative Reasoning Requirement and three of the required 33 credit hours of the General Education curriculum.
- School of Humanities and Social Sciences/School of Natural Sciences Bachelor of Arts Requirements (16-26 cr.)
- The laboratory science requirement is fulfilled by required chemistry courses.
- Required Minor taken in any campus school or interdisiplinary program (15-18 cr.)
- Major Requirements (50 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- A minimum of 30 credit hours at the 300– or 400–level.
- At least 30 credit hours must be taken in residence at IU South Bend, of which at least 12 credits must be in the major 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 noted.

Major Requirements (50 cr.)

Chemistry Requirements (29 cr.)

- CHEM-C 105 Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 301 Chemistry Seminar 1 (1 cr.)
- CHEM-C 341 Organic Chemistry Lectures 1
- CHEM-C 342 Organic Chemistry Lectures 2
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-C 344 Organic Chemistry Laboratory 2 (2 cr.)
- CHEM-C 484 Biomolecules and Catabolism
- CHEM-C 485 Biosynthetic Pathways and Control of Metabolism
- CHEM-C 486 Biological Chemistry Laboratory (2 cr.)

Biological Sciences Requirements (11 cr.)

- BIOL-L 102 Introduction to Biological Sciences (5 cr.)
- BIOL-L 211 Molecular Biology

Select 3 credits from the following:

- BIOL-L 280 Introduction to Bioinformatics
- BIOL-L 311 Genetics
- 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 335 Introduction to Nanomedicine
- BIOL-L 337 Introduction to Biostatistics
- BIOL-L 338 Introduction to Genomics
- BIOL-L 391 Special Topics in Biology
  VT: The Biology of Cancer
  VT: Genomics
- BIOL-M 430 Virology Lecture
- MICR-M 310 Microbiology

Mathematics Requirements (5 cr.)

- MATH-M 215 Calculus I (5 cr.)

Physics Requirements (5 cr.)

- PHYS-P 201 General Physics 1 (5 cr.); OR

PHYS-P 221 Physics 1 (5 cr.)

Bachelor of Science in Biochemistry
Pictured | **Joël Rael** | *Bachelor of Science in Biochemistry* | Cerro, New Mexico (hometown)

Student Government AssociationHonors Program Volunteer Activities | International Journal (Chief Editor); Undergraduate Research Journal (Layout Editor); Biology/ Chemistry Club (treasurer); Physics Club (treasurer)

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.

Students earning a Bachelor of Science (BS) in Biochemistry can choose a Pre-Medical Science Track as part of their degree.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

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Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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 3-credit Fundamental Literacies Quantitative Reasoning Requirement within the General Education curriculum.
- Core Requirements (53 cr.)
- Biology (8 cr.)
- Chemistry (33 cr.)
- Electives (12 cr.)

- Supporting Requirements (23-29 cr.)
- STEM Cognates (20 cr.)
- Mathematics (10 cr.)
- Physics (10 cr.)
- World Language (3-9 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- Minimum of 30 credit hours at the 300– or 400–level.
- Core Requirements must be completed with a grade of C– or higher.
- At least 30 credit hours must be taken in residence at IU South Bend, of which at least 12 credits must be in the major at the 300– or 400–level.
- A minimum CGPA of 2.0 is required.
- All courses are 3 credit hours, unless otherwise designated.

Core Requirements (53 cr.)

Biology (8 cr.)

- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
- BIOL-L 211 Molecular Biology

Chemistry (33 cr.)

- CHEM-C 105 Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 301 Chemistry Seminar 1 (1 cr.)
- CHEM-C 341 Organic Chemistry Lectures 1
- CHEM-C 342 Organic Chemistry Lectures 2
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-C 344 Organic Chemistry Laboratory 2 (2 cr.)
- CHEM-C 361 Physical Chemistry of Bulk Matter (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.)

Electives (12 cr.)

Biology

Select (at least) 6 credits from the following:

- BIOL-L 280 Introduction to Bioinformatics
- BIOL-L 311 Genetics
- 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 335 Introduction to Nanomedicine
- BIOL-L 337 Introduction to Biostatistics
- BIOL-L 338 Introduction to Genomics
- BIOL-L 391 Special Topic in Biology
  VT: The Biology of Cancer
  VT: Genomics
- BIOL-L 490 Individual Study (1-3 cr.)
  Permission required from program director
- BIOL-M 430 Virology Lecture
- MICR-M 310 Microbiology
- MICR-M 315 Microbiology Laboratory (2 cr.)

Chemistry

Select (at least) 4 credits from the following:

- CHEM-C 310 Analytical Chemistry (4 cr.)
- CHEM-C 335 Inorganic Chemistry Laboratory (1 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 409 Chemical Research (1-3 cr.)
  Permission required from program director
- CHEM-C 410 Principles of Chemical Instrumentation (4 cr.)
- CHEM-C 430 Inorganic Chemistry

Supporting Requirements (23-29 cr.)

STEM Cognates (20 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.)

World Language (3-9 cr.)

- 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 which semester a student should enroll and/or to quality students for credit by examination.

Optional Track

Pre-Medical Sciences Track

- BIOL-L 311 Genetics

Select a minimum of six additional credits from the following:

- BIOL-L 312 Cell Biology
- BIOL-L 313 Cell Biology Laboratory
- BIOL-L 317 Developmental Biology
- BIOL-L 335 Introduction to Nanomedicine
- BIOL-L 391 Special Topics in Biology
- BIOL-M 310 Microbiology
- BIOL-M 315 Microbiology Laboratory (2 cr.)
- BIOL-M 430 Virology Lecture

Bachelor of Arts in Chemistry
Pictured | **Nora Adawi** | *Bachelor of Arts in Chemistry / Minor in Biology* | Granger, Indiana (hometown)
Club Affiliation | Muslim Student Association (Vice President)

Bachelor of Arts in Chemistry

The Bachelor of Arts (BA) 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.

Students earning a Bachelor of Arts in Chemistry can choose a Pre-Medical Science Track as part of their degree.

All Bachelor of Arts degrees require students to obtain a minor in some discipline. Students interested in medical school, pharmacy school, and other health-related professional programs can select Biological Sciences as their required minor and tailor it to their interests. A minor in Sustainability Studies is a good choice for someone interested in environmental science.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

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Degree Requirements (120 cr.)

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

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Math courses required for the BA in Chemistry fulfill the Fundamental Literacies Quantitative Reasoning Requirement and three of the required 33 credit hours of the General Education curriculum.
- School of Humanities and Social Sciences/School of Natural Sciences Bachelor of Arts Requirements (16-26 cr.)
- The laboratory science requirement is fulfilled by required chemistry courses.
- Required Minor taken in any campus school or interdisiplinary program (15-18 cr.)
- Major Requirements (50 cr.)
- Core Requirements (35 cr.)
- Supporting Physics Requirements (15 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- A minimum of 30 credit hours at the 300– or 400–level.
- At least 30 credit hours must be taken in residence at IU South Bend, of which at least 12 credits must be in the major at the 300– or 400–level.
- Core Requirements 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 noted.

Major Requirements (50 cr.)

Core Requirements (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 (1 cr.)
- 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.)

An additional 6 credit hours in Chemistry above the 200–level

Supporting Requirements(15 cr.)

- MATH-M 215 Calculus I (5 cr.)

Select one of the following Sequences

Physics Sequence 1

- PHYS-P 201 General Physics 1 (5 cr.)
- PHYS-P 202 General Physics 2 (5 cr.)

Physics Sequence 1 (recommended)

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)

Optional Track

Pre-Medical Science Track

- BIOL-L 211 Molecular Biology
- BIOL-L 311 Genetics

- CHEM-C 484 Biomolecules and Catabolism

Bachelor of Science in Chemistry
Pictured | **Chloe Graber** | *Bachelor of Science in Chemistry* | Goshen, Indiana (hometown)

Honors Program
Volunteer Activity | New Paris Missionary Church

Bachelor of Science in Chemistry

The Bachelor of Science (BS) 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.

Students earning a BS in Chemistry can choose a Pre-Medical Science Track as part of their degree.

Academic Advising

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Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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 BS in Chemistry fulfill the 3-credit Fundamental Literacies Quantitative Reasoning Requirement within the General Education curriculum.
- Core Requirements (47 cr.)
- Supporting Requirements (31-37 cr.)
- STEM Cognates (28 cr.)
- Biology (5 cr.)
- Mathematics (13 cr.)
- Physics (10 cr.)
- World Languages (3-9 cr.)

- Free Electives (balance of credits needed to equal 120 credit requirement)

- Minimum of 30 credit hours at the 300– or 400–level.
- Core Requirements must be completed with a grade of C– or higher.
- A minimum CGPA of 2.0 is required.
- At least 30 credit hours must be taken in residence at IU South Bend, of which at least 12 credits must be in the major at the 300– or 400–level.
- All courses are 3 credit hours, unless otherwise noted.

Core Requirements (47 cr.)

- CHEM-C 105 Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 301 Chemistry Seminar 1 (1 cr.)
- CHEM-C 310 Analytical Chemistry (4 cr.)
- CHEM-C 335 Inorganic Chemistry Laboratory (1 cr.)
- CHEM-C 341 Organic Chemistry Lectures 1
- CHEM-C 342 Organic Chemistry Lectures 2
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-C 344 Organic Chemistry Laboratory 2 (2 cr.)
- CHEM-C 361 Physical Chemistry of Bulk Matter (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
- CHEM-C 485 Biosynthetic Pathways and Control of Metabolism

Supporting Requirements (31-37 cr.)

STEM Cognates (28 cr.)

Biology (5 cr.)

- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)

Mathematics (13 cr.)

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)

Select one of the following:

- MATH-M 301 Linear Algebra and Applications
- MATH-M 311 Calculus 3
- MATH-M 343 Introduction to Differential Equations with Applications I

Physics (10 cr.)

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physcis 2 (5 cr.)

World Language (3-9 cr.)

- 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.

Optional Track

Pre-Medical Science Track

- BIOL-L 211 Molecular Biology
- BIOL-L 311 Genetics
- CHEM-C 484 Biomolecules and Catabolism
- PHYS-P 222 Physics 2 (5 cr.)

Bachelor of Science in Chemistry- TSAP

Pictured | **Joël Rael** | *Bachelor of Science in Biochemistry* | Cerro, New Mexico (hometown)

Student Government AssociationHonors Program Volunteer Activities | International Journal (Chief Editor); Undergraduate Research Journal (Layout Editor); Biology/ Chemistry Club (treasurer); Physics Club (treasurer)

Bachelor of Science in Chemistry—TSAP

The Chemistry BS—TSAP program (60 credit hours at IU South Bend) is designed specifically for Ivy Tech graduates transferring to IU South Bend with an Associate of Science in Chemistry TSAP degree (60 transfer credits).

The Bachelor of Science (BS) 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.

Students earning a Bachelor of Science (BS) in Biochemistry can choose a Pre-Medical Science Track as part of their degree.

Academic Advising

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Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- Associate of Science in Chemistry from Ivy Tech (60 cr.)
- IU South Bend Campuswide General Education Requirements for Transfer Students with ICC:300–level Common Core course (3 cr.)
- Core Requirements (27 cr.)
- Biology (5 cr.)
- Mathematics (3 cr.)
- World Languages (0-9 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- Minimum of 30 credit hours at the 300– or 400–level.
- Core Requirements must be completed with a grade of C– or higher.
- At least 30 credit hours must be taken in residence at IU South Bend, of which at least 12 credits must be in the major at the 300– or 400–level.
- A minimum CGPA of 2.0 is required.
- All courses are 3 credit hours, unless otherwise designated.

Core Requirements (27 cr.)

- CHEM-C 301 Chemistry Seminar 1 (1 cr.)
- CHEM-C 310 Analytical Chemistry (4 cr.)
- CHEM-C 335 Inorganic Chemistry Laboratory (1 cr.)
- CHEM-C 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
- CHEM-C 485 Biosynthetic Pathways and Control of Metabolism

Biology (5 cr.)

- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)

Mathematics (3 cr.)

Select one of the following:

- MATH-M 301 Linear Algebra and Applications
- MATH-M 311 Calculus 3
- MATH-M 343 Introduction to Differential Equations with Applications I

World Languages (0-9 cr.)

- 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.

Optional Track

Pre-Medical Science Track

- BIOL-L 211 Molecular Biology
- BIOL-L 311 Genetics
- CHEM-C 484 Biomolecules and Catabolism
- PHYS-P 222 Physics 2 (5 cr.)

Minor in Chemistry

Pictured | **Zoe Rajski** | *Bachelor of Science in Criminal Justice / Minors in Biological Sciences, Chemistry; Pre-Medicine* | South Bend, Indiana (hometown)
Club Affiliations | Criminal Justice Student Organization (co-president)

Minor in Chemistry

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.

All courses are 3 credit hours, unless otherwise noted.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Course Requirements (20 cr.)

At least 2 courses (6 credit hours) must be taken at IU South Bend.

- 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 CHEM credit hours above the 200–level

Computer and Information Sciences

Pictured | **Dana Vrajitoru, ScD** | *University of Neuchâtel, Switzerland, 1998* | Chair; and Associate Professor of Computer and Information Sciences

Computer and Information Sciences

Dana Vrajitoru, ScD | Chair
Northside Hall 301B | (574) 520-5835 | cs.iusb.edu | info@cs.iusb.edu

Faculty

- Professor | **Adaikkalavan, Hakimzadeh, Nair, Scheessele, Wolfer, Yu, Zhang** (associate chair)
- Associate Professors | **Dinh, Hottois, Surma, Vrajitoru** (chair)
- Visiting Professor | **Sniadecki**
- Senior Lecturer | **Holloway**
- Laboratories Manager | **Keeler**
- Faculty Emeriti | **Knight**

Undergraduate Degrees Offered

- Bachelor of Arts in Informatics and Interactive Media Arts
- Bachelor of Science in Informatics and Interactive Media Arts
- Bachelor of Science in Computer Science
- Bachelor of Science in Computer Science *(Collaborative Online Degree Program)*
- Bachelor of Science in Computer Science–TSAP
- Bachelor of Science in Informatics
- Bachelor of Science in Informatics *(Collaborative Online Degree Program)*
- Bachelor of Fine Arts in Integrated New Media Studies
- Bachelor of Science in Data Science *(Collaborative Online Degree Program)*

Minors Offered

- Minor in Computer Science
- Minor in Computer Applications
- Minor in Informatics
- Minor in Integrated New Media Studies
- 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 for Administration

Graduate Degree Offered

- Master of Science in Applied Mathematics and Computer Science | Cybersecurity
- Master of Arts for Teachers in Computer Science *(Collaborative Online Degree Program)*
- Graduate Certificate in Computer Science *(Collaborative Online Degree Program)*

Course Descriptions

Computer and Information Sciences CSCI | Informatics INFO

Index

Computer and Information Sciences

Pictured | **Jonathan Mondientz** | *Bachelor of Science in Computer Science* | South Bend, Indiana (hometown)

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 (BS) 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 (MS) in Applied Mathematics and Computer Science with focus areas in Computer Science and Data Science, BS in Informatics, BS in Informatics and Interactive Media Arts, BA in Informatics and Interactive Media Arts, Online BS in Informatics; BS in Data Science (Collaborative Online Degree Program); minors in Informatics and Cognitive Science, and a Postbaccalaureate Certificate in Applied Informatics.

The Bachelor of Science 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 Bachelor of Science 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 Bachelor of Science in Informatics *(Collaborative Online Degree Program)* is offered jointly with other IU campuses and was introduced in 2017. The Postbaccalaureate Certificate in Applied Informatics allows students to switch to information technology careers.

The Bachelor of Science in Informatics and Interactive Media Arts and Bachelor of Arts in Informatics and Interactive Media Arts are innovative interdisciplinary degree programs that bring together expertise from Informatics, Computer Science, and New Media. This is a joint program between the Department of Computer and Information Sciences in the College of Liberal Arts and Sciences and the Department of Integrated New Media Studies in the Ernestine M. Raclin School of the Arts.

Students majoring in IIMA will be able to select from the following concentrations: Web, Game, Video, 3D, and Individualized. Consult with an IIMA faculty advisor to learn about the available concentrations.

The Bachelor of Science in Data Science *(Collaborative Online Degree Program)* is a fully online program jointly offered with other IU campuses. Data science is now a rapidly growing, high-paying field. In the information age, enormous amounts of data are generated every day. Students pursuing this degree collect, organize, and analyze data to make meaningful conclusions. They write programs to perform data analysis on large, complex datasets. They evaluate the social, legal, and ethical issues that arise from the mass collection of data.

The Master of Science 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*, *Cybersecurity*, 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

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Placement Examination

Students planning to enroll in computer science programs typically start with CSCI-B 100. Students having prior computer programming experience (high school, work, etc.) and having earned a C or better in MATH-A 100 or a minimum 36 ALEKS assessment score can take a placement test to enroll in CSCI-C 101 or higher. If you have questions, consult 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-B 100, CSCI-C 101/INFO-I210, CSCI-C 201/INFO-I 211, and CSCI-C 151. Graduate students can take the placement exams for CSCI-A 504, CSCI-A 506, and CSCI-A 594. Call (574) 520-5835 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 cs.iusb.edu.

- Adam Ross Barker Memorial Scholarship
- William J. Knight Scholarship
- John P. Russo 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.

For more information, refer to clas.iusb.edu/computer-science-informatics/index.html.

Internships

Juniors and seniors enrolled in the BS in Computer Science and Graduate students in the MS 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.

Bachelor of Science in Computer Science

Pictured | **Witness Mweri** | *Bachelor of Science in Computer Science* | Tanzania (home country)
Club Affiliaton | International Student Organization (secretary)

Bachelor of Science in Computer Science

The Bachelor of Science (BS) 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 BS 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

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

Students receiving the BS in Computer Science must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33 cr.) | 12 credits are satisfied by courses from the Major
- CSCI-C 250 Discrete Structures
  Fulfills Fundamental Literacies: Critical Thinking requirement
- INFO-I 202 Social Informatics
  Fulfills Tagged Course: Information Literacy requirement

- CSCI-B 100 Problem Solving Using Computers (4 cr.)
  Fulfills Extended Literacies: Computer Literacy requirement
- MATH-M 215 Calculus 1 (5 cr.)
  Fulfills Fundamental Literacies: Quantitative Reasoning requirement

- Core Requirements (60 cr. must be completed with C- or higher; cannot be used to satisfy the requirements for another major or minor)
- Supporting Requirements (24 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- Minimum of 30 credit hours at the 300– or 400–level
- Students can earn special credit for the required courses from which they test out. Courses with test out options are indicated below.
- Students who do not meet the meet the total credit hour requirement for the major may take additional elective courses from the list below to supplement the number of credit hours needed.
- All courses are 3 credit hours, unless otherwise noted.

Core Requirements (60 cr.)
Societal Issues in Computing (3 cr.)
- INFO-I 202 Social Informatics

Computer Science (57 cr. | at least 29 credit hours must be taken at IU South Bend)
- CSCI-B 100 Problem Solving Using Computers (4 cr.)
  A grade of C or better is required. Placement exam is available.
- CSCI-B 401 Fundamentals of Computing Theory
- CSCI-C 101 Computer Programming I (4 cr.)
  Test out is available
- CSCI-C 151 Multiuser Operating Systems
  Test out is available
- CSCI-C 201 Computer Programming II (4 cr.)
  Test out is available
- CSCI-C 343 Data Structures (4 cr.)
- CSCI-C 250 Discrete Structures
- CSCI-C 308 System Analysis and Design
- 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
- CSCI-C 455 Analysis of Algorithms I
- CSCI-C 486 Senior Capstone Project

- Three additional computer science courses (at least 9 cr.) at or above the level of CSCI-C 343 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
  Choose topics such as Applied Deep Learning, Web Programming, Game Programming, Software Engineering, Design Patterns in Java, Applied Data Mining, Security for Networked Systems, and Applied Cloud Computing
- CSCI-Y 398 Internship in Professional Practice
- MATH-M 471 Numerical Analysis 1

Supporting Requirements (24 cr.)
Mathematics (14 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
- MATH-M 301 Linear Algebra and Applications

Physical and Life Sciences (10 cr.)
Select two options of 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

Bachelor of Science in Computer Science-TSAP
Pictured | **Witness Mweri** | *Bachelor of Science in Computer Science* | Tanzania (home country)
Club Affiliaton | International Student Organization (secretary)

Bachelor of Science in Computer Science—TSAP

The Computer Science BS–TSAP program is designed specifically for Ivy Tech or Vincennes graduates transferring to IU South Bend with an Associate of Science in Computer Science TSAP degree (60 transfer credits).

The Bachelor of Science (BS) 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 BS 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

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>
Students receiving the BS in Computer Science must complete 120 total credit hours including:

- Associate of Science in Computer Science from Ivy Tech (60 cr.)
- General Education Requirements for Transfer Students with ICC: One 300–level Common Core course (3 cr.)
- Core Requirements (35 cr. must be completed with C- or higher; cannot be used to satisfy the requirements for another major or minor
- Supporting Requirements (9-12 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- Minimum of 30 credit hours at the 300– or 400–level
- All courses are 3 credit hours, unless otherwise noted.

Core Requirements (35 cr.)

Societal Issues in Computing (3 cr.)

- INFO-I 202 Social Informatics

Computer Science (32 cr. | at least 29 credit hours must be taken at IU South Bend)

- 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
- CSCI-C 455 Analysis of Algorithms I
- CSCI-C 486 Senior Capstone Project

- Three additional computer science courses (at least 9 cr.) at or above the level of CSCI-C 343 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
  Choose topics such as Applied Deep Learning, Web Programming, Game Programming, Software Engineering, Design Patterns in Java, Applied Data Mining, Security for Networked Systems, and Applied Cloud Computing
- CSCI-Y 398 Internship in Professional Practice
- MATH-M 471 Numerical Analysis 1

Supporting Requirements (9-12 cr.)

Note | A grade of C or higher in each course is required.

- MATH-M 215 Calculus I (5 cr.)
  Required only if not taken as part of the Associates Degree
- MATH-M 260 Combinatorial Counting and Probability
- MATH-M 261 Statistical Inferences
- MATH-M 301 Linear Algebra and Applications

Minor in Computer Science
Pictured | **Alexander Hershberger** | *Bachelor of Science in Computer Science* | Mishawaka, Indiana (hometown)
Military Service | United States Air Force

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.iu.edu or (574) 520-5385) before their first semester to schedule a meeting with a computer science advisor to develop a plan for their academic course of study.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Requirements (21 cr.)

All courses are 3 credit hours, unless otherwise noted. A grade of C– or higher in each course is required. Additional prerequisites may be required. At least 12 of the 21 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
  Test out is available
- CSCI-C 201 Computer Programming II (4 cr.)
- CSCI-C 343 Data Structures (4 cr.)
- Two additional computer science courses (6 cr.) at or above the level of CSCI-C 343 Data Structures

Minor in Computer Applications

Pictured | **Genevieve Mathews** | *Masters of Applied Mathematics and Computer Science* | *Bachelor of Arts in Mathematics, 2023 / Minors in Computer Applications and Business Administration, 2023* | Mishawaka, Indiana (hometown)
Club Affiliations | Math Club (president)

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.iu.edu or (574) 520-5835) before their first semester to schedule a meeting with a computer science advisor to develop a plan for their academic course of study.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Requirements (15 cr.)

- All courses are 3 credit hours, unless otherwise noted.
- A grade of C- or higher in each course is required (some courses may require higher grades; check course specific requirements).
- At least 12 of the 15 credit hours must be taken at IU South Bend.

Select (at least) 15 credits from the following:

- CSCI-A 106 Introduction to Computing
- CSCI-A 107 Advanced Microcomputing (4 cr.)

- CSCI-A 201 Introduction to Programming (4 cr.); OR CSCI-A 204 Introduction to Programming (4 cr.)
- CSCI-A 340 An Introduction to Web Programming
- CSCI-B 100 Problem Solving Using Computers (4 cr.); OR
  INFO-I 101 Introduction to Informatics (4 cr.)
  A grade of C or better required to take higher level courses. Placement exam is available
- CSCI-C 101 Computer Programming I (4 cr.); OR
  INFO-I 210 Information Infrastructure (4 cr.)
  Test out is available
- CSCI-C 151 Multiuser Operating Systems
- INFO-I 213 Web Site Design and Development
- INFO-I 254 2D Games Programming
- INFO-I 310 Multimedia Arts and Technology
- INFO-I 320 Distributed Systems and Collaborative Computing

Certificate in Computer Applications

Pictured | **Joseph Lyons** | *Certificate in Computer Programming* | Plymouth, Indiana (hometown)

Certificate in Computer Applications

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.iu.edu or (574) 520-5835) 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 (some courses may require higher grades; check course specific requirements). 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.
- All classes are 3 credit hours, unless otherwise noted.

Requirements (15 cr.)

Select at least 15 credits from the following:

- CSCI-A 106 Introduction to Computing
- CSCI-A 107 Advanced Microcomputing (4 cr.)
- CSCI-A 201 Introduction to Programming (4 cr.); OR CSCI-A 204 Introduction to Programming (4 cr.)
- CSCI-A 340 An Introduction to Web Programming
- CSCI-B 100 Problem Solving Using Computers (4 cr.); OR
  INFO-I 101 Introduction to Informatics (4 cr.)
  A grade of C or better required to take higher level courses. Placement exam is available.
- CSCI-C 101 Computer Programming I (4 cr.); OR
  INFO-I 210 Information Infrastructure (4 cr.)
  Test out is available.
- CSCI-C 151 Multiuser Operating Systems
- INFO-I 213 Web Site Design and Development

- INFO-I 254 2D Games Programming
- INFO-I 310 Multimedia Arts and Technology
- INFO-I 320 Distributed Systems and Collaborative Computing

Certificates in Computer Sciences

Pictured | **Joseph Lyons** | *Certificate in Computer Programming* | Plymouth, Indiana (hometown)

Certificate in Computer Programming

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.iu.edu or (574) 520-5835) 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 16 credit hours. The student must complete the following courses at IU South Bend with a grade of C- or higher unless otherwise specified.
- 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 (15-16 cr.)

- CSCI-B 100 Problem Solving using Computers (4 cr.); OR
  INFO-I 101 Introduction to Informatics (4 cr.)
  A grade of C or better required. Placement exam is available
- CSCI-C 101 Computer Programming I (4 cr.); OR
  INFO-I 210 Information Infrastructure I (4 cr.)
  Test out is available
- CSCI-C 201 Computer Programming II (4 cr.); OR
  INFO-I 211 Information Infrastructure II (4 cr.)
  Test out is available
- CSCI-C 243 Introduction to Data Structures (4 cr.); OR
  INFO-I 308 Information Representation
- Additional mathematics prerequisite courses may be needed

Certificates in Advanced Computer Programming

Pictured | **Le Li Kruczek** | *Certificate in Advanced Computer Programming* | Master of Science in Physics, University of Geneva (Switzerland), 2019 | Wuhan, China (hometown)

Certificate in Advanced Computer Programming

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, special topics in computer science, etc. Students who complete this certificate will receive training in data structures and systems analysis and design.

Students must complete two required elective courses related to software development, such as, software engineering, web programming, mobile programming, game programming, advanced programming, parallel and distributed programming, and human computer interaction. Students need to complete an additional CSCI course above the level of CSCI-C 243 and one Computer Science (CSCI) or Informatics (INFO) course at the 200–level or higher that is not used to satisfy their major requirements.

A student who has earned this certificate may afterwards continue to take additional courses and earn the BS in Computer Science.

Students should contact the department office (info@cs.iu.edu or (574) 520-5835) 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 17 credit hours. Complete the following courses with a grade of C- or higher unless otherwise specified; at least four of these courses must be taken at IU South Bend.
- Students without appropriate computer programming experience may have to take additional prerequisite courses. Consult with a computer science advisor.
- 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.
- All courses are 3 credit hours, unless otherwise noted.

Prerequisites (12 cr.)

- CSCI-B 100 Problem Solving Using Computer (4 cr.) A grade of C or better required; placement exam is available
- CSCI-C 101 Computer Programming I (4 cr.) Test out is available
- CSCI-C 201 Computer Programming II (4 cr.) Test out is available
- Additional mathematic prerequisite courses may be needed

Requirements (16 cr.)

- CSCI-C 243 Introduction to Data Structures (4 cr.); OR CSCI-C 343 Data Structures (4 cr.)
- CSCI-C 308 System Analysis and Design
- Required electives (CSCI-B, CSCI-C, and CSCI-P courses). Select two topics from the list below; additional courses with the approval of the Department Chair.

- Software Engineering
- Web Programming
- Mobile Programming
- Game Programming
- Advanced Programming (Java, C#, etc.)
- Parallel and Distributed Programming
- Human Computer Interaction

- One additional CSCI or INFO course at the 200–level or higher that is not applied towards meeting the student's BS degree major requirements.

Master of Science in Applied Mathematics and Computer Science

Pictured | **Hasan Alsaymary** | *Master of Science in Applied Mathematics and Computer Science* | Osceola, Indiana (hometown)
Volunteer Activity | ACE Tutor
Club Affiliation | National Society of Leadership and Success

Master of Science in Applied Mathematics and Computer Science

Northside Hall 301B | (574) 520-5835 | clas.iusb.edu/math-compsci/index.html

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, data science, or cybersecurity. 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.

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, academics.iusb.edu/graduate-program/
- 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 >>

Master of Science in Applied Mathematics and Computer Science

Pictured | **Karrie Jean** | *Master of Science in Applied Mathematics and Computer Science* | Bachelor of Arts in Mathematical Science; Bachelor of Arts in Philosophy, Indiana University South Bend, 2016 | South Bend, Indiana (hometown)
Volunteer Activities | Daughters of Penelope; PetsConnect
Club Affiliations | Pi Mu Epsilon National Mathematics Society, Staff Council (IU South Bend), Theta Phi Alpha alumna

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 five focus areas: Computer Science, Applied Mathematics, both disciplines, Data Science, and Cybersecurity.

- Graduating with a focus area requires at least 21 credits in that area, including the thesis or project if applicable.
- No more than two 400-level courses may apply towards this degree.
- No more than 3 credit hours of CSCI-Y 798 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.
- All courses are 3 credit hours, unless otherwise noted.

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

- 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 590 Special Topics in Computing
- CSCI-C 690 Special Topics in Computing
- CSCI-P 536 Advanced Operating Systems
- CSCI-P 565 Software Engineering I

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 578 Operations Research II
- MATH-M 590 Seminar
- STAT-S 512 Statistical Learning and Data Analytics

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.

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.

Courses marked with an asterisk (*) can be counted only towards one of the listed categories

Data Mining

Select one (or more) of the following:

- CSCI-C 590 Special Topics in Computing
  VT: Applied Data Mining
  VT: Introduction to Data Science
- STAT-S 512 Statistical Learning and Data Analytics

Database and Computing

Select two (or more) of the following:

- CSCI-B 503 Algorithms Design and Analysis
- CSCI-B 561 Advanced Database Concepts
- CSCI-C 442 Database Systems
- CSCI-C 590 Special Topics in Computing
  VT: Security

Machine Learning

Select two (or more) of the following:

- CSCI-B 551 Elements of Artificial Intelligence
- CSCI-B 553 Neural and Genetic Approaches to Artificial Intelligence
- CSCI-C 590 Special Topics in Computing *****
  VT: Applied Data Mining
- CSCI-C 590 Special Topics in Computing
  VT: Deep Learning
- STAT-S 512 Statistical Learning and Data Analytics

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
- STAT-S 512 Statistical Learning and Data Analytics

Cybersecurity

A student must take at least seven courses from the following five categories.

If a project (3 credits) or a thesis (6 credits) is clearly related to at least one of the five 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 categories as part of their undergraduate degree, up to 2 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.

System Foundation

Select one (or more) from the following:

- CSCI-B 538 Networks and Distributed Computing
- CSCI-B 541 Hardware System Design I
- CSCI-C 435 Operating Systems I

Math/Theoretical Foundation

Select one (or more) from the following:

- CSCI-B 503 Algorithms Design and Analysis
- CSCI-B 539 Applied Cryptography
- MATH-M 453 Cryptography
  Pending Final Approval
- MATH-M 590 Seminar
  VT: Mathematical Foundation for Security

Intelligent Computing

Select one (or more) from the following:

- CSCI-B 551 Elements of Artificial Intelligence
- CSCI-B 651 Natural Language Processing
- CSCI-B 657 Computer Vision
- CSCI-C 590 Special Topics in Computing
  VT: Applied Deep Learning
- STAT-S 512 Statistical Learning and Data Analytics

Data and Software Engineering

Select one (or more) from the following:

- CSCI-B 561 Advanced Database Concepts
- CSCI-C 442 Database Systems
- CSCI-C 590 Special Topics in Computing
  VT: Applied Data Mining
- CSCI-P 565 Software Engineering I

Cyber Security and Privacy

Select three (or more) from the following:

- CSCI-B 544 Security for Networked Systems
- CSCI-B 548 Privacy in Pervasive Computing
  Pending approval
- CSCI-C 590 Special Topics in Computing
  VT: Security in Computing; OR
  VT: Digital Forensics; OR
  VT: Intrusion Detection; OR
  VT: Penetration Testing and Vulnerability Analysis; OR
  VT: Cyber Ethics, Privacy and Legal Issues

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 department, 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 defense is scheduled. The document is to be reported in a thesis format. After a successful defense, the final version will be archived in the department and in the IU South Bend library.

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

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 http://www.cs.iusb.edu/current_students/research.html.

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.

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.

Certificates in Computer Sciences

Pictured | **Joseph Lyons** | *Certificate in Computer Programming* | Plymouth, Indiana (hometown)

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.iu.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.
- All courses are 3 credit hours, unless otherwise noted.

Requirements (14 cr.)

- 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

Informatics

Pictured | **Hossein Hakimzadeh, PhD** | *North Dakota State University, 1993* | Director of Informatics and Associate Professor of Computer Science

Informatics

Hossein Hakimzadeh, PhD | Director
Northside Hall 301B | (574) 520-4335 |
informatics.iusb.edu

Faculty

- Professor | **Adaikkalavan, Nair, Scheessele, Wolfer, Yu, Zhang**
- Associate Professors | **Dinh, Hakimzadeh** (Director)**, Hottois, Surma, Vrajitoru, Wells**
- Visiting Professor | **Sniadecki**
- Senior 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.

For more information, refer to informatics.iusb.edu.

Undergraduate Degree Offered

- Bachelor of Arts in Informatics and Interactive Media Arts *(offered jointly with the Integrated New Media Studies program)*
- Bachelor of Science in Informatics and Interactive Media Arts *(offered jointly with the Integrated New Media Studies. program)*
- Bachelor of Science in Informatics
- Bachelor of Science in Informatics—TSAP
- Bachelor of Science in Informatics *(Collaborative Online Degree Program)*

Cognates

- Bioinformatics
- Business
- Cognitive Science
- Computer Science
- Criminal Justice
- English
- Fine Arts
- Health Informatics
- Life Sciences
- Mathematics
- Music/Arts
- Physics
- Psychology
- Social Informatics
- Web Development

Minor Offered

- Minor in Informatics

Certificate Offered

- Certificate in Applied Informatics

Course Descriptions

Informatics INFO

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Bachelor of Science in Informatics

Pictured | **Tessa Ziwawo** | *Bachelor of Science in Informatics* | South Bend, Indiana (hometown)
Club Affiliation | Management Information Systems Club

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 BS 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, Fine Arts, Health Informatics, Life Sciences, Mathematics, 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

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

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

7 credits of General Education requirements are fulfilled by courses required for the BS in Informatics as follows:

- MATH-M 118 fulfills Fundamental Literacies: Quantitative Reasoning (3 cr.)
- INFO-I 101 fulfills Extended Literacies: Computer Literacy (3 cr.)
- INFO-I 202 fulfills Tagged Courses: Information Literacy (1 cr.)

- Core Requirements (58-61 cr. must be completed with C- or higher; cannot be used to satisfy the requirements for another major or minor

- Core Courses (34 cr.)
- Cognate Area (15-18 cr.)
- Electives (9 cr.)

- Supporting Requirements (16-22 cr.)

- Mathematics Requirements (6 cr.)
- Physical and Life Sciences Requirements (10 cr.)
- World Languages Requirements (0-6 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, unless otherwise specified.
- A minimum CGPA of 2.0 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:
- All courses are 3 credit hours, unless otherwise noted.

Core Requirements (43 cr.)

Core Courses (34 cr.)

- INFO-I 101 Introduction to Informatics (4 cr.)
  A grade of C or better is required. Placement exam is available.
- INFO-I 201 Mathematical Foundations of Informatics (4 cr.)
- INFO-I 202 Social Informatics
- INFO-I 210 Information Infrastructure I (4 cr.)
  Test out is available
- INFO-I 211 Information Infrastructure II (4 cr.)
  Test out is available
- 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

Cognate Area (15-18 cr.)

The BS 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.

- Bioinformatics >>
- Business >>
- Cognitive Science >>
- Computer Science >>
- Criminal Justice >>
- English >>
- Health Informatics >>
- Fine Arts >>
- Life Sciences >>
- Mathematics >>
- Music/Arts >>
- Physics >>
- Psychology >>
- Social Informatics >>
- Web Development >>

Electives (9 cr.)

At least nine credit hours (three 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 2; OR
  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

Supporting Requirements (16-22 cr.)

- **Mathematics Requirements** (6 cr.) | A grade of C or higher in each course is required
- MATH-M 118 Finite Mathematics
- Statistics course (300–level or higher)
- **Physical and Life Sciences** (10 cr.) | Courses in at least two different sciences must be taken (Select from astronomy, biology, chemistry, geology, or physics)
- World Languages (0-6 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.

Bachelor of Science in Informatics | Cognates

Pictured | **Jonathon James Ward** | *Bachelor of Science in Informatics* | Mishawaka, Indiana (hometown)
Club Affiliation | Eagle Scouts
Volunteer Activities | Boy Scouts of America Scout Master; Church Volunteer

Bachelor of Science in Informatics

Cognate Area (15-18 cr.)

The Bachelor of Science (BS) 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.

Bioinformatics (15 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 106 Principles of Chemistry II

Required Core Courses (6 cr.)

- BIOL-L 220 Biostatistics
- BIOL-L 280 Introduction to Bioinformatics

Upper-Level (6 cr.)

Select two of the following:

- BIOL-L 211 Molecular Biology
- BIOL-L 311 Genetics
- BIOL-L 312 Cell Biology
- BIOL-L 318 Evolution

Required Upper-Level Courses (3 cr.)

Select one of the following:

- BIOL-L 338 Introduction to Genomics; OR INFO-I 301 Introduction to Genomics
- INFO-I 400 Topics in Informatics VT: Applications of Data Mining

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 of 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

Cognitive Science (15 cr.)

Prerequisites

- Check with the Cognitive Science Committee for prerequisites

Required Core Courses (6 cr.)

- COGS-B 190 Human Behavior and Social Institutions–How the Mind Works: Exploration in Cognitive Science
- COGS-Q 240 Philosophical Foundations of the Cognitive and Information Sciences

Required Upper-Level Courses (6 cr.)

Select one of 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 of 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 fromofthe 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 of 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 Artifical Intelligence I
- CSCI-C 481 Interactive Computer Graphics
- CSCI-C 490 Seminar in Computer Science

Criminal Justice (15 cr.)

Lower Core I (3 cr.)

- CJUS-P 100 Introduction to Criminal Justice

Lower Core II (3 cr.)
Select one of the following:

- CJUS-P 200 Theories of Crime and Deviance
- CJUS-P 370 Criminal Law

Electives (9 cr.)
Select three of the following (if not taken above):

- CJUS-P 200 Theories of Crime and Deviance
- CJUS-P 301 Police in Contemporary Society
- CJUS-P 302 Courts and Criminal Justice
- CJUS-P 303 Corrections and Criminal Justice
- CJUS-P 345 Terrorism
- CJUS-P 370 Criminal Law

English (15 cr.)
Prerequisites

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

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 of 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

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Fine Arts (15-18 cr.)
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 of 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

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)
- 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 of the following:

- BIOL-L 311 Genetics
- BIOL-L 312 Cell Biology
- BIOL-L 318 Evolution

Mathematics (16 cr.)
Prerequisites

- MATH-M 127 Pre-calculus with Trigonometry (5 cr.)
- Check course descriptions for additional prerequisites

Required Lower Core (10 cr.)

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)

Required Upper Core (6 cr.)

- MATH-M 260 Combinational Counting and Probability
- MATH-M 261 Statistical Inferences

Music/Arts (15 cr.)
Prerequisites

- MUS-A 190 Arts, Aesthetics, and Creativity
- PHYS-N 190 The Natural World
- Check with the Ernestine M. Raclin School of the Arts for additional prerequisites

Required Courses (6 cr.)

- MUS-A 101 Introduction to Audio Technology
- MUS-T 120 Computer Skills for Musicians

Electives (9 cr.)

Select three of the following:

- MUS-K 403 Electronic Studio Resources I
- MUS-K 404 Electronic Studio Resources II
- MUS-K 406 Projects in Electronic Music
- MUS-M 430 Introduction to Contemporary Music

Physics (16 cr.)

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 (3 cr.)

Select one of the following:

- PHYS-P 309 Modern Physics Laboratory
- PHYS-P 324 Physics 4
- PHYS-P 410 Computing Applications in Physics

Psychology (15 cr.)

Lower Core I (6 cr.)

- PSY-P 103 General Psychology; OR
  PSY-P 106 General Psychology–Honors
- PSY-P 205 Understanding Research in Psychology; OR
  PSY-P 211 Methods of Experimental Psychology

Electives (9 cr.)

Select three of the following (at least two must be PSY-P courses)

- CSCI-C 463 Artificial Intelligence I
- CSCI-C 490 Seminar in Computer Science
  VT: Computer Vision, Applied Deep Learning
- INFO-I 300 Human-Computer Interaction Design and Programming
- PSY-P 325 The Psychology of Learning
- PSY-P 329 Sensation and Perception
- PSY-P 335 Cognitive Psychology

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 of 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 of 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

Web Development (15 cr.)

Prerequisites

- INFO-I 101 Introduction to Informatics (4 cr.); OR equivalent
- Check course descriptions for additional prerequisites

Required Lower Core (3 cr.)

- INFO- 213 Web Site Design and Development

Required Upper Core (3 cr.)

- CSCI-A 340 An Introduction to Web Programming

Required Upper-Level Courses (9 cr.)

Select three of the following:

- CSCI-B 438 Fundamentals of Computer Networks
- CSCI-B 451 Security in Computing
- CSCI-C 490 Seminar in Computer Science
  VT: Client Server Web Programming; OR
  INFO-I 400 Topics in Informatics
  VT: Client Server Web Programming
- FINA-P 323 Introduction to Web Design
- FINA-P 324 Intermediate Web Design
- INFO-I 300 Human-Computer Interaction Design and Programming
- INFO-I 400 Topics in Informatics
  VT: Large Scale Web Projects
- INMS-N 442 Workshop in Integrated Web Design 2
- INMS-N 443 Workshop in Integrated Web Design 3
- INMS-N 444 Workshop in Integrated Web Design

Bachelor of Arts in Informatics and Interactive Media Arts

Pictured | **Ahmed Atta Elfadil** | *Bachelor of Arts in Informatics and Interactive Media Arts* | Khartom, Sudan (hometown)

Bachelor of Arts in Informatics and Interactive Media Arts

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. Interactive Media Arts is an area of research and practice in Integrated New Media Studies (INMS), a unique, interdisciplinary academic program in the field of new media. The computer and computer technologies are at the core of both Informatics & Integrated New Media Studies, including the means of preparation, production, exhibition, application, and distribution.

The Bachelor of Arts (B.A.) in Informatics and Interactive Media Arts (IIMA) is an innovative interdisciplinary degree program that brings together expertise from Informatics, Computer Science, and New Media. This is a joint program between the Department of Computer and Information Sciences in the College of Liberal Arts and Sciences and the Department of Integrated New Media Studies in the Ernestine M. Raclin School of the Arts.

Future professionals require both technical as well as design and artistic skills. IIMA provides a balanced interdisciplinary approach to prepare students for these new and future positions in information technology, communication, industry, entertainment, and other professions. In general, these positions require diverse skills such as computational thinking, problem solving, computer programming, user interface design, database programming, data visualization, interactive media design, game design, web design, video, 3D animation and modeling, and others. The curriculum from the sciences and new media arts complement each other to fulfill current and future real-world careers. It creates innovative educational opportunities for students and a talented pool of graduates for employers to satisfy critical market needs.

Students majoring in IIMA will be able to select from the following concentrations: Web, Game, Video, 3D, and Individualized. Consult with an IIMA faculty advisor to learn about the available concentrations.

Academic Advising

Students should contact the Informatics program office (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 IIMA students prior to advance registration and are reset following advising appointments. To determine who your assigned advisor is and how to contact them, visit and search using the term "**advisor**".

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Arts degree in Informatics and Interactive Media Arts must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (26-39 cr.) The following major courses satisfy General Education requirements:
- MATH-M 118 Finite Mathematics
- INFO-I 101 Introduction to Informatics (4 cr.) Computer Literacy
- INFO-I 310 Multimedia Arts and Technology Visual Literacy
- INMS-A 399 Art, Aesthetics, and Creativity VT: The Artist and New Media Art
- School of Humanities and Social Sciences/School of Natural Sciences Bachelor of Arts Requirements (14-23 cr.)
  Includes junior/senior-level writing, world languages, Western Culture Before 1800, and natural science course and laboratory.
- Major Requirements (78-87 cr.)
- Foundation Courses (34 cr.)
- Concentration (18 cr.)
- Mathematics (3 cr.)
  A grade of C or higher is required
- Electives (6 cr.)
- INFO/INMS Capstone Project (3 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- Minimum of 30 credit hours at the 300– or 400–level.
- A minimum CGPA of 2.0 is required.
- At least 32 of the 61 major course (INMS/INFO/CSCI) credit hours must be taken within Indiana University South Bend. A grade of C- or higher in each course is required unless otherwise specified.
- All courses are 3 credit hours, unless otherwise noted.

Major Requirements (78-87 cr.)

Foundation Courses (34 cr.)

Informatics Foundations (19 cr.)

- INFO-I 101 Introduction to Informatics (4 cr.)
  A grade of C or better is required
- INFO-I 201 Mathematical Foundations of Informatics (4 cr.)
- INFO-I 210 Information Infrastructure I (4 cr.)
  Test out is available
- INFO-I 211 Information Infrastructure II (4 cr.)
  Test out is available
- INFO-I 310 Multimedia Arts and Technology

New Media Foundations (15 cr.)

- 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 1

- INMS-N 283 Introduction to Production Techniques and Practices
- INMS-N 325 Multimodal Design

Concentration Area

Select one area from the following:

Game

- INFO-I 254 2D Games Programming
- INFO-I 355 3D Games Programming
- INFO-I 456 Integrated Games Development
- INMS-N 212 Interactive Game Design 1
- INMS-N 313 Interactive Game Design 2
- INMS-N 414 Interactive Game Design 3

Web

- CSCI-A 340 An Introduction to Web Programming
- INFO-I 213 Web Site Design and Development
- INFO-I 400 Topics in Informatics
  VT: Client-Server Web Programming
- INMS-N 442 Workshop in Integrated Web Design 2
- INMS-N 443 Workshop in Integrated Web Design 3
- INMS-N 444 Workshop in Integrated Web Design

Video

- CSCI-C 481 Integrative Computer Graphics
- INFO-I 300 Human-Computer Interaction Design and Programming
- INFO-I 400 Topics in Informatics
  VT: Interactive Computer Graphics
  VT: Visual Thinking, Meaning, and Form
- INMS-N 300 Video Art
- INMS-N 322 Cinema in New Media
- TEL-T 336 Digital Video Production

3D

- CSCI-C 481 Interactive Computer Graphics
- INFO-I 254 2D Games Programming
- INFO-I 355 3D Games Programming
- INMS-N 302 Digital 3D Art and Design 2
- INMS-N 303 Digital 3D Art and Design 3
- INMS-N 337 Advanced Motion Graphics and Compositing

Individualized (choose courses in consultation with IIMA Faculty Advisor)

- 3 INMS Design Courses from the concentrations
- 3 CSCI/INFO Programming Courses from the Concentrations

Capstone Requirement (3 cr.)

- Students are required to complete an integrated capstone course in Informatics and Integrated New Media Studies. Proposed:
- CSCI-C 486 Senior Capstone Project; OR
  INFO-C 452 Project Management; OR
  INMS-S 499 Bachelor of Fine Arts Review in Integrated New Media Studies

Mathematics Requirement (3 cr.)

- MATH-M 118 Finite Mathematics

Electives

Informatics Electives (3 cr.)

Select one from the following:

- CSCI-C 481 Interactive Computer Graphics
- INFO-I 202 Social Informatics
- INFO-I 213 Website Design and Development
- INFO-I 300 Human-Computer Interaction Design and Programming
- INFO-I 400 Topics in Informatics
  VT: Mobile Application Development
- INFO-I 400 Topics in Informatics
  VT: Embedded and Real-time Systems
- Additional INFO or CSCI courses with the chair's approval

New Media Electives (3 cr.)

Select one (or more) from the following:

- INMS-A 399 Art, Aesthetics, and Creativity
  VT: The Artist and New Media Art
- INMS-N 308 Integrated New Media Studies Internship
- INMS-N 369 Interactive Multimedia
- INMS-N 427 Advanced Integrated New Media Workshop
- INMS-N 430 Topical Seminar in New Media
- INMS-N 497 Independent Study in New Media
- TEL-T 498 Projects in Telecommunications (1 to 3 cr.)
- Any other course from a concentration different from the chosen one
- Other New Media 300– or 400–level course with the chair's approval

Bachelor of Science in Informatics and Interactive Media Arts

Pictured | **Sheila Le** | *Bachelor of Science in Informatics and Interactive Media Arts* | South Bend, Indiana (hometown)
Student Government Association (Senator)

Honors Program
Volunteer Activity | Food Bank of Northern Indiana

Bachelor of Science in Informatics and Interactive Media Arts

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. Interactive Media Arts is an area of research and practice in Integrated New Media Studies (INMS), a unique, interdisciplinary academic program in the field of new media. The computer and computer technologies are at the core of both Informatics & Integrated New Media Studies, including the means of preparation, production, exhibition, application, and distribution.

The Bachelor of Science (BS) in Informatics and Interactive Media Arts (IIMA) is an innovative interdisciplinary degree program that brings together expertise from Informatics, Computer Science, and New Media. This is a joint program between the Department of Computer and Information Sciences in the College of Liberal Arts and Sciences and the program of Integrated New Media Studies.

Future professionals require both technical as well as design and artistic skills. IIMA provides a balanced interdisciplinary approach to prepare students for these new and future positions in information technology, communication, industry, entertainment, and other professions. In general, these positions require diverse skills such as computational thinking, problem solving, computer programming, user interface design, database programming, data visualization, interactive media design, game design, web design, video, 3D animation and modeling, and others. The curriculum from the sciences and new media arts complement each other to fulfill current and future real-world careers. It creates innovative educational opportunities for students and a talented pool of graduates for employers to satisfy critical market needs.

Students majoring in IIMA will be able to select from the following concentrations: Web, Game, Video, 3D, and Individualized. Consult with an IIMA faculty advisor to learn about the available concentrations.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Arts degree in Informatics and Interactive Media Arts must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33 cr.) | 12 credits are satisfied by courses from the Major.
- MATH-M 118 Finite Mathematics
  Fulfills Fundamental Literacies: Quantitative Reasoning
- INMS-A 399 Art, Aesthetics, and Creativity
  VT: The Artist and New Media Art
  Fulfills Common Core: Art, Aesthetics, and Creativity
- N 190/N 390 The Natural World
  Fulfills Common Core: The Natural World
- INFO-I 101 Introduction to Informatics (4 cr.)
  Fulfills Extended Literacies: Computer Literacy
- INFO-I 310 Multimedia Arts and Technology
  Fulfills Extended Literacies: Visual Literacy
- Core Requirements (67 cr. must be completed with C- or higher; cannot be used to satisfy the requirements for another major or minor)
- Foundation Courses (34 cr.)
- Concentration (18 cr.)
- Electives (12 cr.)
- Capstone (3 cr.)
- Supporting Requirements (17-23 cr.)
- Mathematics (6 cr.)
- Natural Science Requirements (11 cr.)
- World Language (0-6 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- Minimum of 30 credit hours at the 300– or 400–level.
- A minimum CGPA of 2.0 is required.
- At least 34 of the 67 major course (INMS/INFO/CSCI) credit hours must be taken within Indiana University South Bend. A grade of C– or higher in each course is required unless otherwise specified.
- All courses are 3 credit hours, unless otherwise noted.

Core Requirements (67 cr.)

Foundation Courses (34 cr.)

Informatics Foundations (19 cr.)

- INFO-I 101 Introduction to Informatics (4 cr.)
  Fulfills Extended Literacies: Computer Literacy requirement
  A grade of C or better is required. Placement exam is available.
- INFO-I 201 Mathematical Foundations of Informatics (4 cr.)

- INFO-I 210 Information Infrastructure I (4 cr.)
  Test out is available.
- INFO-I 211 Information Infrastructure II (4 cr.)
  Test out is available.
- INFO-I 310 Multimedia Arts and Technology
  Fulfills Extended Literacies: Visual Literacy requirement

New Media Foundations (15 cr.)

- 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 1
- INMS-N 283 Introduction to Production Techniques and Practices
- INMS-N 325 Multimodal Design

Concentration Area (18 cr.)

Select one area from the following:

Game

- INFO-I 254 2D Games Programming
- INFO-I 355 3D Games Programming
- INFO-I 456 Integrated Games Development
- INMS-N 212 Interactive Game Design 1
- INMS-N 313 Interactive Game Design 2
- INMS-N 414 Interactive Game Design 3

Web

- INFO-I 400 Topics in Informatics
  VT: Web Programming 1
- INFO-I 400 Topics in Informatics
  VT: Web Programming 2
- INFO-I 400 Topics in Informatics
  VT: Web Programming 3
- INMS-N 442 Workshop in Integrated Web Design 2
- INMS-N 443 Workshop in Integrated Web Design 3
- INMS-N 444 Workshop in Integrated Web Design

Video

- CSCI-C 481 Interactive Computer Graphics
- INFO-I 300 Human-Computer Interaction Design and Programming
- INFO-I 400 Topics in Informatics
  VT: Multimedia Web Programming
- INMS-N 300 Video Art
- INMS-N 337 Advanced Motion Graphics and Compositing
- TEL-T 336 Digital Video Production

3D

- CSCI-C 481 Interactive Computer Graphics; OR
  CSCI-C 490 Seminar in Computer Science
  VT: Game Programming and Design; OR
  INFO-I 456 Integrated Games Development
- INFO-I 254 2D Games Programming
- INFO-I 355 3D Games Programming
- INMS-N 302 Digital 3D Art and Design 2
- INMS-N 303 Digital 3D Art and Design 3
- INMS-N 337 Advanced Motion Graphics and Compositing

Individualized (choose courses in consultation with IIMA Faculty Advisor)

- 3 INMS Design Courses from the concentrations
- 3 CSCI/INFO Programming Courses from the Concentrations

Electives (12 cr.)

Informatics Electives (6 cr.)

Select two of the following:

- CSCI-C 481 Interactive Computer Graphics
- INFO-I 202 Social Informatics
- INFO-I 213 Website Design and Development
- INFO-I 300 Human-Computer Interaction Design and Programming
- INFO-I 254 2D Games Programming
- INFO-I 355 3D Games Programming
- Additional CSCI or INFO courses with the chair's approval

New Media Electives (6 cr.)

Select two (or more) of the following:

- INMS-A 399 Art, Aesthetics, and Creativity
- INMS-N 308 Integrated New Media Studies Internship
- INMS-N 369 Interactive Multimedia
- INMS-N 427 Advanced Integrated New Media Workshop
- INMS-N 430 Topical Seminar in New Media
- INMS-N 497 Independent Study in New Media
- TEL-T 498 Projects in Telecommunications (1 to 3 cr.)
- Any other course from a concentration different from the chosen one
- Other New Media 300– or 400–level course with the chair’s approval

Capstone Project (3 cr.)

- INFO-INMS Capstone Project

Supporting Requirements (17-23 cr.)

Mathematics Requirement (6 cr.)

A grade of C or higher is required in each course

- MATH-M 118 Finite Mathematics
  Fulfills Fundamental Literacies: Quantitative Reasoning
- Statistics course (300–level or higher)

Natural Sciences Requirement (11 cr.)

- Science Course and Laboratory (5 cr.)
- **Science Course** | Select from ANAT, AST, BIOL, CHEM, GEOL, MICR, PHSL, PHYS, or plant sciences
- N190/N390 Natural World
  Fulfills Common Core: Natural World

World Languages (0-6 cr.)

- Successful completion of a second-semester language class, 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.

Bachelor of Science in Informatics

Pictured | **Tessa Ziwawo** | *Bachelor of Science in Informatics* | South Bend, Indiana (hometown)
Club Affiliation | Management Information Systems Club

Bachelor of Science in Informatics—TSAP

The Informatics BS—TSAP program is designed specifically for Ivy Tech graduates transferring to IU South Bend with an Associate of Science in Informatics TSAP degree (60 transfer credits).

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 BS 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

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Degree Map >>

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

- Associate of Science in Informatics from Ivy Tech or Vincennes (60 cr.)
- General Education Requirements for Transfer Students with ICC | One 300–level Common Core Course (3 cr.)
- Core Requirements (58-61 cr. must be completed with C- or higher; cannot be used to satisfy the requirements for another major or minor
- Core Courses (18 cr.)
- Cognate Area (15-18 cr.)
- Electives (9 cr.)
- Supporting Requirements (11-17 cr.)

- Mathematics Requirements (6 cr.)
- Physical and Life Sciences Requirements (5 cr.)
- World Languages Requirements (0-6 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, unless otherwise specified.
- A minimum CGPA of 2.0 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:
- All courses are 3 credit hours, unless otherwise noted.

Core Requirements (43 cr.)

Core Courses (18 cr.)

- INFO-I 202 Social Informatics
- 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

Web Design Cognate (15-18 cr.)

The BS 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. The Informatics TSAP is designed specifically to work with the Cognate Area for Web Design as follows:

Required Upper Core (3 cr.)

- CSCI-A 340 An Introduction to Web Programming

Required Upper-Level Courses (9 cr.)

Select three of the following:

- CSCI-B 438 Fundamentals of Computer Networks
- CSCI-B 451 Security in Computing
- CSCI-C 490 Seminar in Computer Science
  VT: Client Server Web Programming; OR
  INFO-I 400 Topics in Informatics
  VT: Client Server Web Programming
- FINA-P 323 Introduction to Web Design
- FINA-P 324 Intermediate Web Design
- INFO-I 300 Human-Computer Interaction Design and Programming
- INFO-I 400 Topics in Informatics
  VT: Large Scale Web Projects

Electives (9 cr.)

At least nine credit hours (three 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 2; OR
  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

Supporting Requirements (11-17 cr.)

- **Mathematics Requirements** (6 cr.) | A grade of C or higher in each course is required
- MATH-M 118 Finite Mathematics
- Statistics course (300–level or higher)
- **Physical and Life Sciences** (5 cr.) | Courses in at least two different sciences must be taken (Select from astronomy, biology, chemistry, geology, or physics)
- World Languages (0-6 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.

Minor in Informatics

Pictured | **Joe Sage** | *Bachelor of Fine Arts in Integrated New Media Studies, 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.iu.edu or (574) 520-5835) before their first semester to schedule a meeting with an Informatics advisor to develop a plan for their academic course of study.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

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. Prerequisite courses may be required. A grade of C- or higher in each course is required unless otherwise specified.

Lower-Level Courses (11-12 cr.)

Select three of the following:

- INFO-I 101 Introduction to Informatics (4 cr.)
  A grade of C or better is required. Placement exam is available.
- INFO-I 202 Social Informatics
- INFO-I 210 Information Infrastructure I (4 cr.)
  Test out is available
  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.)
  Test out is available.

Upper-Level Courses (6 cr.)

Select two of the following:

- 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
- 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 421 Applications of Data Mining

Postbaccalaureate Certificate in Applied Informatics
Pictured | **Connor Eichorst** | *Bachelor of Science in Informatics* | Granger, Indiana (hometown)

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.iu.edu or (574) 520-5835) 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 unless otherwise specified. 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.)
  A grade of C or better is required. Placement exam is available.

Select two of the following:

- INFO-I 202 Social Informatics
- INFO-I 210 Information Infrastructure I (4 cr.)
  Test out is available.
- INFO-I 211 Information Infrastructure II (4 cr.)
  Test out is available.

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 following:

- 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
- 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 421 Applications of Data Mining

Integrated New Media Studies

Pictured | **Sean Hottois, MFA** | *Fort Hays University, 2005* | Associate Professor of New Media; and Director of Integrated New Media Studies

Integrated New Media Studies

Sean Hottois, MFA | Director
Northside 160D | (574) 520-4161

Faculty

- Associate Professor | **Hottois** (director)
- Assistant Professor | **Sniadecki**
- Emeritus | **Ackoff, Lasater**

Undergraduate Degrees Offered

- Bachelor of Arts in Informatics and Interactive Media Arts *(offered jointly with Informatics, College of Liberal Arts and Sciences)*
- Bachelor of Science in Informatics and Interactive Media Arts *(offered jointly with Informatics, College of Liberal Arts and Sciences)*
- Bachelor of Fine Arts in Integrated New Media Studies with a group focus in
- Design
- Music
- Video and Motion Media
- Bachelor of Fine Arts in Integrated New Media Studies with a concentration in
- 3D Modeling and Animation
- 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

Pictured | **Noor Isleem** | *Bachelor of Fine Arts in Integrated New Media Studies, Design / Minor in Graphic Design* | Mishawaka, Indiana (hometown)

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 five degree offerings:

- BFA in INMS with a group focus and a minor
- BFA in INMS with a concentration in 3D Modeling and Animation
- BFA in INMS with a concentration in Informatics
- BFA in INMS with a concentration in Video and Motion Media
- BFA in INMS with a concentration in Interactive Media

INMS One-to-One Laptop Requirement

Beginning in the fall semester, 2021, Integrated New Media Studies will require that all incoming new students have suitable laptop computers for use in INMS classes, labs, and projects.

Link for details >>

Transfer Credit Hours

As applicable within the BFA in INMS degree, students may transfer credit hours earned at other IU campuses, 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.

Integrated New Media Studies Laptop Requirement

Pictured | **Noor Isleem** | *Bachelor of Fine Arts in Integrated New Media Studies, Design / Minor in Graphic Design* | Mishawaka, Indiana (hometown)

Integrated New Media Studies One-to-One Laptop Requirement

Beginning in the fall semester, 2021, Integrated New Media Studies (INMS) will require that all incoming new students have INMS-specified laptop computers for use in INMS classes, labs, and projects. INMS strongly suggests that ALL INMS students acquire laptops as soon as possible. Over the course of four years beginning in fall, 2021, INMS will move to a laptop-based instructional environment, phasing out primary reliance on desktop-based, on-site instructional facilities.

Required Specifications

To fulfill the needs of the INMS Curriculum 1:1 Laptop Initiative, students beginning their programs in fall 2021 or later must purchase either a Mac or PC laptop prior to the beginning of their first semester of study. The laptop needs to meet the following requirements:

PC and Mac Laptop Minimum Specifications

- Intel Core i9, or Apple M1, or AMD Ryzen 9 w/64 bit support
- 16GB RAM memory, more recommended
- 1280x1080 or greater display resolution
- 256GB onboard storage, more recommended
- External storage of 1TB (suggested)

If you have a financial aid package, please contact your financial aid counselor to be sure it covers the purchase of the laptop. Also, when you purchase, remember to

indicate you are a student to ensure that you pay the student price.

FAQ's

Will I need to purchase special software for my laptop?

INMS primarily uses the Adobe Creative Cloud production package for instruction and production. Indiana University makes the Adobe CC package available to faculty and registered IU students for free. Simply go to iuware.iu.edu to download Creative Cloud, Office 365, Acrobat, and other IU-provided software. For assistance, contact the IU South Bend Help Desk—helpdesk@iusb.edu —(574) 520-5555.

INMS faculty strive to make use of freeware whenever appropriate. However, depending on your program of study and your personal ambitions, you may need to purchase special software.

Will I need to purchase any other equipment or materials as a student in Integrated New Media Studies?

Your equipment needs will depend on your program of study. Generally, most INMS students own DSLRs for photography and video work. It is strongly recommended that students also have an external microphone (lapel mic, shotgun, hand-held) so that professional level audio may be acquired in interview, on-set, and field productions.

What if I am a transfer student?

Transfer students should consult with their advisor to determine if they should purchase a laptop.

Will I have access to computers on campus?

Yes. INMS still uses EA 2016 lab for instruction in on-campus classes. These are equipped with Adobe CC and other required software. INMS students are authorized to use these labs when not in use for INMS classes. In addition, there are several student technology centers on campus. Our goal at INMS is to move to a laptop-supported teaching environment in which we can teach many classes in any appropriately equipped classroom on campus as well as online.

How can I pay for the laptop?

Some students may receive high school graduation monetary gifts which might be saved to purchase their laptops. Others may find that their financial aid packages will cover the cost. If a student is eligible for financial aid and wants information about using financial aid to purchase a laptop, please contact the IU South Bend Financial Aid office at (574) 520-4357.

Bachelor of Fine Arts in Integrated New Media Studies, Informatics

Pictured | **Karissa Jaeckel** | *Bachelor of Fine Arts in Integrated New Media Studies, Video/Motion Media* | South Bend, Indiana (hometown)
Volunteer Activities | Miss Indiana, America Strong; Hello Gorgeous; Meow Mission

Bachelor of Fine Arts in Integrated New Media Studies with a Concentration in 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

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.) to include:
- INMS-A 399 Art, Aesthetics, and Creativity
  Fulfills Common Core: Art, Aesthetics, and Creativity requirement
- MUS-T 190 Literary and Intellectual Traditions
  Fulfills Common Core: Literary and Intellectual Traditions requirement

- JOUR-J 210 Visual Communication
  Fulfills Extended Literacies: Visual Literacy requirement
- Major Requirements (67 cr.)
- World Language Requirement (6 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.
- All courses are 3 credit hours, unless otherwise noted.

Major Requirements (67 cr.)

History and Aesthetics (12 Cr.)

- AHST-A 101 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
- ENG-A 190 Arts, Aesthetics, and Creativity
- One AHST elective 300–400 level

New Media Core (31 cr.)

- INFO-I 101 Introduction to Informatics (4 cr.)
- 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 212 Interactive Game Design 1
- INMS-N 283 Introduction to Production Techniques and Practices
- INMS-N 369 Interactive Multimedia
- INMS-N 499 Bachelor of Fine ARts Review in Integrated New Media Studies
- MUS-A 101 Introduction to Audio Technology; OR TEL-R 208 Audio Production

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

World Language (6 cr.)

- Two semesters of one world language

Bachelor of Fine Arts in Integrated New Media Studies, 3D Modeling and Animation

Pictured | **Alexander Muhumuza** | *Bachelor of Fine Arts in Integrated New Media Studies, 3D Modeling and Animation* | Kampala, Uganda (hometown)

Bachelor of Fine Arts in Integrated New Media Studies with a Concentration in 3D Modeling and Animation

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 3D Modeling and Animation will build on History and Aesthetics, Core Studies, and current related software to train in 3D concepts applied to 3D modeling, animation, projection mapping, gaming, advanced motion graphics and compositing, and rapid prototyping. Eighteen credits of free electives provide space to expand on the student's 3D Modeling and Animation concentration, to pursue a minor, or explore other areas.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.) to include
- INMS-A 399 Art, Aesthetics, and Creativity
  Fulfills Common Core: Art, Aesthetics and Creativity requirement
- MUS-T 190 Literary and Intellectual Traditions
  Fulfills Common Core: Literary and Intellectual Traditions requirement
- JOUR-J 210 Visual Communication
  Fulfills Extended Literacies: Visual Literacy requirement
- Major Requirements (64 cr.)
- World Language Requirement (6 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 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 stated.

Major Requirements (64 cr.)

History and Aesthetics (12 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
- ENG-A 190 Arts, Aesthetics, and Creativity
- One AHST elective 300–400 level

New Media Core (31 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
- INFO-I 213 Website Design and Development
- INMS-N 201 Digital 3D Art and Design I
- INMS-N 212 Interactive Game Design 1
- INMS-N 283 Introduction to Production Techniques and Practices
- INMS-N 369 Interactive Multimedia
- INMS-N 499 Bachelor of Fine Arts Review in Integrated New Media Studies
- MUS-A 101 Introduction to Audio Technology; OR TEL-R 208 Audio Production

3D Modeling and Animation (21 cr.)

- INFO-I 310 Multimedia Arts and Technology; OR INMS-N 313 Interactive Game Design 2
- INMS-N 300 Video Art; OR INMS-N 444 Workshop in Integrated Web Design
- INMS-N 302 Digital 3D Art and Design 2
- INMS-N 303 Digital 3D Art and Design 3
- INMS-N 337 Advanced Motion Graphics
- INMS-N 430 Topical Seminar in New Media
- TEL-T 336 Digital Video Production

World Language (6 cr.)

- Two semesters of one world language

Bachelor of Fine Arts in Integrated New Media Studies with a Group Focus in Design, Music, or Video Motion Media

Bachelor of Fine Arts in Integrated New Media Studies with a Group Focus in Design, Music, Video, or 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

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.) to include:
- INMS-A 399 Art, Aesthetics, and Creativity
  Fulfills Common Core: Art, Aesthetics, and Creativity requirement
- MUS-T 190 Literary and Intellectual Traditions
  Fulfills Common Core: Literary and Intellectual Traditions requirement
- JOUR-J 210 Visual Communication
  Fulfills Extended Literacies: Visual Literacy requirement

- Major Requirements (43 cr.)
- Group Focus (9 cr.)
- Required Minor (15 cr.)
- World Language Requirement (6 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 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 stated.

Major Requirements (42 cr.)

History and Aesthetics (12 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
- ENG-A 190 Art, Aesthetics, and Creativity
- One AHST elective 300–400 level

New Media Core (31 cr.)

- INFO-I 101 Introduction to Informatics (4 cr.)
- 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 212 Interactive Game 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
- INMS-N 499 Bachelor of Fine Arts Review in Integrated New Media Studies
- MUS-A 101 Introduction to Audio Technology; OR TEL-R 208 Audio Production

Group Focus (9 cr.)

Select one of the following focus areas:

Design

- INMS-N 302 Digital 3D Art and Design 2
- INMS-N 303 Digital 3D Art and Design 3; OR INMS-N 414 Interactive Game Design 3
- INMS-N 313 Interactive Game Design 2

Music

- MUS-A 190 Art, Aesthectics, 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

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 IU South Bend minor except the Minor in Integrated New Media Studies.

World Language (6 cr.)

- Two semesters of one world language

Bachelor of Fine Arts in Integrated New Media Studies, Interactive Media

Bachelor of Fine Arts in Integrated New Media Studies with a Concentration in 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. Fifteen credits of free electives provide space to expand on the student's Interactive Media concentration, to pursue a minor, or explore other areas.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.) to include:
- INMS-A 399 Art, Aesthetics, and Creativity Fulfills Common Core: Art, Aesthetics, and Creativity requirement
- MUS-T 190 Literary and Intellectual Traditions

Fulfills Common Core: Literary and Intellectual Traditions requirement
- JOUR-J 210 Visual Communication
  Fulfills Extended Literacies: Visual Literacy requirement requirement
- Major Requirements (64 cr.)
- World Languages (6 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 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 stated.

Major Requirements (64 cr.)

History and Aesthetics (12 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
- ENG-A 190 Arts, Aesthetics, and Creativity
- One AHST elective 300–400 level

New Media Core (31 cr.)

- INFO-I 101 Introduction to Informatics (4 cr.)
- 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 212 Interactive Game Design 1
- INMS-N 283 Introduction to Production Techniques and Practices
- INMS-N 369 Interactive Multimedia
- INMS-N 499 Bachelor of Fine Arts Review in Integrated New Media Studies
- MUS-A 101 Introduction to Audio Technology; OR
  TEL-R 208 Audio Production

Interactive Media Concentration (21 cr.)

- ENG-W 315 Writing for the Web; OR
  INMS-N 300 Video Art; OR
  INMS-N 325 Multimodal Design
- ENG-W 367 Writing for Mulitple Media; OR
  TEL-T 336 Digital Video Production
- INFO-I 310 Multimedia Arts and Technology; OR
  INMS-N 444 Workshop in Integrated Web Design
- INMS-N 302 Digital 3D Art and Design 2
- INMS-N 430 Topical Seminar in New Media

Select one of the following groupings:

- INMS-N 313 Interactive Game Design 2; AND
  INMS-N 414 Interactive Game Design 3
- INMS-N 442 Workshop in Integrated Web Design 2; AND
  INMS-N 443 Workshop in Integrated Web Design 3

World Language (6 cr.)

- Two semesters of one world language

Bachelor of Fine Arts in Integrated New Media Studies, Video and Motion Media

Pictured | **Lucas Geren** | *Bachelor of Fine Arts in Integrated New Media Studies, Video and Motion Media / Minor in East Asian Studies* | Elkhart, Indiana (hometown)
Club Affiliations | Advertising Club, Marketing Club, Japanese Club, International Student Organization, Black Student Union, Gamer's Guild, Massive Attack Improv Club

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Bachelor of Fine Arts in Integrated New Media Studies with a Concentration in 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.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.) to include
- INMS-A 399 Art, Aesthetics, and Creativity

Fulfills Common Core: Art, Aesthetics and Creativity requirement
- MUS-T 190 Literary and Intellectual Traditions
  Fulfills Common Core: Literary and Intellectual Traditions requirement
- JOUR-J 210 Visual Communication
  Fulfills Extended Literacies: Visual Literacy requirement

- Major Requirements (64 cr.)
- World Language Requirement (6 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 must be completed with a grade of C- or higher.
- A minimum CGPA of 2.0 is required.
- Courses are 3 credit hours, unless otherwise stated.

Major Requirements (64 cr.)

History and Aesthetics (12 cr.)

- AHST-A 101 Ancient and Medieval Art; OR
  FINA-A 101 Ancient and Medieval Art
- AHST-A 102 Renaissance Through Modern Art; FINA-A 102 Renaissance Through Modern Art
- ENG-A 190 Arts, Aesthetics, and Creativity
- One AHST elective 300–400 level

New Media Core (31 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
- INMS-N 212 Interactive Game Design 1
- 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
- INMS-N 499 Bachelor of Fine Arts Review in Integrated New Media Studies
- MUS-A 101 Introduction to Audio Technology; OR
  TEL-R 208 Audio Production

Video and Motion Media Concentration (21 cr.)

- CMLT-C 190 An Introduction to Film; OR
  INMS-N 313 Interactive Game Design 2
- INFO-I 310 Multimedia Arts and Technology
- INMS-N 430 Topical Seminar in New Media
- INMS-N 300 Video Art
- INMS-N 337 Advanced Motion Graphics and Compositing
- INMS-N 444 Workshop in Integrated Web Design; OR
  One CMLT elective 200-400 level
- TEL-T 336 Digital Video Production

World Language (6 cr.)

- Two semesters of one world language

Minor in Integrated New Media Studies

Pictured | **Jon Watson** | *Bachelor of Art in Music, Music Tehnology / Minor in Integrated New Media Studies* | Mishawaka, Indiana (hometown)
Club Affiliation | Audio Visual Collective

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.

- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Minor Requirements (16 cr.)

Required Core Courses (10 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

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

Mathematical Sciences

Pictured | **Anna Savvopoulou, PhD** | *State University of New York (SUNY), Albany, 2009* | Chair and Associate Professor of Mathematics

Mathematical Sciences

Anna Savvopoulou, PhD | Chair
Northside Hall 317 | (574) 520-4240 | clas.iusb.edu/math-sci/index.html

Faculty

- Professors | **S. Chen, Y. Cheng, Connor, Guan, Shafii-Mousavi**
- Associate Professors | **Savvopoulou** (Chair)**, Song**
- Teaching Professor | **Bradley, Pankow, Schwieterman, Vajiac**
- Faculty Emeriti | **A. Brown, 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 department also offers several online collaborative degrees (see below for details).

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 BS 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 MS 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.

Undergraduate Degrees Offered

- Bachelor of Arts in Mathematics
- Bachelor of Science in Mathematics
- Bachelor of Science in Actuarial Science
- Bachelor of Science in Actuarial Science *(Collaborative Online Degree Program)*
- Bachelor of Science in Applied Statistics *(Collaborative Online Degree Program)*

Minor Offered

- Minor in Mathematics

Graduate Degree Offered

- Master of Science in Applied Mathematics and Computer Science
- Master of Arts for Teachers in Mathematics *(Collaborative Online Degree Program)*
- Master of Science in Actuarial Science *(Collaborative Online Degree Program)*

Graduate Certificate Offered

- Graduate Certificate in Mathematics *(Collaborative Online Degree Program)*

Course Descriptions

Mathematics MATH | Statistics STAT

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Bachelor of Science in Actuarial Science

Pictured | **Sarah McCallum** | *BS in Actuarial Science* | Plymouth, Indiana (hometown)
Volunteer Activities | Jefferson Elementary School Parent Teacher Organization; Emergency Medical Technician

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.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Science (B.S.) degree in Actuarial Science must complete 120 total credit hours including

- IU South Bend Campuswide General Education Curriculum (33 cr.) to include:
- MATH-N 390 The Natural World
  Fulfills the Common Core: The Natural World requirement
- Math courses
  Fundamental Literacies: Quantitative Reasoning requirement
- CSCI-C 101 Computer Programming I (4 cr.)
  Fulfills the Extended Literacies: Computer Literacy requirement
- Students majoring in Actuarial Science are encouraged to take ENG-W 270 Argumentative Writing to fulfill the requirement in Critical Thinking.
- Major Requirements (47 cr.)
- Business and Economics Requirements (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.
- VEE Course | A Validation by Educational Experience course approved by the Society of Actuarial and Casualty Actuarial Society. For more information, vist their website.
- All courses are 3 credit hours, unless otherwise noted.

Major Requirements (47 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
- MATH-M 320 Theory of Interest
- 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 463 Introduction to Probability Theory 1 (3-4 cr.)
- MATH-M 466 Introduction to Mathematical Statistics
- MATH-M 471 Numerical Analysis 1
- MATH-N 390 The Natural World
  Fulfills Common Core: Natural World requirement

Select two of the following:

- MATH-M 312 Calculus 4
- 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 Regressional Analysis (VEE Course)
- MATH-M 576 Forecasting (VEE Course)
- STAT-S 512 Statistical Learning and Data Analytics
- One upper-level or graduate course approved by the department

Business and Economics Requirements (18 cr.)

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-F 301 Financial Management
- BUS-L 201 Legal Environment of Business
- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics

Bachelor of Arts in Mathematics

Pictured | **Genevieve Mathews** | *Bachelor of Arts in Mathematics / Minors in Computer Applications and Business Administration* | Mishawaka, Indiana (hometown)
Club Affiliations | Math Club (president)

Bachelor of Arts in Mathematics

The Bachelor of Arts (BA) 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.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

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.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.) to include:
- MATH-N 390 The Natural World (4 cr.)
  Fulfills Common Core: The Natural World requirement
- CSCI-C 101 Computer Programming I
  Fulfills Extended Literacies: Computer Literacy requirement
- School of Humanities and Social Sciences/School of Natural Sciences Bachelor of Arts Requirements (16-26 cr.)

- Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
- Major Requirements (37 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.
- All courses are 3 credit hours, unless otherwise designated.

Major Requirements (37 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
- MATH-M 312 Calculus 4
- 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
- MATH-N 390 The Natural World
  VT: Mathematics as a Human Activity
  Fulfills Common Core: The Natural World

Math Electives

Select two courses from the following; one of which must be a 400–level mathematics course

- MATH-M 260 Combinatorial Counting and Probability; AND
  MATH-M 261 Statistical Inferences
- 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
- MATH-T 336 Topics in Euclidean Geometry
- Graduate-level courses approved by department chair

Bachelor of Science in Mathematics

Pictured | **Emilee Edmonds** | *Bachelor of Science in Mathematics; Bachelor of Science in Physics* | Goshen, Indiana (hometown)
Honors Program | Intern
Club Affiliation | Physics Club (co-president)

Bachelor of Science in Mathematics

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.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

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Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Science degree in Mathematics must complete 120 total credit hours including

- IU South Bend Campuswide General Education Curriculum (35 cr.) to include:
- Mathematics courses
  Fulfills Fundamental Literacies: Quantitative Reasoning requirement
- MATH-N 390 The Natural World
  Fulfills Common Core: The Natural World requirement
- CSCI-C 101 Computer Programming I (4 cr.)
  Fulfills Extended Literacies: Computer Literacy requirement
- Major Requirements (35 cr.)
- Pure Track Requirements (18 cr.); OR
  Applied Track Requirements (18 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 (35 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
- MATH-M 312 Calculus 4
- 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 (3-4 cr.)
- MATH-N 390 The Natural World
  Fulfills Common Core: The Natural World requirement

Applied Track (18 cr.)

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 (9 cr.)

Select three additional courses from those listed below:

- 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
- MATH-M 400/500 levels or STAT-S 400/500 levels offered by the IU South Bend Department of Mathematical Sciences
- MATH-T 336 Topics in Euclidean Geometry
- An upper-division or graduate course approved by the department chair

Pure Track (18 cr.)

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 (9 cr.)

Select three additional courses from those listed below

- MATH-M 344 Introduction to Differential Equations with Applications II
- MATH-M 427 Combinatorics
- MATH-M 435 Introduction to Differential Geometry
- MATH-M 436 Introduction to Geometries
- MATH-M 400 level course offered by IU South Bend and approved by the Department Chair
- MATH-M 500 level course offered by IU South Bend and approved by the Department Chair
- MATH-T 336 Topics in Euclidean Geometry
- An upper-division or graduate course approved by the department chair

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.)

Minor in Mathematics

Pictured | **Caleb Christy** | *Bachelor of Science in Computer Science / Minor in Mathematics* | Lakeville, Indiana (hometown)
Honors Program Volunteer Activity | Shiloh Wesleyan Church Worship Team

Minor in Mathematics

Minor Requirements (18 cr.)

- A minimum of two courses (6 cr.) must be taught by IU South Bend faculty.
- All courses are 3 credit hours, unless otherwise noted.
- Students who wish to minor in mathematics must complete a minimum of 18 credit hours of mathematics, including the following:

Academic Advising

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Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

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
- 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

Physics and Astronomy

Pictured | **Monika Lynker, PhD** | *University of Texas, Austin, 1990* | Interim Chair; and Professor of Physics

Physics

Monika Lynker | Interim Chair
Northside Hall 355 | (574) 520-4467 | physics.iusb.edu

Faculty

- Professors | **Levine, Lynker** (Interim Chair), **Schimmrigk**, **Scott**
- Visiting Assistant Professor | **B Davis**
- Faculty Emeritus | **Hinnefeld, Zimmerman**
- Chief Technician | **Nate**

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 or science education
- those majoring in non-technical disciplines who wish to learn an additional physical science

Undergraduate Degrees Offered

- Bachelor of Arts in Physics
- Bachelor of Science in Physics

Minor Offered

- Minor in Physics

Pre-Professional Program

- Engineering

Course Descriptions

Astronomy AST | Physics PHYS | Geology GEOL

Bachelor of Arts in Physics

Pictured | **Elizabeth Alters** | *Bachelor of Science in Physics* | South Bend, Indiana (hometown)
Club Affiliations | Physics Club (President)

Bachelor of Arts in Physics

The Bachelor of Arts (BA) 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 BA degree would be a good option for students planning a career in patent law.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Arts (BA) degree must complete 120 total credit hours including

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Quantitative Reasoning requirement is met by the required mathematics courses for the BA in Physics
- School of Humanities and Social Sciences/School of Natural Sciences Bachelor of Arts Requirements (16-26 cr.)
- The laboratory science requirement is fulfilled by required physics courses.
- Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
- Major (Physics) Requirements (30 cr.)
- Major (Mathematics) Requirements (13 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.
- All courses are 3 credits unless otherwise stated.

Physics Requirements (30 cr.)

Contemporary Physics Seminar (1 cr.)

- PHYS-S 106 Contemporary Physics Seminar (1 cr.)

Fundamental Core (16 cr.)

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)
- PHYS-P 301 Physics 3
- PHYS-P 309 Modern Physics Laboratory

Advanced Core (0-12 cr.)

- PHYS-P 331 Theory of Electricity and Magnetism
- PHYS-P 340 Thermodynamics and Statistical Mechanics
- PHYS-P 441 Analytical Mechanics I
- PHYS-P 453 Introduction to Quantum Mechanics

Physics Electives (0-13 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.)

Research (0-3 cr.)

- PHYS-S 406 Research Project (0-3 cr.)

Mathematics Requirements (13 cr.)

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 301 Linear Algebra and Applications; OR MATH-M 311 Calculus 3

Free Electives

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-A 201 Introduction to Programming I (4 cr.); OR
  CSCI-B 100 Problem Solving Using Computers (4 cr.); OR
  CSCI-C 101 Computer Programming I (4 cr.)
- MATH-M 301 Linear Algebra and Applications; OR MATH-M 311 Calculus 3
- MATH-M 312 Calculus 4
- MATH-M 343 Introduction to Differential Equations with Applications I
- MATH-M 344 Introduction to Differential Equations with Applications II

Bachelor of Science in Physics

Pictured | **Emilee Edmonds** | *Bachelor of Science in Mathematics; Bachelor of Science in Physics* | Goshen, Indiana (hometown)
Honors Program (intern)
Club Affiliation | Physics Club (co-president)

Bachelor of Science in Physics

A Bachelor of Science (BS) in Physics is a versatile degree, with some students seeking immediate employment upon graduation, while others pursue advanced degrees in physics or a closely allied science or medical field.

Additionally, an undergraduate physics curriculum provides an excellent foundation for those ultimately interested in becoming engineers, with some becoming employed with no further education, some transferring to, or seeking a second undergraduate degree from, an engineering school, and some transitioning straight from a BS in Physics to a graduate programs in engineering.

Accordingly, even though we offer a single BS in Physics, we make strong recommendations for elective choices based upon each student's intended path. We refer to these sets of recommendations as "tracks".

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Science degree in Physics must complete 120 total credit hours including

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- The following requirements, or electives, for the BS in Physics may also be used towards fulfilling the general education curriculum:
- AST-N 390 (300–Level Natural World Common Core)
- CSCI-A 201 OR CSCI-B 100 OR CSCI-C 101 (Computer Literacy Extended Literacy)
- MATH-M 215 (Quantitative Reasoning)
- Requirements Specific to the BS in Physics (58-62 cr.)
- Core Requirements (36 cr., must be completed with a C- or higher; cannot be used to satisfy the requirements for another major or minor)
- Fundamental Core (17 cr.)
- Advanced Core (6-12 cr.)
- Research and Capstone (1-4 cr.)
- Core Electives (balance of credits needed to reach 36 cr. in Core Requirements)
- Supporting Requirements (20-26 cr.)
- Math Cognates (16 cr.)
- Computer Programming Cognates (4 cr.)
- World Languages (0-6 cr.)
- Free Electives (balance of credits 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 credits, unless otherwise noted

Core Requirements (36 cr.)

Fundamental Core (17 cr.)

- PHYS-S 106 Contemporary Physics Seminar (1 cr.)
- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)
- PHYS-P 301 Physics 3
- PHYS-P 309 Modern Physics Laboratory

Advanced Core (6-12 cr.)

- PHYS-P 331 Theory of Electricity and Magnetism
- PHYS-P 340 Thermodynamics and Statistical Mechanics
- PHYS-P 441 Analytical Mechanics I
- PHYS-P 453 Introduction to Quantum Mechanics

Physics Electives (0-12 cr. to reach total of 36 cr. in Physics Requirements)

- 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.)

Research and Capstone (1-4 cr.)

- PHYS-S 406 Research Project (1-4 cr.)
- PHYS-S 490 Physics Capstone (0 cr.)

Cognate Requirements (20 cr.)

Math Requirements (16 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

Computer Programming (4 cr.)

Select one from the following:

- CSCI-A 201 Introduction to Programming I (4 cr.)
- CSCI-B 100 Problem Solving Using Computers (4 cr.)
- CSCI-C 101 Computer Programming I (4 cr.)

World Languages (0-6 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.

Track Recommendations

Bachelor of Science in Physics

Pictured | **Jeff Yoder** | *Physics* / Minors in | Earth and Space Science; and German | Goshen, Indiana (hometown)
Student Government Association (treasurer)

Bachelor of Science in Physics

Track Recommendations

Professional Track

We refer to those who intend to pursue advanced studies in physics (e.g., a masters or PhD degree) as being on the “professional track.” This path provides the most thorough undergraduate training in physics.

Advanced Core

Those on the Professional Track are strongly encouraged to take all four courses in the Advanced Core, as not taking any of them would be a significant deficiency for essentially all physics graduate programs.

Additional Mathematics

Due to the highly mathematical nature of physics, additional math coursework is recommended, although specific choices should be made in close consultation with the student’s advisor based upon research interests and post-graduation plans.

Applied or Pre-Engineering Track

We refer to those interested in transferring to an undergraduate engineering program, seeking immediate employment upon graduation, or pursuing graduate study in an applied field (e.g., geophysics or engineering) as being on the “applied” or “pre-engineering” track. This path encourages greater flexibility in elective options, ideally to facilitate additional coursework in an allied field or in preparation for transfer to an engineering school.

Physics and Chemistry

Applied Track students are strongly encouraged to take

- PHYS-P 303
- PHYS-S 405
  VT: Engineering and Technical Applications of Physics
- Following two-semester sequence of Chemistry with Laboratory

Chemistry

Applied Track students are strongly encouraged to take the following two-semester sequence of chemistry with lab components:

- 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.)

Minor in Physics

Pictured | **Christian Rugelio** | *Bachelor of Science in Physics / Minor in East Asian Studies* | Goshen, Indiana (hometown)
Club Affiliation | Japanese Club

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

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 301 Physics 3
- PHYS-P 309 Modern Physics Laboratory
- Elective | An upper-level Physics, Astronomy, or Geology course chosen with departmental consent. Please talk with your Faculty Mentor

Note | With departmental approval, another course applicable to the major may be substituted for PHYS-P 309 Modern Physics Laboratory

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Minor in Earth and Space Science

Pictured | **Josh King** | *Bachelor of General Studies, Science and Mathematics / Minors in Earth and Space Science, Business Administration, and Sustainability Studies* | Middlebury, Indiana (hometown)

Academic Advising

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your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

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Minor in Earth and Space Science

Concentration Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise noted.

- GEOL-G 111 Physical Geology
- GEOL-G 112 Historical Geology

Select three of the following:

- 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
- GEOL-G 219 Meteorology
- PHYS-N 190 The Natural World
  VT: Energy in the 21st Century

Minor in Earth and Space Science

Pictured | **Josh King** | *Bachelor of General Studies, Science and Mathematics; Bachelor of Science in Sustainability Studes / Minors in Earth and Space Science and Business Administration* | Middlebury, Indiana (hometown)
Campus Affiliation | Academic Center for Excellence (ACE) tutor; Entrepreneurship and Innovation Center Ambassador
Volunteer Activities | Transfer Student Union (vice-president); Sustainability Club; Physics Club; Political Science Club

Minor in Earth and Space Science

Academic Advising

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Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Concentration Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise noted.

- 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
- GEOL-G 219 Meteorology
- PHYS-N 190 The Natural World
  VT: Energy in the 21st Century

Pre-Engineering

Pictured | **Miles Tracy** | *Pre-Engineering; World Language Studies, Spanish; International Studies Certificate* | Indianapolis, Indiana (hometown)
Athletics | Men's Basketball

Pre-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.

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 pre-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.

Ernestine M Raclin School of the Arts

Pictured | **Tami Martinez, PhD** | *Azusa Pacific University, 2022* | Associate Dean, Ernestine M. Raclin School of the Arts; and Assistant Professor of Communication Studies

Ernestine M. Raclin School of the Arts

Tami Martinez, PhD | Associate Dean
Northside Hall 101 | (574) 520-4134 | arts.iusb.edu

Areas of Study

- Communication Studies
- Fine Arts
- Music
- Theatre and Dance

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College of Arts and Sciences General Information

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- Mission Statement
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- Residency Requirement
- GPA Requirement
- Bachelor's Degrees
- Restrictions

Ernestine M Raclin School of the Arts Policies

Pictured | **David Saleh** | *Bachelor of Arts in Communication Studies, Public Relations and Strategic Communication; Bachelor of Arts in Communication Studies, Relational Communication and Social Interaction / Minor in Political Science* | South Bend, Indiana (hometown)
Volunteer Activities | South Bend Community School Corporation (head wrestling coach–middle school; head girls' wrestling coach–high school)
Club Affiliation | Muslim Student Association

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.

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.

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.

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.

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 credit hours (see specific degree requirements).
- 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 finel arts, a twenty-minute performance in music and a monologue or portfolio review in theatre. Students in communication studies do not have an upper-divisional requirement to fulfill.
- 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.

Restrictions

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

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.

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.

Communication Studies

Pictured | **Brett Labbé, PhD** | *Bowling Green State University, 2015* | Chair; and Associate Professor of Communication Studies

Communication Studies

Brett Labbé, PhD | Chair
Education and Arts 2003A | (574) 520-4201 | communication.iusb.edu

Faculty

- Associate Professor | **Labbé**(Chair)
- Assistant Professor | **Mancino, Martinez**
- Lecturer | **Reynolds**
- Faculty Emeritus | **Gering, Lambert**
- Internship Coordinator | **Mancino**

Undergraduate Degrees Offered

- Bachelor of Arts in Communication Studies with concentrations in
- Journalism and Digital Media
- Public Relations and Strategic Communication
- Relational Communication and Social Interaction

Minors Offered

- Communication Studies for Non-Majors
- Interpersonal Communication
- Journalism
- Organizational Communication
- Public Relations

Graduate Certificates Offered

- Graduate Certificate in Communication Studies *(Collaborative Online Degree Program)*

Course Descriptions

Communication Studies COMM | Journalism JOUR | Speech SPCH | Telecommunications TEL

Bachelor of Arts in Communication Studies

Pictured | **Reagan Ayala** | *Bachelor of Arts in Communication Studies, Public Relations and Strategic Communication* | South Bend, Indiana (hometown)
Campus Involvement | First Year Seminar Peer Mentor; Admissions Tour Guide; Gateway; Titan Success Center
Club Affiliation | Queer Straight Alliance (president); Team Titan Go!

Bachelor of Arts in Communication Studies

A degree in Communication Studies is inherently valuable. Communication permeates all aspects of society and understanding its function across and within a variety of contexts plays a fundamental role in the creation and transference of meaning. According to the website of the National Communication Association, communication majors add value to professional contexts, secure jobs by bringing desired skills into the marketplace, and drive positive change through applied ethics and a dedication to civic engagement.

The Bachelor of Arts (BA) in Communication Studies will prepare 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

- Journalism and Digital Media
- Public Relations and Strategic Communication
- Relational Communication and Social Interaction

Academic Advising

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Final responsibility for meeting degree requirements rests with the student.

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Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>
Students receiving the Bachelor of Arts in Communication Studies degree must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum to include Visual Literacy (33 cr.)
- Diversity Requirement (6 cr.)
- Communication Core (27 cr.)
- Concentration (21 cr.)
- Capstone Experience (3 cr.)
- Required Minor (15 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 GPA of 2.0 is required.
- All courses are 3 credit hours, unless otherwise noted.

Communication Core (27 cr.)

- COMM-S 200 Introduction to Mass Communications
- JOUR-J 200 Reporting, Writing and Editing I; OR
  COMM-S 201 Reporting, Writing, and Editing
  Pending approval
- JOUR-J 410 Media Ethics; OR
  COMM-S 410 Media Ethics
  Pending approval
- SPCH-C 393 Communication Research Methods; OR
  COMM-S 393 Communication Research Methods
  Pending approval
- SPCH-S 122 Interpersonal Communication; OR
  COMM-S 122 Interpersonal Communication
  Pending approval
- SPCH-S 205 Introduction to Speech Communication; OR
  COMM-S 202 Introduction to Speech Communication
  Pending approval
- SPCH-S 223 Business and Professional Communication; OR
  COMM-S 223 Business and Professional Communication
  Pending approval
- SPCH-S 334 Computer-Mediated Communication; OR
  COMM-S 334 Computer-Mediated Communication
  Pending approval
- SPCH-S 405 Human Communication Theory; OR
  COMM-S 405 Communication Theory
  Pending approval

Diversity Requirement (6 cr.)

Select two of the following:

- JOUR-J 475 Race, Gender, and the Media; OR
  COMM-S 475 Race, Gender, and the Media
  Pending approval
- SPCH-S 427 Cross-Cultural Communication; OR
  COMM-S 427 Intercultural Communication
  Pending approval
- SPCH-S 450 Gender and Communication; OR
  COMM-S 450 Gender and Communication
  Pending approval
- TEL-T 313 Comparative Media Systems; OR
  COMM-S 313 Comparative Media
  Pending approval
- Study abroad opportunity (in consultation with an advisor)
- World Language course (in consultation with an advisor)

Capstone Experience (3 cr.)

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

Select one from the following

- COMM-S 400 Senior Seminar in Speech
  Pending approval
- COMM-S 492 Media Internship
  Pending approval
- COMM-T 390 Professional Practice Internship
  Pending approval
- JOUR-J 492 Media Internship
- SPCH-S 400 Senior Seminar in Speech
- SPCH-S 490 Professional Practice Internship

Concentration Requirements >>

Bachelor of Arts in Communication Studies

Pictured | **Kara West** | *Bachelor of Arts in Communication Studies, Relational Communication and Social Interactions* | South Bend, Indiana (hometown)
Volunteer Activity | Transformation Ministries

Select One Concentration (21 cr.)

Journalism and Digital Media

The concentration in Journalism and Digital Media prepares students for careers in the ever-evolving news media landscape. The degree provides practice in the foundations of traditional and emerging journalism. In this concentration, students develop skills in reporting, investigating, fact-checking, writing, and creating multimedia news content.

- COMM-S 300 Communications Law
- JOUR-J 303 Online Journalism
- JOUR-J 351 News Editing
- JOUR-J 362 Journalism Multimedia Storytelling
- JOUR-J 401 Depth Reporting and Editing
- TEL-R 287 Processes and Effects of Mass Communication
- Select one course from COMM, JOUR, SPCH, and TEL

Public Relations and Strategic Communication

The concentration in Public Relations and Strategic Communication introduces students to the rigorous and rewarding work of the public relations practitioner. Public relations is a multifaceted, ever-evolving field woven into society in many dimensions from organizations and nonprofits to politics and entertainment. In this concentration, students practice public relations theory, research, strategic planning, writing, and ethics.

- JOUR-J 319 Introduction to Public Relations
- JOUR-J 390 Public Relations Writing
- JOUR-J 429 Public Relations Campaigns
- SPCH-S 307 Crisis Management
- SPCH-S 324 Persuasive Speaking
- SPCH-S 440 Organizational Communication
- Select one course from COMM, JOUR, SPCH, and TEL

Relational Communication and Social Interaction

The concentration in Relational Communication and Social Interaction examines core concepts and processes

of face-to-face interactions within social and intimate relationships. Students address themes such as listening, conflict, emotion, perception, and relationship changes that occur in the context of person-to-person communication. This concentration prepares students for professional and personal success by enhancing their communicative competency skills in message creation, production, exchange, and interpretation.

- COMM-S 370 Interpersonal Conflict
- SPCH-S 229 Discussion and Group Methods
- SPCH-S 308 Family Communication
- SPCH-S 321 Rhetoric and Modern Discourse
- SPCH-S 322 Advanced Interpersonal Communication
- SPCH-S 380 Nonverbal Communication
- Select one course from COMM, JOUR, SPCH, and TEL

Minor in Interpersonal Communication

Pictured | **Karley Wajda** | *Bachelor of Arts in Communication Studies, Organizational Communication / Minor in Interpersonal Communication* | La Porte, Indiana (hometown)
Honors Program21st Century Scholar

Minor in Interpersonal Communication

The minor in Interpersonal Communication examines core concepts and processes of face-to-face interactions within social and intimate relationships. Students address themes such as listening, conflict, emotion, perception, and relationship changes that occur in the context of person-to-person communication. This minor prepares students for professional and personal success by enhancing their communicative competency skills in message creation, production, exchange, and interpretation.

- Students must complete all requirements in the minor with a grade of C- or higher.
- All courses are 3 credit hours, unless otherwise noted.

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Requirements (15 cr.)

- SPCH-S 122 Interpersonal Communication; OR
  COMM-S 122 Interpersonal Communication
  Pending approval
- SPCH-S 205 Introduction to Speech Communication; OR
  COMM-S 202 Introduction to Speech Communication
  Pending approval
- SPCH-S 322 Advanced Interpersonal Communication; OR
  COMM-S 322 Advanced Interpersonal Communication
  Pending approval

Select two of the following:

- SPCH-S 229 Discussion and Group Methods; OR
  COMM-S 229 Group and Team Communication
  Pending approval
- SPCH-S 324 Persuasive Speaking; OR
  COMM-S 334 Persuasion
  Pending approval
- SPCH-S 380 Nonverbal Communication; OR
  COMM-S 380 Nonverbal Communication
  Pending approval
- SPCH-S 405 Human Communication Theory; OR
  COMM-S 405 Communication Theory
  Pending approval
- SPCH-S 427 Cross Cultural Communication; OR
  COMM-S 427 Intercultural Communication
  Pending approval
- SPCH-S 450 Gender and Communication; OR
  COMM-S 450 Gender and Communication
  Pending approval

Minor in Journalism

Pictured | **Justin Flagel** | *Bachelor of Fine Arts in Video Motion Media / Minor in Journalism* | Niles, Michigan (hometown)
Volunteer Activities | Niles Main Street (vice-chair); Niles Main Street Promotions Committee (chair)

Minor in Journalism

The minor in Journalism prepares students for careers in the ever-evolving news media landscape. The courses provide practice in the foundations of traditional and emerging journalism. In this minor, students develop skills in reporting, investigating, fact-checking, writing, and creating multimedia news content.

- Students must complete all requirements in the minor with a grade of C- or higher.
- All courses are 3 credits, unless otherwise noted.

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Requirements (15 cr.)

- COMM-S 200 Introduction to Mass Communication
- JOUR-J 200 Reporting, Writing and Editing I; OR
  COMM-S 201 Reporting, Writing, and Editing
  Pending approval
- JOUR-J 303 Online Journalism; OR
  COMM-S 303 Online Journalism
  Pending approval
- JOUR-J 351 News Editing; OR
  COMM-S 351 News Editing
  Pending approval
- JOUR-J 401 Depth Reporting and Editing; OR
  COMM-S 401 Depth Reporting and Editing
  Pending approval

Minor in Media, Culture, and Society

Pictured | **Hope Mramor** | *Bachelor of Arts in Communication Studies, Media, Society, and Culture* | Granger, Indiana (hometown)

Minor in Media Culture and Society

The minor in Media Culture and Society emphasizes the historical and cultural analyses of media. Students will critically examine the relationships between media, society and power. In this minor, students analyze media representations, audience interpretations, and the impact of media on society.

- Students must complete all requirements in the minor with a grade of C- or higher.
- All courses are 3 credits, unless otherwise noted.

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Final responsibility for meeting degree requirements rests with the student.

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Minor Requirements (15 cr.)

- COMM-C 200 Introduction to Mass Communications
- JOUR-J 410 Media Ethics
- TEL-R 287 Processes and Effects of Mass Communication

Select two of the following:

- COMM-S 300 Communication Law
- JOUR-J 475 Race, Gender, and the Media
- SPCH-S 427 Cross Cultural Communication
- TEL-R 404 Topical Seminar in Telecommunications
- TEL-T 313 Comparative Media Systems

Minor in Organizational Communication

Pictured | **Noah Lethbridge** | *Bachelor of Arts in Communication Studies, Organizational Communication* / Minor in Spanish | Granger, Indiana (hometown)
Campus Involvement | Spanish Tutor

Minor in Organizational Communication (15 cr.)

The minor in Organizational Communication focuses on investigating and creating messages, actions, and behaviors in organizational contexts. It is a major growing area in communication studies that draws from interdisciplinary fields and explores questions of ethical leadership within organizations. In this minor, students examine communication behavior in interpersonal, small group, public, and interorganizational settings.

- Students must complete all requirements in the minor with a grade of C- or higher.
- All courses are 3 credits, unless otherwise stated.

Academic Advising

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Requirements (9 cr.):

- SPCH-S 205 Introduction to Speech Communication; OR
  COMM-S 202 Introduction to Speech Communication
  Pending approval
- SPCH-S 229 Discussion and Group Methods; OR
  COMM-S 229 Group and Team Communication
  Pending approval
- SPCH-S 440 Organizational Communication; OR
  COMM-S 400 Organizational Communication
  Pending approval

Electives (6 cr.):
Select two of the following:

- COMM-S 300 Communications Law
- SPCH-S 307 Crisis Management; OR
  COMM-S 307 Crisis Management
  Pending approval
- SPCH-S 321 Rhetoric and Modern Discourse; OR
  COMM-S 320 Rhetoric and Modern Discourse
  Pending approval
- SPCH-S 322 Advanced Interpersonal Communication; OR
  COMM-S 322 Advanced Interpersonal Communication

Pending approval
- SPCH-S 324 Persuasive Speaking; OR
  COMM-S 342 Persuasion
  Pending approval
- SPCH-S 427 Cross Cultural Communication; OR
  COMM-S 427 Intercultural Communication
  Pending approval

Minor in Public Relations

Pictured | **David Saleh** | *Bachelor of Arts in Communication Studies, Public Relations and Strategic Communication; Bachelor of Arts in Communication Studies, Relational Communication and Social Interaction / Minor in Political Science* | South Bend, Indiana (hometown)
Volunteer Activities | South Bend Community School Corporation (head wrestling coach–middle school; head girls' wrestling coach–high school)
Club Affiliation | Muslim Student Association

Minor in Public Relations

The minor in Public Relations introduces students to the rigorous and rewarding work of the public relations practitioner. Public relations is a multifaceted, ever-evolving field woven into society in many dimensions from organizations and nonprofits to politics and entertainment. In this minor, students practice public relations theory, research, strategic planning, writing, and ethics.

- Students must complete all requirements in the minor with a grade of C- or higher.
- All courses are 3 credits, unless otherwise stated.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

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Requirements (15 cr.)

- COMM-S 200 Introduction to Mass Communication
- JOUR-J 200 Reporting, Writing and Editing I; OR
  COMM-S 201 Reporting, Writing, and Editing I
  Pending approval
- JOUR-J 319 Introduction to Public Relations; OR
  COMM-S 319 Introduction to Public Relations
  Pending approval
- JOUR-J 390 Public Relations Writing; OR
  COMM-S 390 Public Relations Writing
  Pending approval
- JOUR-J 429 Public Relations Campaigns; OR
  COMM-S 429 Public Relations Campaigns
  Pending approval

Minor in Communication Studies for Non-Majors

Pictured | **Ashley Rose** | *Bachelor of Arts in Political Science / Minor in Communication Studies for Non-Majors* | Syracuse, Indiana (hometown)
Internship | American Democracy Project
Campus Involvement | Preface (writer and photographer)
Club Affiliation | Chi Alpha Christian Fellowship

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 wanting to develop better communication skills and expert knowledge, reflecting their personal and professional needs to become proficient in the various fields of interpersonal communication, journalism, public relations, and media.

- Students must complete all requirements in the minor with a grade of C- or higher.
- All courses are 3 credits, unless otherwise stated.

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Minor Requirements (15 cr.)

- COMM-S 200 Introduction to Mass Communication
- JOUR-J 200 Reporting, Writing, and Editing I; OR
  COMM-S 201 Reporting, Writing, and Editing
  Pending approval
- SPCH-S 205 Introduction to Speech Communication; OR
  COMM-S 202 Introduction to Speech Communication
  Pending approval
- Any two courses from 300– or 400–level under COMM, JOUR, SPCH, and TEL

Fine Arts

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

Fine Arts

Susan Moore, MFA | Chair
Northside 101 | (574) 520-4134 | finearts.iusb.edu

Faculty

- Professor | **S Moore** (chair)
- Assistant Professor | **Andre, Somerville**
- Senior Lecturer | **J Thompson, Tourtillotte**
- Faculty Emeriti | **Ackoff, Droege, Langland, Larkin, Monsma**

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

Minors Offered

- Minor in Fine Arts
- Studio Minors
- Drawing and Painting
- Graphic Design
- Photography
- Printmaking
- Sculpture

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Course Descriptions

Fine Arts FINA

Fine Arts Information

Pictured | **Keisha Natal** | *Bachelor of Fine Arts, Graphic Design / Minors in Fine Arts, Photography, and French* | Granger, Indiana (hometown)

Honors Program
Club Affiliations | French Club; Gamers' Guild; Dungeons and Dragons Club

The Fine Arts Program

The Fine Arts Program offers students the choice of three degrees; a Bachelor of Arts (BA), Bachelor of Arts in Art Education (BAAE), 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 graphic design, 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.

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.

Bachelor of Art Education
Pictured | **Dionysus Raven** | *Bachelor of Arts in Women's and Gender Studies / Bachelor of Art Education* | South Bend, Indiana (hometown)
Honors ProgramVolunteer Activities | Planned Parenthood, Potawatomi Zoo
Club Participation | Japanese Club, Gamers Guild, Queer Straight Alliance

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

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Final responsibility for meeting degree requirements rests with the student.

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Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.): some requirements are satisfied by courses from the Major
- 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.)
  Fulfills Fundamental Literacies: Oral Communication requirement
- EDUC-W 200 Using Computers in Education
  Fulfills Extended Literacies: Computer Literacy requirement
- AHST-A 307 Introduction to Non-Western Art
  Fulfills Contemporary Social Values: Global Cultures requirement
- EDUC-H 340 Education and American Culture
  Fulfills Contemporary Social Values: Diversity in United States Society
- FINA-A 109 Ways of Seeing: Virtual Literacy
  Fulfills Extended Literacies: Visual Literacy
  Fulfills Additional Requirements: Information Literacy
- FINA-A 190 Art, Aesthetics, and Creativity; VT: Studio Techniques and Research
  Fulfills Additional Requirements: First Year Seminar
- Art Education Course Requirements (11 cr.)
- Fine Arts Department Additional Requirements (51 cr.)
- Education Requirements (42 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.
- All courses are 3 credits, unless otherwise stated.

Art Education Course Requirements (11 cr.)

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

Fine Arts Department Additional Requirements (51 cr.)

Foundation Level (21 cr.)

- AHST-A 101 Ancient and Medieval Art
- AHST-A 102 Renaissance Through Modern Art
- FINA-A 109 Ways of Seeing: Visual Literacy
- FINA-A 190 Art, Aesthetics, and Creativity
  VT: Studio Techniques and Research
- FINA-F 100 Fundamental Studio–Drawing
- FINA-F 101 Fundamental Studio–3D
- FINA-F 102 Fundamental Studio–2D

Fine Arts Studio Classes (21 cr.)

- FINA-P 273 Computer Art and Design 1
- Select two additional courses at the 300– and 400–level (6 cr.)
  Must be spread among 2-D and 3-D
- Select four additional classes (12 cr.)

Additional Upper-Level Art History Requirements (9 cr.)

- AHST-A 303 Art Since 1945
- AHST-A 307 Introduction to Non-Western Art
- AHST-A 308 Modern Art 1900-1945

Education Requirements (42 cr.)

- 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 (2 cr.); AND EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.)

- EDUC-H 340 Education and American Culture
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-M 359 Health and Wellness for Teachers (2 cr.)
- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 482 Student Teaching: All Grades (10 cr.)
- EDUC-P 250 General Education Psychology
- EDUC-P 475 Adolescent Development and Classroom Management
- EDUC-W 200 Using Computers in Education
- PSY-P 316 Psychology of Childhood and Adolescence

Bachelor of Arts in Fine Arts

Pictured | **Adrian Toth-Perez** | *Bachelor of Fine Arts, Drawing and Painting / Minor in Printmaking* | Goshen, Indiana (hometown)
Art Credit | **Adrian Toth-Perez**

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

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Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.) | Some requirements are satisfied by a course from the Major
- FINA-P 273 Computer Art and Design I
  Fulfills Extended Literacies: Computer Literacy requirement
- Major Requirements (51 cr.)
- Fine Arts Department Additional Requirements (10-17 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 GPA of 2.0 is required.
- All courses are 3 credit hours, unless otherwise stated.

Major Requirements (51 cr.)

Foundation Level (18 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
- FINA-P 273 Computer Art and Design I

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 (10-17 cr.)

- **World Languages** (0-6 cr.) | Select two courses in one world language (French, German, Japanese, or Spanish); or demonstrated proficiency equivalent to completion of second–semester language course
- **Natural Science** (4-5 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, or theatre

Bachelor of Fine Arts in Drawing and Painting

Pictured | **Lily Greathouse** | *Bachelor of Fine Arts, Drawing and Painting* | Mill Creek, Indiana (hometown)

Bachelor of Fine Arts with a Concentration in Drawing and Painting

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.

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Degree Requirements (125 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.) | some requirements are satisfied by courses from the Major
- AHST-A 307 Introduction to Non-Western Art
  Fulfills Contemporary Social Values: Global Culture requirement
- FINA-P 273 Computer Art and Design I
  Fulfills Extended Literacies: Computer Literacy requirement
- FINA-A 109 Ways of Seeing: Visual Literacy
  Fulfills Extended Literacies: Visual Literacy requirement
- FINA-A 190 Art, Aesthetics, and Creativity; VT: Studio Techniques and Research
  Fulfills Additional Requirements: First Year Seminar
- Major Requirements (83 cr.)
- World Language Requirement (0-6 cr.)
- Free electives (balance of credits needed to reach 125 credit 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.
- All courses are 3 credit hours, unless otherwise stated.

Major Requirements (83 cr.)

Foundation Level (18 cr.)

- FINA-A 109 Ways of Seeing: Visual Literacy
- FINA-A 190 Art, Aesthetics, and Creativity
  VT: Studio Techniques and Research
- 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

- FINA-S 240 Basic Printmaking Media
- FINA-S 250 Graphic Design I
- FINA-S 260 Ceramic 1
- FINA-S 270 Sculpture 1
- FINA-S 291 Fundamentals of Photography

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 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 AHST 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.)

World Language Requirement (0-6 cr.)

- Select two courses in one world language (French, German, Japanese, Spanish); OR
  Demonstrated proficiency equivalent to completion of second–semester language course

Fine Arts Upper-Divisional Review

Completion of the upper divisional review marks a student's passage from pre-B.F.A./B.A. into the B.F.A./B.A. 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 B.F.A./B.A. candidates, and have made considerable progress towards graduation.

See also

- Studio Minor in Drawing and Painting >>

Bachelor of Fine Arts in Fine Arts Graphic Design
Pictured | **Jackson Utterback** | *Bachelor of Fine Arts in Graphic Design / Minor in Film Studies* | Elkhart, Indiana (hometown)
Volunteer Activity | Seed to Feed

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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Degree Requirements (125 cr.)

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

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- AHST-A 307 Introduction to Non-Western Art
  Fulfills Contemporary Social Values: Global Culture requirement
- FINA-P 273 Computer Art and Design I
  Fulfills Extended Literacies: Computer Literacy requirement
- FINA-A 109 Ways of Seeing: Visual Literacy
  Fulfills Extended Literacies: Visual Literacy requirement
- FINA-A 190 Art, Aesthetics, and Creativity;
  VT: Studio Techniques and Research
  Fulfills Additional Requirements: First Year Seminar
- Major Requirements (83 cr.)
- World Language Requirement (0-6 cr.)
- Free electives (balance of credits needed to fulfill 125 credit 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.
- All courses are 3 credit hours, unless otherwise stated.

Major Requirements (83 cr.)

Foundation Level (18 cr.)

- FINA-A 109 Ways of Seeing: Visual Literacy
- FINA-A 190 Art, Aesthetics, and Creativity
  VT: Studio Techniques and Research
- 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

- FINA-S 200 Drawing 1
- FINA-S 230 Painting 1
- FINA-S 240 Basic Printmaking Media
  Recommended for Graphic Design BFA
- FINA-S 260 Ceramics 1
- FINA-S 270 Sculpture 1
- FINA-S 291 Fundamentals of Photography
  Recommended for Graphic Design BFA

Upper-Level Concentration (38 cr.)

- FINA-P 323 Introdcution to Web Design
- FINA-P 456 Graphic Design Studio (6 cr.)
  Taken twice
- FINA-P 461 Graphic Reproduction Methods I
- FINA-S 250 Graphic Design I
- FINA-S 300 Video Art
- 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; OR
  FINA-S 356 Graphic Design II Color Theory
- Three electives 300–400 level FINA courses (9 cr.)

Upper-Level Art History (9 cr.)

- AHST-A 307 Introduction to Non-Western Art
  Contemporary Social Values: Global Cultures requirement
- FINA-A 399 Art, Aesthetics, and Creativity
  VT: History of Graphic Design
- One Art History course 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

World Language Requirements (0-6 cr.)

- Select two courses in one world language (French, German, Japanese, Spanish); OR
  Demonstrated proficiency equivalent to completion of second–semester language course

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 | **Derrick Taylor, Jr.** | *Bachelor of Fine Arts, Photography* | Nashville, Tennessee (hometown)
Military Involvement | Army Active Duty (Iraq, 2016-2017)

Bachelor of Fine Arts with a Concentration in Photography

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.

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Degree Requirements (125 cr.)

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

- IU South Bend Campuswide General Education Curriculum (33 cr.) | Some requirements are satisfied by a course from the Major
- AHST-A 307 Introduction to Non-Western Art
  Fulfills Contemporary Social Values: Global Cultures requirement
- FINA-P 273 Computer Art and Design I
  Extended Literacies: Computer Literacy requirement
- FINA-A 109 Ways of Seeing: Visual Literacy
  Fulfills Extended Literacies: Visual Literacy requirement
- FINA-A 190 Art, Aesthetics, and Creativity;
  VT: Studio Techniques and Research
  Fulfills Additional Requirements: First Year Seminar
- Major Requirements (83 cr.)
- World Language Requirements (0-6 cr.)
- Free Electives (balance of credits needed to reach 125 credit 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.
- 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.
- All courses are 3 credit hours, unless otherwise stated.

Major Requirements (83 cr.)

Foundation Level (18 cr.)

- FINA-A 109 Ways of Seeing: Visual Literacy
- FINA-A 190 Art, Aesthetics, and Creativity VT: Studio Techniques ad Research
- 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

- FINA-S 200 Drawing 1
- FINA-S 230 Painting 1
- FINA-S 240 Basic Printmaking Media
- FINA-S 250 Graphic Design I
- FINA-S 260 Ceramics 1
- FINA-S 270 Sculpture 1

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 423 Large Format Photography
- FINA-S 492 Bachelor of Fine Arts Photography
- FINA-Y 398 Professional Practice in Fine Arts (2 cr.)
- INMS-S 300 Video Art
- INMS-S 323 Intermediate Photoshop
- Select up to four additional upper-level art classes

Art History/Upper Level (9 cr.)

- AHST-A 307 Introduction to Non-Western Art
- AHST-A 477 History of Photography
- One AHST course 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

World Language Requirement (0-6 cr.)

- Select two courses in one world language (French, German, Japanese, Spanish); OR Demonstrated proficiency equivalent to completion of second–semester language course

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 Photography >>

BFA Printmaking

Bachelor of Fine Arts with a Concentration in Printmaking

The Bachelor of Fine Arts (BFA) with a concentration in Printmakingrintmaking 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 are 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.

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Degree Requirements (125 cr.)

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Students receiving the Bachelor of Fine Arts (B.F.A.) degree must complete 125 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33 cr.) | Some requirements are satisfied by a course from the Major
- AHST-A 307 Introduction to Non-Western Art
  Fulfills Contemporary Social Values: Global Culture requirement
- FINA-P 273 Computer Art and Design I
  Fulfills Extended Literacies: Computer Literacy requirement
- FINA-A 109 Ways of Seeing: Visual Literacy
  Fulfills Extended Literacies: Visual Literacy requirement
- FINA-A 190 Art, Aesthetics, and Creativity;
  VT: Studio Techniques and Research
  Fulfills Additional Requirements: First Year Seminar
- Major Requirements (83 cr.)
- World Language Requirement (0-6 cr.)
- Free Electives (balance of credits needed to fulfill 125 credit 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.
- All courses are 3 credit hours, unless otherwise stated.

Major Requirements (83 cr.)

Foundation Level (18 cr.)

- FINA-A 109 Ways of Seeing: Visual Literacy
- FINA-A 190 Art, Aesthetics, and Creativity
  VT: Studio Techniques and Research
- 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

- FINA-S 200 Drawing 1
- FINA-S 230 Painting 1
- FINA-S 250 Graphic Design I
- FINA-S 260 Ceramics 1
- FINA-S 270 Sculpture 1
- FINA-S 291 Fundamentals of Photography

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 445 Relief Printmaking Media
- FINA-S 447 Printmaking 3
- FINA-S 497 Independent Study in Studio Art (2 cr.)
  VT: Independent Study in Studio Art–Printmaking
- Select an area of specialization from one of the following three areas (6 cr.):

- Drawing and Painting
- Graphic Design
- Photography

Art History/Upper Level (9 cr.)

- AHST-A 307 Introduction to Non-Western Art
- Two AHST 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

World Language Requirement (0-6 cr.)

- Select two courses in one world language (French, German, Japanese, Spanish); OR
  Demonstrated proficiency equivalent to completion of second–semester language course

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 B.F.A./B.A. candidates, and have made considerable progress towards graduation.

See also

- Studio Minor in Printmaking >>

BFA Sculpture

Pictured | **Emilee Hernandez** | *Bachelor of Fine Arts, Sculpture / Minor in Art History* | South Bend, Indiana (hometown)
(click on image for full view of artwork)

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, and wood or metal fabrication.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (125 cr.)

Current students can view their degree pathway in Stellic >>

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.) | Some requirements are satisfied by courses from the Major
- AHST-A 307 Introduction to Non-Western Art
- FINA-P 273 Computer Art and Design I
- FINA-A 109 Ways of Seeing: Visual Literacy
- FINA-A 190 Art, Aesthetics, and Creativity; VT: Studio Techniques and Research
- Major Requirements (83 cr.)
- World Language Requirements (0-6 cr.)
- Free electives (balance of credits needed to fulfill 125 credit 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.
- All courses are 3 credit hours, unless otherwise stated.

Major Requirements (83 cr.)

Foundation Level (18 cr.)

- FINA-A 109 Ways of Seeing: Visual Literacy
- FINA-A 190 Art, Aesthetics, and Creativity
  VT: Studio Techniques and Research
- 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

- FINA-S 200 Drawing 1
- FINA-S 230 Painting 1
- FINA-S 240 Basic Printmaking Media
- FINA-S 250 Graphic Design I
- FINA-S 291 Fundamentals of Photography

Upper-Level Concentration (38 cr.)

- FINA-S 260 Ceramics 1
- FINA-S 270 Sculpture 1
- FINA-S 361 Ceramics 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 two from the following:

- FINA-S 300 Video Art
- FINA-S 301 Drawing 2
- FINA-S 403 Anatomy for the Artist

Art History/Upper Level (9 cr.)

- AHST-A 307 Introduction to Non-Western Art
- Two Art History 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

World Language Requirements (0-6 cr.)

- Select two courses in one world language (French, German, Japanese, Spanish); OR
  Demonstrated proficiency equivalent to completion of second–semester language course

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 B.F.A./B.A. candidates, and have made considerable progress towards graduation.

See also

- Studio Minor in Sculpture >>

Minors in Fine Arts

Pictured | **Lily Greathouse** | *Bachelor of Fine Arts, Drawing and Painting* | Mill Creek, Indiana (hometown)

Minor in Fine Arts

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

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

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Fundamental Courses (6 cr.)

Select two from 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

Studio Minor in Drawing and Painting

Pictured | **Jessie Reddricks** | *Bachelor of General Studies, Arts and Humanities / Minor in Drawing and Painting* | Mishawaka, Indiana (hometown)
Volunteer Activities | Near Northwest Neighborhood (community artwork); and Kingdom Life Church

Studio Minor in Drawing and Painting

Requirements (18 cr.)

- The minor is open to all IU South Bend students, including fine arts majors.
- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

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will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

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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

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 >>

Studio Minor in Graphic Design
Pictured | **Nicole Rousculp** | *Bachelor of Fine Arts, Photography / Minors in Graphic Design; Art History* | South Bend, Indiana (hometown)
Club Affiliation | Fine Arts Club
Photo provided by Nicole Rousculp

Studio Minor in Graphic Design

Requirements (18 cr.)

- The following minor is open to all IU South Bend students, including fine arts majors.
- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

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Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Art History Courses (3 cr.)
Select one from 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.)
- FINA-F 102 Fundamental Studio-2D
- FINA-P 273 Computer Art and Design I

Studio Courses (9 cr.)
- 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 | **Alex Wagner** | *Bachelor of Science in Criminal Justice / Minors in Photography and Psychology* | Culver, Indiana (hometown)
Club Affiliations | Criminal Justice Student Organization; Crosley Automobile Club (founder)

Studio Minor in Photography (18 cr.)

- The following minor is open to all IU South Bend students, including fine arts majors.
- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Art History Courses (3 cr.)
Select one from 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.)
Select one from 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 Photogrphy
- 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, Aetshetics, 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 423 Large Format Photography
- FINA-S 497 Independent Study in Studio Art

See also

- Bachelor of Fine Arts in Photography >>

Studio Minor in Printmaking

Pictured | **Kristen Cole** | *Bachelor of Fine Arts, Theatre / Minor in Printmaking* | La Porte, Indiana (hometown)
Honors ProgramVolunteer Activity | Pet Refuge

Studio Minor in Printmaking (18 cr.)

- The minor is open to all IU South Bend students, including fine arts majors.
- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Art History Course (3 cr.)

Select one from the following:

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

Foundation Art Course (3 cr.)

Select one of the following:

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

Studio Course (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 445 Relief Printmaking Media
- FINA-S 497 Independent Study in Studio Art–Printmaking

See also

- Bachelor of Fine Arts in Printmaking >>

Studio Minor in Sculpture

Pictured | **Alex Alert** | *Bachelor of Art Education / Minors in Art History, Printmaking, and Sculpture* | Elkhart, Indiana (hometown)
Honors Program

Studio Minor in Sculpture

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Requirements (18 cr.)

- The following minor is open to all IU South Bend students, including fine arts majors.
- Courses are 3 credit hours, unless otherwise noted.

Art History Courses (3 cr.)

Select one from the following:

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

Fundamental Courses (3 cr.)

- FINA-F 101 Fundamental Studio–3D

Studio Courses (12 cr.)

Select four from the following:

- FINA-S 200 Drawing 1
- FINA-S 260 Ceramics 1
- FINA-S 270 Sculpture 1
- FINA-S 361 Ceramics 2
- FINA-S 371 Sculpture 2
- FINA-S 403 Anatomy for the Artist
- FINA-S 471 Sculpture 3

See also

- Bachelor of Fine Arts in Sculpture >>

Department of Music

Pictured | **Ryan Olivier, DMA |** *Temple University, 2015* | Associate Professor of Music; and Chair, Department of Music

Department of Music

Ryan Olivier, DMA | Chair
Northside 07 | (574) 520-5009 | music.iu.edu

Faculty

- Professor | **Jorge Muñiz**
- Associate Professor | **Jennifer Muñiz, Olivier** (Chair)
- Visiting Assistant Professor | **Beudert**
- Senior Lecturer | **Badridze, Cooper, Vargas**
- Lecturers | **Gamble, Goldsmith, Hakanoglu**
- Faculty Emeriti | **Barton, Curtis, Demaree, Esselstrom**

Undergraduate Degrees Offered

- Bachelor of Arts in Music
- Concentration in Music and Outside Fields
- Concentration in Music Technology
- Bachelor of Music Education
- Concentration in Choral
- Concentration in Instrumental
- Bachelor of Music
- Concentration in Composition
- Concentration in Orchestral Instrument
- Concentration in Piano
- Concentration in Voice Performance

Graduate Degrees Offered

- Master of Music in Composition
- Master of Music in Performance

Minors Offered

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

Additional Certification

- Performer Diploma
- Artist Diploma

Course Descriptions

Music | MUS

Index

Music Information

Pictured | **Bryant Williams** | *Master of Music, Performance* | *Bachelor of Arts, Vocal Performance, Rollins College, 2016* | Orlando, Florida (hometown)
Club Affiliations | Indiana Bandmasters Association; American String Teachers Associations
Professional Positions | Lumiere School (Director of Music); Grady-Rayam Negro Spiritual Foundation (Resident Artist)

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

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

Transfer Students

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

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

All credit hours in music and world languages from an institution other than Indiana University are subject to placement and evaluation in the Ernestine M. Raclin School of the Arts 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. These students may have to spend a longer time to complete their bachelor's degrees.Transfer students may take a music examination to demonstrate their comprehension when they have passed an equivalent course at another institution. (See Credit by Examination within Academic Regulations and Policies of the university in this publication for more information.)

Credit for Professional Experience

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

- In academic courses, on the recommendation of the 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.

Ensemble Requirement

Music students in the Ernestine M. Raclin School of the Arts perform in ensembles for which attendance at public performances is often 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.

Checklist

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

Applied Music Procedures

The assignment of students to teachers for applied music lessons is the responsibility of the music 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.

It is common for applied lessons instructors to include attendance guidelines and students are encouraged to read each instructor's course syllabus carefully.

This is an example of a common attendance policy:

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.

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.

Performer's Certificate

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

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

Composer's Certificate

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

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

for and elected are identical to those established for the Performer's Certificate.

Events Attendance

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 may 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 of enrollment (with the exception of BME students who student teach in the final semester of their degree). Students in the Master of Music Composition program are not required to enroll in MUS-I 100.

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 undergraduate students majoring in music (with the exception of BM in piano). Graduate piano majors in the MM and AD need to enroll in MUS-P515 and pass the piano-specific requirements.

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 (BM)

- Scales and arpeggios, major and minor keys, in sixteenth notes, two handsfour octaves, quarter note = MM 144.
- Sight-read a portion of an open vocal score (SATB written on four different staves)

Choral and Instrumental (BME)

- Sight-read a portion of an open vocal score (SATB written on four different staves)

Voice (BM)

- Sight-read 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)

Composition (BM)

- Sight-read a portion of an open vocal score (SATB written on four different staves)
- 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-read a portion of a twentieth century piano work of moderate difficulty, e.g., Bartok Mikrokosmos, Vol. V

Campuswide Curriculum

Pictured | **Dylan Engquist Bajo** | *Performer's Diploma* | Bachelor of Music, Piano, Indiana University South Bend, 2021

Honors Program
Volunteer Activity | South Bend Bike Garage

Curriculum for Bachelor Degrees

Degree Requirements (120 cr.)
All courses are 3 credit hours, unless otherwise noted.

Campuswide Curriculum for BA and BM Degrees (33 cr.)
Fundamental Literacies (12 cr.)

- **Writing** | ENG-W 131 Reading, Writing, and Inquiry I (with a grade of C or higher)
- **Oral Communication** | SPCH-S 121 Public Speaking (with a grade of C or higher)
- **Quantitative Reasoning** | Select from approved course list
- **Critical Thinking** | Select from approved course list

Common Core Courses (12 cr.)
Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.

- **Art, Aesthetics, and Creativity**
- **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
- **The Natural World** | Select from approved course list

Contemporary Social Values (6 cr.)
Students must complete one course from each of the following two areas, as designated in the Schedule of Classes.

- **Global Cultures** | MUS-M 375 Survey of Ethnic and Pop Music of the World
- **Diversity in United States Society** | Select from approved course list

Extended Literacies (3 cr.)

- **Computer Literacy** | Select from approved course list
- **Visual Literacy** | Select from approved course list
- Health and Wellness (3 cr.)
- **Health and Wellness (2 cr.)** | Select from approved course list; AND
  Financial Literacy (1 cr.) | Select from approved course list

Additional Requirements (0 cr.)

- Information Literacy | MUS-M 201 Literature of Music
- First Year Seminar

Core Musicianship (28 cr.)
Music Theory and History (25 cr.)

- MUS-M 201 The Literature of Music 1
  Fulfills Additional Requirements: Information Literacy
- 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 (3 cr.)

- MUS-I 100 Cultural Events Attendance (0 cr.)
  Eight semesters; or every semester of enrollment for transfer students
- MUS-T 120 Computer Skills for Musicians
- 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.)

Campuswide Curriculum
Pictured | **Dylan Engquist Bajo** | *Master of Music in Performance* | Bachelor of Music, Piano, Indiana University South Bend, 2021
Volunteer Activity | South Bend Bike Garage

Curriculum for Bachelor Degrees

Degree Requirements (121 cr.)
All courses are 3 credit hours, unless otherwise noted.

Campuswide Curriculum for BME Degree (33 cr.)
Fundamental Literacies (12 cr.)

- **Writing** | ENG-W 131 Reading, Writing, and Inquiry I (with a grade of C or higher)
- **Oral Communication** | SPCH-S 121 Public Speaking (with a grade of C or higher)
- **Critical Thinking** | ENG-W 270 Argumentative Writing
- **Quantitative Reasoning** | Select from approved course list

Common Core Courses (12 cr.)
Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.

- **Art, Aesthetics, and Creativity**
- **Human Behavior and Social Institutions** | EDUC-P 250 General Educational Psychology
- **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
- **The Natural World** | Select from approved course list

Contemporary Social Values (6 cr.)
Students must complete one course from each of the following two areas, as designated in the Schedule of Classes.

- **Global Cultures** | MUS-M 375 Survey of Ethnic and Pop Music of the World
- **Diversity in United States Society** | EDUC-H 340 Education in American Culture

Extended Literacies (3 cr.)

- **Computer Literacy** | EDUC-W 200 Using Computers in Education
- **Visual Literacy** | Select from approved course list
- Health and Wellness (3 cr.)
- **Health and Wellness (2 cr.)** | Select from approved course list; AND
  Financial Literacy (1 cr.) | Select from approved course list

Additional Requirements (0 cr.)

- Information Literacy | MUS-M 201 Literature of Music
- First Year Seminar

Core Musicianship (25 cr.)
Music Theory and History

- MUS-M 201 The Literature of Music 1
  Fulfills Additional Requirements: Information Literacy
- 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 (3 cr.)

- MUS-I 100 Cultural Events Attendance (0 cr.)
  Eight semesters; or every semester of enrollment for transfer students
- MUS-T 120 Computer Skills for Musicians
- 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.)

Bachelor of Arts in Music

Pictured | **Robert Compton** | *Bachelor of Arts in Music* | Bremen, Indiana (hometown)
Photo provided by the Ernestine M. Raclin School of the Arts

Bachelor of Arts in Music

The Bachelor of Arts (BA) in Music at IU South Bend is a liberal arts degree program with a major in music and a degree focus that combines studies in musicianship with coursework in areas of interests outside of music to tailor the degree.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)
Current students can view their degree pathway in Stellic >>
Students receiving the Bachelor of Arts in Music degree must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33 cr.) | 3 credits are satisfied by a course from the Major
- MUS-M 201 The Literature of Music 1
  Fulfills the Additional Requirements: Information Literacy requirement
- Major Requirements (50 cr.)
- Core Musicianship (25 cr.)
- Piano Proficiency (4 cr.)
- Applied Music (8 cr.)
- Ensemble (8 cr.)
- Other Music (2 cr.)
- World Languages (6 cr.)
- Music Electives (16 cr.)
- Non-Music 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.
- All courses are 3 credit hours, unless otherwise noted.

Major Requirements (50 cr.)

Core Musicianship (25 cr.)

Music Theory and History

- MUS-M 201 The Literature of Music 1 Fulfills Additional Requirements: Information Literacy
- 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 (3 cr.)

- MUS-I 100 Cultural Events Attendance (0 cr.) (eight semesters; or every semester of enrollment for transfer students)
- MUS-T 120 Computer Skills for Musicians
- 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.)
- MUS-X 430 Electronic Music Ensemble (1 cr.)

Other Music (2 cr.)

- MUS-I 421 Bachelor of Arts Senior Thesis (2 cr.)

Music Electives (16 cr.)

- At least 6 credits at the 300–level or above.
- No more than 6 credits in applied music.

Non-Music General Electives (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)

Bachelor of Arts in Music, Music Technology

Pictured | **Jon Watson** | *Bachelor of Arts in Music, Music Tehnology / Minor in Integrated New Media Studies* | Mishawaka, Indiana (hometown)
Club Affiliation | Audio Visual Collective

Bachelor of Arts in Music with a Concentration in Music Technology

The Bachelor of Arts (BA) in Music with a concentration in Music Technology is a liberal arts degree program with a major in music and a degree focus that combines studies in musicianship with technology. The special concentration in music technology trains musicians to think artistically about technology.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

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Audition Requirements

- Portfolio including two creative uses of music technology
- The portfolio can be performed live or the applicant can submit materials for review.
- Submit materials for review through a link to a digital download.
- Possible examples include but are not limited to audio recordings, video, etc.
- Performance (instrumental/vocal) audition at the Bachelor of Arts level.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Arts in Music, concentration in Music Technology degree must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33 cr.) | 3 credits are satisfied by a course from the Major
- MUS-M 201 The Literature of Music 1
  Fulfills the Additional Requirements: Information Literacy requirement
- Major Requirements (57 cr.)
- World Languages (6 cr.)
- Non-Music Electives (balance to equal 120 degree 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.
- All courses are 3 credit hours, unless otherwise noted.

Major Requirements (57 cr.)

Core Musicianship (23 cr.)

- MUS-M 201 The Literature of Music 1
  Fulfills Additional Requirements: Information Literacy
- 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

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 (7 cr.)

- MUS-_ 200 Principal Instrument/Voice
  1 cr. each semester until MUS-X 296
- MUS-K 405 (1 cr.)
  Two semesters. After the Upper-Divisional has been passed

At least one additional semester of study in one of the following:

- MUS-_ 200 Principal Instrument/Voice (1 cr.)
- MUS-K 210 Applied Composition (Secondary) (1 cr.)
- MUS-K 405 Electronic Instrument Performance (1 cr.)

Ensemble (6 cr.)

- MUS-X 430 Electronic Music Ensemble (1 cr.)
  2 semesters

Select one of the following for four semesters:

- 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.)
- MUS-X 430 Electronic Music Ensemble (1 cr.)

Music Technology (12 cr.)

- MUS-A 101 Introduction to Audio Technology
- MUS-A 102 Audio Techniques
- MUS-K 403 Electronic Studio Resources I
- MUS-K 404 Electronic Studio Resources II

Other Music (2 cr.)

- MUS-I 421 Bachelor of Arts Senior Thesis (2 cr.)

Other Music Requirements (3 cr.)

- MUS-I 100 Cultural Events Attendance (0 cr.)
  Eight semesters; or every semester of enrollment for transfer students
- MUS-T 120 Computers for Musicians
- 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.)

Non-Music Electives (balance of credits needed to reach 120 total credits for the degree)

- To include
- At least 9 credits at the 300–level or above
- At least 6 credits at the 200–level or above

World Languages (6 cr.)

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

Bachelor of Music in Composition

Pictured | **Donald Brittain** | *Bachelor of Music in Composition; Bachelor of Music in Orchestral Instrument* | South Bend, Indiana (hometown)

Bachelor of Music in Composition

The Bachelor of Music (BM) 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

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

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Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Major Requirements (73 cr.)
- World Languages (6 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.
- Courses are 3 credit hours, unless otherwise noted.

Major Requirements (73 cr.)

Core Musicianship (25 cr.)

Music Theory and History

- MUS-M 201 The Literature of Music 1
  Fulfills Additional Requirements: Information Literacy requirement

- 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 (3 cr.)

- MUS-I 100 Cultural Events Attendance (0 cr.)
  Eight semesters; or every semester of enrollment for transfer students
- MUS-T 120 Computer Skills for Musicians
- 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.)
- MUS-X 430 Electronic Music Ensemble (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 (8 cr.)

Bachelor of Music with a Concentration in Orchestral Instrument

Pictured | **Hailey Casper** | *Bachelor Music in Orchestral Instrument* | Plymouth (hometown)
Photo provided by the Ernestine M. Raclin School of the Arts

Bachelor of Music with a Concentration in Orchestral Instrument

The Bachelor of Music (BM) 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.

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Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Major Requirements (67 cr.)
- Music Electives (11 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.
- Courses are 3 credit hours, unless otherwise noted.

Major Requirements (67 cr.)

Core Musicianship (25 cr.)

Music Theory and History (25 cr.)

- MUS-M 201 The Literature of Music 1
  Fulfills Additional Requirements: Information Literacy
- 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 (3 cr.)

- MUS-I 100 Cultural Events Attendance (0 cr.)
  Eight semesters; or every semester of enrollment for transfer students
- MUS-T 120 Computer Skills for Musicians
- 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 (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)

Ensemble (minimum of 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.)

Chamber Music (4 cr.)

Other Music (7 cr.)

- MUS-E 457 Instrumental Pedagogy (2 cr.)
- MUS-G 370 Techniques for Conducting (2 cr.)
- MUS-M 447 Orchestral Literature

Music Electives (11 cr.)

- At least 6 credits at the 300–level or above
- No more than 6 credits in applied music

General Electives (3 cr.)

- One non-music elective 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)

Bachelor of Music with a Concentration in Piano

Pictured | **Gretchen Wedertz** | *Bachelor of Music, Piano* | Osceola, Indiana (hometown)

Bachelor of Music with a Concentration in Piano

The Bachelor of Music (BM) 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.

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Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Major Requirements (62 cr.)
- Music Electives (13 cr.)
- General Electives (6 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.
- Courses are 3 credit hours, unless otherwise noted.

Major Requirements (62 cr.)

Core Musicianship (25 cr.)

Music Theory and History

- MUS-M 201 The Literature of Music 1
  Fulfills Additional Requirements: Information Literacy

- 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 (3 cr.)

- MUS-I 100 Cultural Events Attendance (0 cr.)
  Eight semesters; or every semester of enrollment for transfer students
- MUS-T 120 Computer Skills for Musicians
- MUS-U 310 Performance Laboratory (0 cr.)
  Each semester prior to passing Upper-Divisional Examination
- MUS-X 296 Applied Music Upper-Divisional Jury Examination (0 cr.)

Applied Music (12 cr.)

- MUS-I 411 Bachelor of Music Junior Recital (0 cr.)
- MUS-I 412 Bachelor of Music Senior Recital (0 cr.)
- MUS-P 400 Piano Undergraduate Major (1 cr.)
  Four semesters or until Upper-Divisional Examination is passed
- MUS-P 400 Piano Undergraduate Major (2 cr.)
  Four semesters

Ensemble (minimum of 8 cr.)

Select one of the following each semester:

- MUS-X 002 Piano Accompanying (1 cr.)
  Six semesters
- MUS-X 070 University Choral Ensembles (1 cr.)
  Two semesters

Chamber Music (4 cr.)

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

Other Music (10 cr.)

- MUS-E 493 Piano Pedagogy (2 cr.)
- MUS-G 370 Techniques for Conducting (2 cr.)
- MUS-M 443 Survey of Keyboard Literature I (2 cr.)
- MUS-M 444 Survey of Keyboard Literature II (2 cr.)
- MUS-P 211 Keyboard Technique (2 cr.)

Music Electives (13 cr.)

- At least 6 credits at the 300–level or above
- No more than 6 credits in applied music

General Electives (6 cr)

- Two non-music electives at the 200–level or above

World Languages (6 cr.)

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

Bachelor of Music with a Concentration in Voice Performance

Pictured | **Sarah Kistler** | *Bachellor of Music, Voice* | Logansport, Indiana (hometown)
Volunteer Activity | Cass County 4-H Fair
Club Affiliations | Feminist Student Union; Japanese Club; and Queer Straight Alliance

Bachelor of Music with a Concentration in Voice Performance

The Bachelor of Music (BM) 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.

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Final responsibility for meeting degree requirements rests with the student.

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Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Major Requirements (70 cr.)
- Additional Requirements (3 cr.)
- Electives (8 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.
- Courses are 3 credit hours, unless otherwise noted.

Major Requirements (70 cr.)

Core Musicianship (25 cr.)

Music Theory and History (25 cr.)

- MUS-M 201 The Literature of Music 1
  Fulfills Additional Requirements: Information Literacy
- 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 (3 cr.)

- MUS-I 100 Cultural Events Attendance (0 cr.)
  Eight semesters; or every semester of enrollment for transfer students
- MUS-T 120 Computer Skills for Musicians
- 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 (minimum of 8 cr.)

- MUS-X 070 University Choral Ensembles (1 cr.)
  Every semester of enrollment

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 (1 cr.)
  3 semesters, 1 credit each
- MUS-R 472 Vocal Performance Workshop II (1 cr.)
  3 semesters, 1 credit each
- 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 (8 cr.)

World Languages (6 cr.)

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

Bachelor of Music Education in Music

Pictured | **Sophia Gardner-Orbovich** | *Bachelor of Music Education, Choral* | Michigan City, Indiana (hometown)

Bachelor of Music Education in Music with a Concentration in Choral

The Bachelor of Music Education (BME) 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. This provides ideal training for K-12 choir directors.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (121 cr.)

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Music Education Choral Concentration degree must complete 121 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33 cr.) | to include;
- 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.)
  Fulfills the Fundamental Literacies: Oral Communication requirement
- ENG-W 270 Argumentative Writing
  Fulfills the Fundamental Literacies: Critical Thinking requirement
- EDUC-P 250 General Educational Psychology
  Fulfills the Common Core: Human Behavior and Social Institutions requirement
- MUS-M 375 Survey of Ethnic and Popular Musics of the World
  Fulfills the Contemporary Social Values: Global Cultures requirement
- EDUC-H 340 Education in American Culture
  Fulfills the Contemporary Social Values: Diversity in United States Society requirement
- EDUC-W 200 Using Computers in Education
  Fulfills the Extended Literacies: Computer Literacy requirement
- MUS-M 201 The Literature of Music 1
  Fulfills the Additional Requirements: Information Literacy requirement
- Major Requirements (88 cr.)
- Education Requirement (21 cr.)
- Music Education Requirement (8 cr.)
- Technique (8 cr.)
- Music Requirements (45 cr.)
- Other Music Requirements (3 cr.)
- Additional Music Requirements (3 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.
- Students must successfully pass the appropriate Indiana Praxis Pedagogy and Content Area Assessments prior to graduation.
- For more information on Indiana Praxis Assessment exams, visit www.in.nesinc.com.
- An overall GPA of 2.75 and completion of a basic skills examination is required for admission into the Teacher Education Program and for student teaching. All courses with a grade of C- or lower must be retaken.
- All courses are 3 credit hours, unless otherwise noted.

Major Requirements (88 cr.)

Education Requirements (21 cr.)

- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 482 Student Teaching All Grades Music (10 cr.)
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management

Music Education Requirements (8 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.)

Technique (8 cr.)

- MUS-G 370 Techniques for Conducting (2 cr.)
- MUS-G 372 Choral Conducting 2 (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 (45 cr.)

Core Musicianship (22 cr.)

- MUS-M 201 The Literature of Music 1
  Additional Requirements: Information Literacy
- 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.)
- 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.)

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 (minimum of 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 (5 cr.)

- MUS-E 494 Vocal Pedagogy
- MUS-U 121 Fundamentals of Diction for Singers (2 cr.)

Other Music Requirements (3 cr.)

- MUS-I 100 Cultural Events Attendance (0 cr.)
  Every semester of enrollment except the final Spring semester of student teaching.
- MUS-T 120 Computer Skills for Musicians
- 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 (3 cr.)

- MUS-I 311 BS/BME/BM Jazz Senior Recital (0 cr.)
- MUS-X 297 Music Education Upper-Divisional Skills Examination (0 cr.)
- Music Elective

Bachelor of Music Education in Music

Pictured | Audree Narkawicz | Bachelor of Music Education, Instrumental | South Bend, Indiana (hometown)
Student Government Association | Senator
Volunteer Activity | Peer Mentor, Ernestine M. Raclin School of the Arts
Club Affiliation | National Association for Music Education (NAfME)

Bachelor of Music Education in Music with a Concentration in Instrumental

The Bachelor of Music Education (BME) 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.

This provides ideal training for K-12 instrumental ensemble directors.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (121 cr.)

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Music Education Instrumental Concentration degree must complete 121 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33 cr.) | 3 credits are satisfied by a course from the Major
- 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.)
  Fulfills the Fundamental Literacies: Oral Communication requirement
- ENG-W 270 Argumentative Writing
  Fulfills the Fundamental Literacies: Critical Thinking requirement
- EDUC-P 250 General Educational Psychology
  Fulfills the Common Core: Human Behavior and Social Institutions requirement
- MUS-M 375 Survey of Ethnic and Popular Musics of the World
  Fulfills the Contemporary Social Values: Global Cultures requirement
- EDUC-H 340 Education in American Culture
  Fulfills the Contemporary Social Values: Diversity in United States Society requirement
- EDUC-W 200 Using Computers in Education
  Fulfills the Extended Literacies: Computer Literacy requirement
- MUS-M 201 The Literature of Music 1
  Fulfills the Additional Requirements: Information Literacy requirement
- Major Requirements (88 cr.)
- Education Requirement (21 cr.)
- Music Education Requirement (8 cr.)
- Technique (10 cr.)
- Music Requirements (47 cr.)
- Other Music Requirements (2 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.
- For more information on Indiana Praxis Assessment exams, visit www.in.nesinc.com.
- Students must successfully pass the appropriate Indiana Praxis Pedagogy and Content Area Assessments prior to graduation.
- Instrumental concentration students who would also like to pursue the choral concentration must fulfill the choral concentration requirement and complete two semester of MUS-V 200 for 1 cr. each semester.
- An overall GPA of 2.75 and completion of a basic skills examination is required for admission into the Teacher Education Program and for student teaching. All courses with a grade of C- or lower must be retaken.
- All courses are 3 credits hours, unless otherwise noted.

Major Requirements (88 cr.)

Education Requirements (21 cr.)

- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 482 Student Teaching All Grades Music (10 cr.)
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management

Music Education Requirements (8 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.)

Technique (10 cr.)

- MUS-G 261 String Class Techniques 1 (1 cr.)
- MUS-G 281 Brass Instrument Techniques (1 cr.)
- MUS-G 337 Woodwind Techniques (1 cr.)
- MUS-G 338 Percussion Techniques (1 cr.)
- MUS-G 370 Techniques for Conducting (2 cr.)
- MUS-G 373 Instrumental Conducting (2 cr.)
- MUS-K 312 Arranging for Instrumental and Vocal Groups (2 cr.)

Music Requirements (47 cr.)

Core Musicianship (25 cr.)

- MUS-M 201 The Literature of Music 1
  Fulfills Additional Requrirements: Information Literacy
- 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.)
- MUS-T 120 Computer Skills for Musicians
- 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.)

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 (minimum of 8 cr.)

Select one of the following for each semester except when student teaching. BME Instrumental Majors need to enroll in MUS-X 070 University Choral Ensembles for at least one semester (1cr.), ideally before taking the choral methods course. This would need to be taken concurrently with the instrumental ensemble.

- MUS-X 040 University Instrumental Ensembles (1 cr.)
- MUS-X 070 University Choral Ensembles (1 cr.)
- MUS-X 350 Jazz Ensembles (1 cr.)

Instrumental Concentration (3 cr.)

- MUS-F 466 Techniques in Marching Bands (2 cr.)
- MUS-V 201 Voice Class (1 cr.)

Other Music Requirements (2 cr.)

- MUS-I 100 Cultural Events Attendance (0 cr.)
  Every semester of enrollment except the final Spring semester of student teaching
- MUS-U 310 Performance Laboratory (0 cr.)
  Every semester of enrollment except the final Spring semester of student teaching
- MUS-X 296 Applied Music Upper-Divisional Jury Examination (0 cr.)
- Music Elective (2 cr.)
  This may be one, 2 credit course (such as an extra methods course), or two 1-credit courses, such as applied lessons or chamber music.

Additional Music Requirements (0 cr.)

- MUS-I 311 BS/BME/BM Jazz Senior Recital (0 cr.)
- MUS-X 297 Music Education Upper-Divisional Skills Examination (0 cr.)

Performer Diploma

Pictured | **Quezia Souza Santos** | *Performer Diploma* | São Paulo, Brasil (hometown)

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.

Prerequisites

- A high school diploma or its demonstrated equivalent
- Demonstrated proficiency in musical performance at a very high level of technical and musical proficiency
- This program has the option of being offered at the graduate level, if the student has already completed an undergraduate degree or higher. It can also be offered at the undergraduate level.

Admission

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

Language Study

Students whose native language is not English must take an English language examination at IU South Bend. Depending on the level achieved, they may need to register for any deficiency courses prescribed by the advisor.

Curriculum

Applied Music

- Studio study (four semesters, a minimum of 12 credit hours must be earned).
- Two recitals (2 cr.) or equivalent public performances as assigned by the music faculty must be presented and passed.
- Chamber Music (1 cr. each) two semesters of MUS-X 423 or MUS-F 550 for instrumentalists OR two semesters of MUS-R 471/2 Vocal Performance Workshop for vocalists

Electives (6 cr.)

Graduate or undergraduate courses, as approved by the advisor. Classes in music literature, history, vocal performance workshop, and/or pedagogy are recommended, others may be possible, with permission of the advisor. Applied lessons in primary instrument may not be used to fulfill this requirement.

Major Ensemble

- Required each semester for both instrumentalists and singers.

Other Music

- MUS-I 100 Cultural Events Attendance (0 cr.) required for every semester of enrollment. 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.

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.

Minor in Music Composition

Pictured | **Clara Hooton** | *Bachelor of Music, Composition* | New Carlisle, Indiana (hometown)
Volunteer Activities | High School Group Leader, The Vineyard Church; Worship Team, The Vineyard Church
Photo provided

Minor in Music Composition

A 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 department chair (an audition is not required). 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. Participation in ensembles is required.

All courses are 3 credit hours, unless otherwise noted.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Minor Requirements (25 cr.)

Core Requirements (22 cr.)

- 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 Clas 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 one of the following:

- MUS-M 375 Survey of Ethnic and Popular Music of the World
- MUS-M 430 Introduction to Contemporary Music

- MUS-T 120 Computer Skills for Musicians
- MUS-T 213 Music Theory III
- MUS-T 214 Music Theory IV
- MUS-T 390 Literary and Intellectual Traditions
- Or course as approved by department chair

Minor in Music Theory and History

Pictured | **Keith Taylor**
Photo provided by the Ernestine M. Raclin School of the Arts

Minor in Music Theory and History

A 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 department chair (an audition is not required). 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. Participation in ensembles is required.

All courses are 3 credit hours, unless otherwise noted.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Minor Requirements (25 cr.)

Core Requirements (16 cr.)

- 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 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 120 Computer Skills for Musicians
- MUS-T 190 Literary and Intellectual Traditions
- MUS-T 213 Music Theory III
- MUS-T 214 Music Theory IV
- 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

Minor in Music Performance

Pictured | **Molly Gorman** | *Bachelor of Music Education, Instrumental* | Mishawaka, Indiana (hometown)
Club Affiliation | Collegiate National Association for Music Education (NAfME), IU South Bend Chapter (vice president)

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

A 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 department chair (an audition is not required). 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. Participation in ensembles is required.

All courses are 3 credits, unless otherwise noted.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Minor Requirements (25 cr.)

Core Requirements (22 cr.)

- 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

Other Music (3 cr.)

Select one of the following:

- MUS-M 375 Survey of Ethnic and Popular Music of the World
- MUS-M 430 Introduction to Contemporary Music
- MUS-T 120 Computer Skills for Musicians
- MUS-T 213 Music Theory III
- MUS-T 214 Music Theory IV
- MUS-T 390 Literary and Intellectual Traditions
- Or course as approved by department chair

Graduate Music

Pictured | **Ryan Olivier, DMA |** *Temple University, 2015* | Associate Professor of Music; and Chair, Department of Music

Graduate Music

Ryan Olivier, DMA | Chair
Northside 07 | (574) 520-5009 | music.iusb.edu

Faculty

- Professor | **Jorge Muñiz**
- Associate Professor | **Jennifer Muñiz, Olivier** (Chair)
- Visiting Assistant Professor | **Beudert**
- Senior Lecturers | **Badridze, Cooper, Vargas**
- Lecturers | **Gamble, Goldsmith, Hakanoglu**
- Euclid String Quartet in Residence | **Cooper, Goldsmith, Hakanoglu, Vargas**
- Faculty Emeriti | **Barton**, **Curtis**, **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

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

Graduate Music Information

Pictured | **Joohee Jeong** | *Master of Music, Performance* | Bachelor of Music, Piano, IU South Bend, 2016 | Suwon, South Korea (hometown)

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

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 505 Graduate Music History Review I and/or MUS-M 506 Graduate Music History Review 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.

Master of Music Entrance Requirements

Pictured | **Jessica T. Carter** | *Master of Music, Composition* | Bachelor of Arts in Music 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..

Master of Music Requirements

Pictured | **Carlee Baldwin** | *Master of Music in Performance* | Bachelor of Arts, Theatre Arts, Utah Valley University | Huntington Beach, California (hometown)
Volunteer Activity | Children's Leader, The Church of Jesus Christ of Latter-day Saints

Photo provided Carlee Baldwin

Master of Music in Performance

The Master of Music in Performance is a graduate program intended for students holding a bachelor's degree in music (BA, BM, BME, etc.). It combines a high level of performance study with coursework that emphasizes preparation for academic research. Placement tests and a writing sample are required.

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.

Curriculum Requirements (36 cr.)

The Master of Music in Performance 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 for four semesters: 900–level (3-3-3-3 cr.)
- MUS-I 711 Masters Recital (0 cr.)
- One required outreach activity (0 cr.)
  Students must submit a brief proposal for the outreach activity one semester prior to the activity, which should have an element of community service. The music faculty needs to approve the activity, and the student must submit a one-page summary of the activity within two weeks of the event, or by the end of that semester, whichever is sooner. It must be completed prior to the graduate recital.

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.

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

For voice majors, options could be MUS-R 471 Vocal Performance Workhop I (1-3 cr.) and MUS-R 472 Vocal Performance Workshop II (1-3 cr.). When MUS-R 471 and/or MUS-R 472 are used to fulfill elective credits, students should register for 3 credits per course. The same course may be used to fulfill chamber credit, but in those cases, students should register for 1 credit.

Pedagogy (3 cr.)

Select one of the following:

- MUS-E 559 Instrumental Pedagogy
- MUS-E 593 Piano Methods
- MUS-E 594 Vocal Pedagogy

Chamber Music (3 cr.)

Three semesters total in courses such as:

- MUS-F 550 Chamber Music (1 cr.)
- MUS-R 471 Vocal Performance Workshop I (1 cr.)
- MUS-R 472 Vocal Performance Workshop II (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

Additional Requirements

Ensemble

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

Keyboard Proficiency

- MUS-P 515 Keyboard Proficiency Examination (Pending Approval)

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. 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 require to meet once a week in a Convocation/Recital Hour where junior, senior, and graduate students will perform.

Final 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.

Students choose one of the following three project options.

1. 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.

2. 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).

3. Lecture–Recital

The student will prepare a 45-60 minute performance lecture that will be given 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.

Master of Music in Composition

Pictured | **Hannah Azcuna** | *Master of Music, Composition* | Wheaton, Illinois (hometown)

Master of Music in Composition

The Master of Music in Composition is offered in traditional and Low-Residency formats. The Low Residency modality of our Master of Music in Composition is designed to be an individually tailored composition lab to help composers further develop their composition and entrepreneurial skills so they can advance their portfolios and professional careers.

The Master of Music in Composition is designed to develop a personal voice as a composer through private instruction, supporting theory and analysis courses, fostering the entrepreneurship skills needed by the today's professional composers, and providing a platform to experiment and try out new directions through our campus student ensembles, the IU South Bend Philharmonic, Choral Union, Wind Ensemble, as well as resident and professional ensembles such as the Euclid Quartet and Ensemble CONCEPT/21, dedicated to performing diverse musical output since 2000. We also o#er readings to our students for their choral and chamber works.

With the Low Residency modality, the four-semester program is centered around the practical experiences of four-day residencies in South Bend, Indiana. Student composers can work with professional performers to rehearse, perform, and record their portfolio compositions, attend and participate in masterclasses and seminar presentations, as well as complete in-person work needed for certain courses. Besides these short residencies, the remaining work is done through online platforms, allowing participants to continue their professional careers no matter where they are.

Curriculum Requirements (36 cr.)

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

All courses are 3 credit hours, unless otherwise noted.

Applied Music Courses (12 cr.)

- MUS-K 910 Composition Graduate Majors (3-3-3-3 cr.)
  Composition applied instruction for four semesters
- MUS-I 711 Masters Recital (0 cr.)
- One required outreach activity

Students shall submit a brief written proposal (at least a month prior to the event) that describes a community involvement project that has an element of service. It must be completed prior to the graduate recital.

One required outreach activity (0 cr.) Students must submit a brief proposal for the outreach activity one semester prior to the activity, which should have an element of community service. The music faculty needs to approve the activity, and the student must submit a one-page summary of the activity within two weeks of the event, or by the end of that semester, whichever is sooner. It must be completed prior to the graduate recital.

Core Music Courses (15 cr.)

- MUS-G 571 Master's Advanced Orchestral Conducting
- MUS-I 503 Graduate Residency (3 semesters, 1 credit each)
- MUS-K 505 Projects in Electronic Music I
- 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

Electives (6 cr.)

- BUS-M 301 Introduction to Marketing Management
  No pre-requisites subject to approval of the Marketing Department. Other marketing classes as approved by advisor.
- One additional elective (students may substitute courses at the 300– or 400–level as a graduate elective if approved by the Director of Graduate Studies

Supporting Course(3 cr.)

- MUS-U 530 Seminar on Current Topics in Music Studies

Keyboard Proficiency

- Final Project
  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.

Final 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.

Students choose one of the following three project options.

1. 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.

2. 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).

3. Lecture–Recital

The student will prepare a 45-60 minute performance lecture that will be given 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.

Artist Diploma

Pictured | **Andrew Nowicki** | *Master of Music, Performance* | Bachelor of Music Education, Indiana University Jacobs School of Music, 2017 | Elkhart, Indiana (hometown)

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

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 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)
- Voice Majors: options can be MUS-R 471 Vocal Performance Workshop I (1-3 cr.)and MUS-R 472 Vocal Performance Workshop II (1-3 cr.)

With the approval of the faculty, voice majors may substitute one substantial operatic role for one of these recitals. Instrumentalists must present two solo recitals (65 minutes minimum, with intermission), one full concerto, and one chamber music recital (30 minutes minimum).

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

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. Entering graduate students will be given a placement exam in keyboard proficiency.

Graduate students not majoring in piano may need to take 1-2 courses in Graduate Piano Review (MUS-P 501, MUS-P 502) in order to prepare for the keyboard proficiency exam, which is given at the end of each semester.

Graduate students majoring in piano may need to enroll in MUS-P 511 Graduate Keyboard Techniques Review in order to prepare for MUS-P 515 Graduate Keyboard Proficiency Exam.

The skills tested on the exam are the following:

- 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, 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 (MM, AD)

- Scales and arpeggios, major and minor keys, in sixteenth notes, two hands–four octaves, quarter note = M.M. 144.
- Sight-read a portion of an open vocal score (SATB written on four different staves)
- Realize Figured Bass
- Sight-read an art song with a transposition up or down, by either half or whole step

Voice (MM, AD)

- Sight-read 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)

Composition (MM)

- Sight-read a portion of an open vocal score (SATB written on four different staves)
- 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-read a portion of a twentieth century piano work of moderate difficulty, e.g., Bartók Mikrokosmos, Vol. V

Electives

Music courses at the 300-level or above (6 cr.) Courses in music history, theory, literature, pedagogy, vocal performance workhop, 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. 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.

Theatre and Dance

Pictured | **Jason Resler, MFA** | *University of Minnesota Twin Cities, 2009* | Chair of Theatre and Dance; and Associate Professor of Theatre

Theatre and Dance

Jason Resler, MFA | Chair
Northside 118C | (574) 520-4672 |
theatreanddance.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 fostering the creative and academic growth of well-rounded theatre artists within a liberal arts university. We prepare students to enter the entertainment industry and/or pursue further study in graduate programs through both academics and creative outlets. To reinforce the academic and studio work, students are a part of an active co-curricular theatre season which includes: musicals, plays, specialty events and our annual Michele's Little Hearts Children's Theatre series, reaching up to 8,000 area children per year. The department's goal is to help each student find their most trained, artistically flexible, creative, knowledgeable, and individually unique theatre artist within.

The department offers a B.A. degree in Theatre which does not require an entrance audition and provides the essential grounding in the many opportunities theatre has to offer. The B.F.A. degrees, with concentrations in Musical Theatre Performance and Design and Technical Production, require an entrance audition/interview and provide a highly focused course of study within these two specialized areas. Our academic core, shared by all degree options, consists of performance, technology, design, history, directing, play analysis, and management classes to provide our students a broad background in the many aspects of theatre making and focused courses in the students' area(s) of interest.

IU South Bend is an undergraduate only Theatre program in which students have opportunities to audition/interview for onstage or backstage roles from their very first semester. The program also offers essential one-on-one educational and professional mentoring for each student while on their degree path.

At IU South Bend Theatre and Dance, we explore the human experience through the unique, creative, diverse, and powerful theatrical voices of each of our students.

Faculty

- Associate Professor | **Amellio-Ashbrook, Resler** (Chair)
- Senior Lecturer | **Cole, Kazmierczak**
- Visiting Lecturer | **Gross**
- Faculty Emeritus | **Miller, Pepperdine**

Undergraduate Degrees

- Bachelor of Arts in Theatre
- Bachelor of Fine Arts in Theatre with a Concentration in Design and Technical Production
- Bachelor of Fine Arts in Theatre with a Concentration in Musical Theatre Performance

Minors Offered

- Minor in Costume Production
- Minor in Dance
- Minor in Theatre

Course Descriptions

Theatre THTR

Bachelor of Arts in Theatre

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.) to include:
  - Fundamental Literacies (12 cr.)
    - Writing | ENG-W 131 Reading, Writing, and Inquiry I (minimum grade of C)
    - Oral Communication | SPCH-S 121 Public Speaking (minimum grade of C)
    - Quantitative Reasoning | Accomplishment of Level 6 placement or 3 credits from approved courses
    - Critical Thinking; selected from curriculum approved as Critical Thinking
  - Common Core | at least one course at 300–level or above (12 cr.)
    - Art, Aesthetics, and Creativity | selected from curriculum approved as Art, Aesthetics, and Creativity; THTR-A 399 preferred for theatre majors
    - Human Behavior and Social Institutions
    - Literary and Intellectual Traditions | selected from curriculum approved as Literary and Intellectual Traditions; THTR-T 190 preferred for theatre majors
    - The Natural World
  - Contemporary Social Values (6 cr.)
  - Extended Literacies (3 cr.)
    - THTR-T 228 Design for the Theatre preferred for theatre majors
- Theatre Core (40 cr.)
- Concentration (26 cr.)
- Required Minor (15-18 cr.)
- Additional Requirements
- Free electives (balance of credits needed to equal 120 cr. requirement)

- At least 30 credit hours just be at the 300– or 400–level
- Minimum Major GPA of 2.0
- Requirement of one academic minor outside of the Department of Theatre and Dance
- Reviews at the end of each spring semester
- BA students must declare their intent to focus on either performance or design and technical production by the end of their first semester of matriculation.
- Courses required for the major must be completed with a grade of C- or higher.
- All courses are 3 credit hours, unless otherwise noted.

Theatre Core (40 cr.)

- THTR-T 120 Acting One: 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 (2 cr.) Taken three times total (Semesters 1, 2, and 3)
- THTR-T 342 Theatre Production II (2 cr.) Taken three times total (Semesters 4, 5, and 6)
- THTR-T 343 Theatre Production III (2 cr.) Taken two times total (Semesters 7 and 8)
- THTR-T 405 Stage Management
- THTR-T 470 History of the Theatre 1
- THTR-T 471 History of the Theatre 2

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 (26 cr.)

- THTR-A 190 Art, Aesthetics, and Creativity VT: Introduction to Theatre
- THTR-T 102 Acting Ensemble for Directing (1 cr.)
- THTR-T 220 Acting II: Scene Study
- THTR-T 327 Period Styles
- THTR-T 434 Historic Costumes for the Stage

Select two of the following (6 cr.)

- THTR-T 249 Drafting and Color Media
- THTR-T 326 Introduction to Scenic Design
- THTR-T 332 Scene Painting
- THTR-T 335 Stage Lighting Design
- THTR-T 339 Introduction to Costume Design
- THTR-T 413 Acting: Period Perfomance Styles
- THTR-T 424 Stagecraft 2
- THTR-T 430 Costume Technology II

Select one of the following (3 cr.)

- THTR-T 402 The Business of Acting
- THTR-T 449 Profession of Theatre Design

Dance Techniques (4 cr.)

Select two of the following:

- THTR-D 110 Social Dance (2 cr.)
- THTR-D 111 Introduction to Latin Dance (2 cr.)
- THTR-D 115 Modern Dance I (2 cr.)
- THTR-D 120 Ballet I (2 cr.)
- THTR-D 130 Flamenco I (2 cr.)

- THTR-D 135 African Dance 1 (2 cr.)
- THTR-D 140 Jazz Dance I (2 cr.)
- THTR-D 150 Middle Eastern Dance 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 230 Flamenco Dance II (2 cr.)
- THTR-D 240 Jazz Dance II (2 cr.)
- THTR-D 250 Middle Eastern Dance 2 (2 cr.)
- THTR-D 270 Tapp II (2 cr.)

Additional Requirements

- THTR-T 114 Theatre and Dance Symposium (0 cr.) Required every semester of enrollment

Bachelor of Fine Arts in Theatre/Design and Technical Production

Pictured | **William Pontius**| *Bachelor of Arts in Theatre* | Granger, Indiana (hometown)

The Bachelor of Fine Arts (BFA) in Theatre with a Concentration in Design and Technical Production with a Specialty in (Scenic, Lighting, Sound, and 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 IU South Bend is designed to give students a broad background of theatre history and theatre practice 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 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 and/or internships in the field of theatre design and technology.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Theatre and Dance Department Review Process

BFA students in the Theatre and Dance department are reviewed for satisfactory progress through their degree track in the spring of each academic year.

Design and Technical Production students should prepare the following:

1. Portfolio appropriate to the year of study as defined in the Design and Technical Production Portfolio Guidelines Handbook. Emphasis in the presentation should be on work done since the most recent review.
2. Theatre résumé.
3. Design and Technical Production students should be prepared to discuss their progress and goals in terms of academics and production work.

Each annual review will contain feedback from the faculty on current progress in the program.

For further questions about this review process, please see the academic advisor or reference the Theatre and Dance Student Handbook.

Degree Requirements (125 cr.)
Current students can view their degree pathway in Stellic >>
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:
- Fundamental Literacies (12 cr.)
- **Writing** | ENG-W 131 Reading, Writing, and Inquiry I (minimum grade of C)
- **Oral Communication** | SPCH-S 121 Public Speaking (minimum grade of C)
- **Quantitative Reasoning** | Accomplishment of Level 6 placement or 3 credits from approved courses
- **Critical Thinking** | selected from curriculum approved as Critical Thinking
- Common Core | at least one course at 300–level or above (12 cr.)
- **Art, Aesthetics, and Creativity** | selected from curriculum approved as Art, Aesthetics, and Creativity; THTR-A 399 preferred for theatre majors
- **Human Behavior and Social Institutions**
- **Literary and Intellectual Traditions** | selected from curriculum approved as Literary and Intellectual Traditions; THTR-T 190 preferred for theatre majors
- **The Natural World**
- Contemporary Social Values (6 cr.)
- Extended Literacies (3 cr.)
- THTR-T 228 Design for the Theatre preferred for theatre majors
- Major Requirements (86 cr.)
- Theatre Core (40 cr.)
- Design and Technical Production Concentration (37 cr.)
- Specialty (9 cr.)
- Additional Requirements (0 cr.)
- Free Electives (balance of credits needed to equal 125 cr. requirement)

- At least 30 credit hours must be at the 300– or 400–level.
- Minimum major GPA of 2.75.
- 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.
- All courses are 3 credit hours, unless otherwise noted.

Major Requirements (86 cr.)
Theatre Core (40 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 (2 cr.)
  Taken three times total (Semesters 1, 2, and 3)
- THTR-T 342 Theatre Production II (2 cr.)
  Taken three times total (Semesters 4, 5, and 6)
- THTR-T 343 Theatre Production III (2 cr.)
  Taken two times total (Semesters 7 and 8)
- THTR-T 405 Stage Management
- THTR-T 470 History of the Theatre 1
- THTR-T 471 History of the Theatre 2

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 (37 cr.)

- FINA-F 100 Fundamental Studio-Drawing
- FINA-F 101 Fundamental Studio-3D
- FINA-P 273 Computer Art and Design I
- FINA-S 200 Drawing 1
- THTR-T 249 Drafting and Color Media
- THTR-T 327 Period Styles
- THTR-T 332 Scene Painting
- THTR-T 392 Theatre Internship
- THTR-T 434 Historic Costumes for the Stage
- THTR-T 449 Profession of Theatre Design
- THTR-T 485 Capstone Project (1 cr.)

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.)
Select one of the following specialties:

Costume Design and Technical Production (9 cr.)

- THTR-T 313 Costume Crafts
- 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

Sound Design and Technology (9 cr.)

- MUS-A 101 Introduction to Audio Technology
- MUS-A 102 Audio Techniques I
- THTR-T 425 Introduction to Theatrical Drafting

Additional Requirements

- THTR-T 114 Theatre and Dance Symposium (0 cr.)
  Required every semester of enrollment

Bachelor of Fine Arts in Theatre, Musical Theatre Performance

Bachelor of Fine Arts in Theatre with a Concentration in Musical Theatre Performance

The Bachelor of Fine Arts (BFA) degree in Theatre is designed to prepare students for the professional theatre or additional training at the graduate level. A BFA degree features an intense focus on a selected area of concentration (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.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Theatre and Dance Department Review Process

BFA students in the Theatre and Dance department are reviewed for satisfactory progress through their degree track in the spring of each academic year.

Musical Theatre students should prepare the following:

1. One (1) 32 bar cut of a Contemporary (1970's to present) Musical Theatre song in the correct key, and appropriate for their current acting range.
2. One (1) contrasting Golden Age (1970's or before) Musical Theatre song in the correct key, and appropriate for their current acting range.
3. One (1) one-minute contemporary monologue appropriate for their current acting range.

Each annual review will contain feedback from the faculty on current progress in the program and a presentation of a professionally formatted resumé and headshot.

For further questions about this review process, please see academic advisor or reference the Theatre and Dance Student Handbook.

Degree Requirements (125 cr.)

Current students can view their degree pathway in Stellic >>

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 (33 cr.) to include:
  - Fundamental Literacies (12 cr.)
  - Writing | ENG-W 131 Reading, Writing, and Inquiry I (minimum grade of C)
  - Oral Communication | SPCH-S 121 Public Speaking (minimum grade of C)
  - Quantitative Reasoning | Accomplishment of Level 6 placement or 3 credits from approved courses
  - Critical Thinking | selected from curriculum approved as Critical Thinking
  - Common Core | at least one course at 300–level or above (12 cr.)
  - Art, Aesthetics, and Creativity | selected from curriculum approved as Art, Aesthetics, and Creativity; THTR-A 399 preferred for theatre majors
  - Human Behavior and Social Institutions
  - Literary and Intellectual Traditions | selected from curriculum approved as Literary and Intellectual Traditions; THTR-T 190 preferred for theatre majors
  - The Natural World
  - Contemporary Social Values (6 cr.)
  - Extended Literacies (3 cr.)
  - THTR-T 228 Design for the Theatre preferred for theatre majors
  - Major Requirements (85 cr.)
    - Theatre Core (40 cr.)
    - Theatre Requirements (22 cr.)
    - Dance Requirements (12 cr.)
    - Music Requirements (11 cr.)
    - Additional Requirements (0 cr.)
  - Free Electives (balance of credits needed to equal 125 cr. requirement)

- Minimum major GPA of 2.75
- Reviews in the Spring of each academic year
- At least 30 credit hours of each degree must be at the 300–level or above. This requirement will be met through the design of the proposed degree program.
- Credits at 300–level or above 56+.
- The Theatre and Dance Department requires that students majoring or minoring in theatre accomplish successful participation in Department co-curricular production activities as outlined in the Theatre and Dance Student Handbook
- All courses are 3 credit hours, unless otherwise noted.

Major Requirements (85 cr.)

Theatre Core (40 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 (2 cr.)
  Taken three times total (Semesters 1, 2, and 3)
- THTR-T 342 Theatre Production II (2 cr.)
  Taken three times total (Semesters 4, 5, and 6)
- THTR-T 343 Theatre Production III (2 cr.)
  Taken two times total (Semesters 7 and 8)
- THTR-T 405 Stage Management

- THTR-T 470 History of the Theatre 1
- THTR-T 471 History of the Theatre 2

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 (45 cr.)

Theatre Requirements (22 cr.)

- THTR-T 220 Acting II: Scene Study
- THTR-T 300 Musical Theatre Workshop
- THTR-T 303 Musical theatre Workshop 2
- THTR-T 321 Musical Theatre History
- THTR-T 392 Theatre Internship
- THTR-T 402 The Business of Acting
- THTR-T 413 Acting: Period Performance Styles
- THTR-T 485 Capstone Project (1 cr.)
- Musical Theatre Capstone recital based on final semester of MUS-V 300

Dance Requirements (12 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 220 Ballet II (2 cr.)
- THTR-D 240 Jazz Dance II (2 cr.)
- THTR-D 270 tap II (2 cr.)

Music Requirements (11 cr.)

- MUS-A 190 Art, Aesthetics, and Creativity
- MUS-P 110 Beginning Piano Class I- Non-Music Majors (2 cr.)
- MUS-T 115 Sightsinging and Aural Perception I (1 cr.)
- MUS-V 200 Voice (1 cr.) (2 semesters)
- MUS-V 300 Voice (1 cr.) (3 semesters)

Additional Requirements (0 cr.)

- THTR-T 114 Theatre and Dance Symposium (0 cr.) Required each semester enrolled

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Minors in Theatre, Dance, and Costume Production

Pictured | **Madison Joseph** | *Bachelor of Science in Education, English* / *Minor in Theatre and Drama* | Plymouth, Indiana (hometown)

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Minor in Costume Production (20 cr.)

All courses are 3 credit hours, unless otherwise designated

- THTR-T 228 Design for the Theatre
- THTR-T 230 Costume Technology I
- THTR-T 313 Costume Crafts
- THTR-T 341 Theatre Production I (2 cr.)
- THTR-T 430 Costume Technology II
- THTR-T 434 Historic Costumes for the Stage
- THTR-T 436 Topics in Costume

Minor in Dance (17 cr.)

All courses are 3 credit hours, unless otherwise designated.

- THTR-A 190 Art, Aesthetics, and Creativity VT: Introduction to Theatre
- THTR-D 120 Ballet I (2 cr.)
- THTR-D 140 Jazz Dance I (2 cr.)
- THTR-D 220 Ballet II (2 cr.)
- THTR-D 240 Jazz Dance II (2 cr.)
- THTR-T 341 Theatre Production I (2 cr.)
- Dance electives (4 cr.) | Any two THTR-D courses not repeated from the above requirements

Minor in Theatre (16 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 228 Design for the Theatre
- THTR-T 341 Theatre Production I (2 cr.)
- THTR-T 342 Theatre Production II (2 cr.)

Select one of the following:

- THTR-T 225 Stagecraft 1
- THTR-T 230 Costume Technology I

School of Professional Studies

Pictured | **Jesús García-Martínez, MD, MSc, PhD**; Doctor of Medicine, Facultad de Medicina, Universidad Autonóma de Coahuila; PhD, Centro de Investigación y de Estudios Avanzados (CINVESTAV) del Instituto Politécnico Nacional (México City); Dean, School of Professional Studies

College of Professional Studies

Judd Leighton School of Business and Economics

- Accounting, Finance, and International Business
- Decision Sciences and Economics
- Marketing, Management, and Business Law

School of Education

- Counseling and Human Services
- Professional Educational Services
- Secondary Education and Foundation Education
- Teacher Education and Special Education

Vera Z. Dwyer College of Health Sciences

- Medical Laboratory Science
- Dental Education
- Health Sciences
- Division of Nursing Science
- Radiography and Medical Imaging
- Rehabilitation Science

Judd Leighton School of Business and Economics

Judd Leighton School of Business and Economics

Administration Building 204 | (574) 520-4614 | business.iusb.edu

Faculty

- Director | **Pathak**
- Professors | **Bindroo, M. Fox, B. Kern, Kohli, Merhi, Pathak, Yin, Zhuang**
- Associate Professors | **Bregu, Lu, Meisami, Pant, Valencia, Xu**
- Assistant Professors | **Reddy, Swain, Yadav**
- Senior Lecturer | **Shively**
- Lecturer | **Busenbark, G. Fowler, C. Matthews**
- Faculty Emeriti | **T. Anderson, Bartholomew, L. Blodgett, Fred, Harriman, Herschede, Joray, G. Kern, Knowles, Kochanowski, M. Lee, Naffziger, Norton, Sabbaghi, D. Singh, Vollrath, Withey**
- Program Coordinator, Undergraduate Business Programs | **Pant**
- Program Coordinator, Graduate Business Programs and Accreditaton | **Merhi**
- Chairs | **Bindroo, Meisami, Zhuang**
- Director of the Bureau of Business and Economic Research | **Zhuang**
- Director of the Center for Economic Education | **Valencia**
- Director of Administrative and Student Services | **Agbetsiafa**
- Academic Advisor; and Assistant Director of Graduate Business Programs | **DeYoung**
- Director of the Career Planning Office | **Esposito**
- Associate Director of Retention | **Koriath**

Undergraduate Degrees Offered

- Bachelor of Science in Business with Concentrations in

Accounting | Advertising | Economics | Finance | General Business | Health Care Management | Human Resource Management | Management | Management Information Systems | Marketing

- Bachelor of Science in Accounting *(Collaborative Online Degree Program)*
- Bachelor of Science in Business Administration *(Collaborative Online Degree Program)*

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 Administration
- 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

Graduate Certificate

- Graduate Business Certificate

Course Descriptions

Business (Undergraduate) BUS | Business (Graduate) BUSB | Economics ECON

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Judd Leighton School of Business and Economics

Pictured | **Tyler Rux** | *Bachelor of Science in Business, General Business* | Mishawaka, Indiana (hometown)

Mission Statement

As the Judd Leighton School of Business and Economics:

We are the business school where learning is transformative for a diverse body of Michiana students supported by faculty and staff delivering high-quality and innovative academic programs.

We seek to be the preferred and widely-recognized supplier of business graduates for the Michiana region based on the quality and innovativeness of our programs.

We are producers of a wide-range of academic knowledge relevant to practitioners and academics.

We are the facilitator and primary support provider of economic growth in the Michiana region through meaningful engagement in business development activities.

Vision Statement

The Judd Leighton School of Business and Economics at Indiana University South Bend aspires to be the best regional business school in the nation, recognized for academic excellence, and for contributing to the overall development of our region and our broader environment.

We will achieve this vision by:

- Providing rigorous and relevant programs that are intellectually grounded, innovative, integrative, technologically advanced, and global in perspective
- Preparing students for successful leadership roles
- Collaborating with stakeholders to align our teaching, scholarship, and service to the needs of the community
- Serving as a primary source for creating and applying business knowledge to promote regional economic development

General Information

Accreditation

The IU South Bend Judd Leighton School of Business and Economics measures its quality against the highest standard in business education: AACSB International—The Association to Advance Collegiate Schools of Business.

Established in 1916, AACSB International is the premier accrediting agency for bachelor's, master's, and doctoral degree programs in business administration and management. IU South Bend stands among only 22 percent of national collegiate business degree programs that have achieved the level of excellence necessary to earn AACSB International accreditation. IU South Bend's professional colleagues include AACSB International founders; the University of Chicago, the University of Pennsylvania, Northwestern University, and Yale University.

The Bureau of Business and Economic Research

The Bureau of Business and Economic Research (BBER) supports research activities of the Judd Leighton Judd Leighton School of Business and Economics and provides business and economic expertise to the public in the Michiana region, including government, business, and nonprofit organizations. The BBER maintains a database of local economic indicators, publishes a quarterly report on the local economy, conducts research on local and regional issues, and serves as a vital source of information on regional economic activity.

Center for Economic Education (CEE)

The Center for Economic Education (CEE) seeks to increase economic literacy in North-Central Indiana by helping prepare students to become informed and productive citizens by increasing their knowledge in economics. The Center seeks to achieve this objective by organizing and supporting activities designed to creatively integrate economics into the K-12 educational experience to help local schools and students successfully meet Indiana's academic standards for economics. The Center regularly offers a comprehensive set of programs to North-Central Indiana classrooms with support from the Indiana Council on Economic Education (ICEE) and the Council on Economic Education (CEE), and American Electric Power Company.

Serving as the program arm of the CEE and ICEE, the Center provides important services to meet the economic education objectives of the CEE and its affiliated institutions. These services include: regular offering of on- and off-campus workshops and instructional programs in economics; an intensive graduate college-3-credit summer course for K-12 teachers and taught by leading experts from education, government, industry, and award-winning teachers; consultation for schools, colleges, and community organizations; developing and distributing economic education literature; and conducting research in economic education.

CTS Center for Experiential Education (CTS-CEE)

The vision of the CTS Center for Experiential Education (CTS-CEE) is for every business student at IU South Bend to have an expanded portfolio of experiential learning opportunities during their studies and, in the process, engage the entire business student body, in both South Bend and Elkhart, in serving our community and promoting the healthy growth of the Michiana economy. Field projects, internships, and faculty development are priorities of the CTS-CEE.

Entrepreneurship Program

The Judd Leighton School of Business and Economics maintains an active and high profile role with the small business sector of the economy. In addition to credit courses available to students pursuing business degrees, a symposia series is offered to the community; faculty and students also enjoy regular involvement with the Collegiate Management Assistance Program of the Small Business Development Center.

For over ten years, the Judd Leighton School of Business and Economics has presented the Entrepreneurship

Lecture Series. This series is sponsored by Lake City Bank. The speakers within this series showcase many of the area's premier business organizations and their chief executives. Each speaker delves into an aspect of entrepreneurship. **Topics Include |** strategies, business plans, creating and organization, venture financing, and franchising

This series is part of the undergraduate course BUS-W 311 New Venture Creation and also is part of an Master of Business Administration (M.B.A.) seminar course.

The most recent development within the Entrepreneurship Program is the Entrepreneurship Competition sponsored by Kem Krest. This competition awards prize money to the most deserving entrepreneurial projects that business students undertake. The competition will also put aspiring entrepreneurs in touch with experts and sources of capital that may further help develop projects.

Student Organizations

The faculty in business and economics recognize that student organizations contribute greatly to its programs. Some of these organizations are honorary in nature and facilitate recognition of outstanding performance. These organizations include Beta Gamma Sigma (the honorary business society), Omicron Delta Epsilon (the honorary economics society), and International Honor Society of the Financial Management Association (the honorary finance society). Organizations such as the Accounting Association, IU South Bend Advertising Club, Economic Forum, Entrepreneurship Club, Financial Management Association, Society for Human Resource Management, Management Information Systems (MIS) Club, and IU South Bend Marketing Club.

The Business Club and ENACTUS enable students to develop their interests in various fields through extracurricular programs.

Beta Gamma Sigma

Beta Gamma Sigma is the national honor society for business students. Membership in this organization is the highest scholastic honor that a business student can attain. Membership is restricted to students of high scholarship in institutions with degree programs accredited by AACSB International. To be eligible for membership, business majors of junior standing must have a cumulative grade point average of 3.8 or higher and completion of a minimum of 70 credit hours with at least 45 credit hours at Indiana University; seniors must have a cumulative grade point average of 3.65 or higher and completion of at least 45 credit hours at Indiana University; and graduate students must have a cumulative grade point average of 3.75 and at least 27 graduate credit hours completed.

Omicron Delta Epsilon

Omicron Delta Epsilon (ODE) is the International Economics Honor Society. Its objectives include:

- Recognition of scholastic attainment in Economics
- Recognition of outstanding achievements in economics on the part of economists at all levels
- Establishment of closer ties between students and faculty in economics within their own colleges and universities
- Establishment of closer ties between students and faculty in economics on all campuses
- Publication of an official journal
- Emphasis on professional aspects of economics as a career field for service in academic, business, government, and international organizations.

ODE is dedicated to the encouragement of excellence in economics, and devotion on the part of its members as economists to the advancement of their science and to the scholarly effort to make freedom from want and deprivation a reality for all humankind.

Student Awards

The following awards are made to students in the Judd Leighton School of Business and Economics | **Excellence Award** to one student in each of the major areas: accounting, advertising, economics, finance, health care management, human resource management, general business, management, marketing, and management information systems**.**

There are special recognition awards for work on outstanding Advertising and Marketing projects.

Other Excellence Awards

- ETS Undergraduate Excellence Award
- John R. Swanda, Jr. Ethics Award
- TerraFirma Advertising Creativity Award
- TerraFirma Marketing Communications Plan Award
- Villing Advertising Creativity Award
- Villing Marketing Communications Plan Award

Graduation with Distinction

Honors for excellence in scholarship are awarded at Commencement to a limited number of students graduating with the degree Bachelor of Science in Business and Bachelor of Science in Economics. The number so honored will not exceed 10 percent of the graduating class in the school for that year. Graduates whose minimum grade point averages are 3.9 and who complete at least 60 credit hours at IU South Bend are graduated with highest distinction; those whose minimum grade point averages are 3.8 and who complete at least 60 credit hours at IU South Bend are graduated with high distinction; and those whose minimum grade point averages are 3.65 and who complete at least 60 credit hours at IU South Bend are graduated with distinction. Graduates receiving these honors have them so noted on their diplomas and are eligible to wear the cream and crimson fourragére at Commencement.

Information

Pictured | **Noah Robinson** | *Bachelor of Science in Business, Marketing; Minor in Graphic Design* | Osceola, Indiana (hometown)
Club Affiliation | Economic Forum

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 109 Mathematical Foundations of Analytics *
- MATH-M 118 Finite Mathematics *
- SPCH-S 121 Public Speaking

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.

Continued

Bachelor of Science in Business Information

Pictured | **Justin Puckett** | *Bachelor of Science in Business, General Business* | Middlebury, Indiana (hometown)
Club Affiliation | Entrepreneurship Club

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.

Students pursuing the Bachelor of Science in Business (BSB) degree cannot take more than 40 percent of their required credit hours online to graduate. Students desiring more than 40 percent of online courses must pursue an online degree.

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.

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.

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.

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.

Back

Judd Leighton School of Business and Economics General Education

Pictured | **Bryson Sareen |** *Bachelor of Science in Business, Finance* | South Bend, Indiana (hometown)

Judd Leighton School of Business and Economics

General Education Requirements (33 cr.)

Fundamental Literacies (12 cr.)

- Writing | ENG-W 131 Reading, Writing, and Inquiry I
- Oral Communication | SPCH-S 121 Public Speaking
- Quantitative Reasoning | MATH-M 118 Finite Mathematics
- Critical Thinking

Common Core Courses (15 cr.)

- Art, Aesthetics, and Creativity
- Literary and Intellectual Traditions
- The Natural World
- Human Behavior and Social Institutions | BUS-B 399 Business and Society

Contemporary Social Values (6 cr.)

- Global Cultures
- Diversity in United States Society

Extended Literacies (3 cr.)

- Computer Literacy | BUS-K 201 The Computer in Business

Additional Requirements (non-credit bearing)

- Information Literacy | tagged course TBA
- First Year Seminar | tagged course (under Common Core in current General Education) TBA

Bachelor of Science in Business

Pictured | **Blake Mattucci** | *Bachelor of Science in Business, General Business* | Osceola, Indiana (hometown)
Volunteer Activity | Big Brothers Big Sisters
Club Affiliation | National Society of Leadership and Success

Bachelor of Science in Business

See individual areas for degree maps

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

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Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

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 noted.

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*)

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*

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*

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*

Additional Requirements

Pictured | **Jenna Hiatt** | *Bachelor of Science in Business, Health Care Management / Minor in Human Resource Management*| Culver, Indiana (hometown)
Volunteer Activity | JDRF (Formerly Juvenile Diabetes Research Foundation)

Additional Requirements for Business Majors (51 cr.)

- A grade of "C" (or higher) is required in each course.
- All courses are 3 credits, unless otherwise noted.

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-B 190 Principles of Business Administration
- 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 Strategic Management
- 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 Professional 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 109 Foundations of Mathematical Analytics Students with an ALEKS score greater than or equal to 61 are eligible to take a proficiency exam administered by the Judd Leighton School of Business and Economics to waive the MATH-M 109 requirement.

Accounting

Pictured | **Alex Meisami, PhD** | *University of Texas at San Antonio, 2010* | Chair of Accounting and Finance; and Associate Professor of Finance

Accounting

Alex Meisami, PhD | Area Chair
Administration Bulding 211E | (574) 520-4355

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 with a Concentration in Accounting >>
- Bachelor of Science in Business, with a Concentration in Accounting *(Collaborative Online Degree Program)* >>
- Minor in Accounting for Business Majors >>
- Minor in Accounting for Non-Business Majors >>

Bachelor of Science in Business with a Concentration in Accounting

Pictured | **Joseph Deal** | *Bachelor of Science in in Business, Accounting* | Mishawaka, Indiana (hometown)

Bachelor of Science in Business with a Concentration in 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.

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Final responsibility for meeting degree requirements rests with the student.

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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 (33 cr.)
- Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (51 cr.)
- Concentration Requirements (30 cr.)
- Electives(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.
- All courses are 3 credit hours, unless otherwise noted.

Concentration Requirements

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 two of the following:

- 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 (6 cr.)

- 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 | **Eunice Sonora** | *Bachelor of Science in Business, Marketing; Minor in Accounting* | Elkhart, Indiana (hometown)

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 five 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.
- All courses are 3 credit hours, unless otherwise noted

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Requirements (9 cr.)

- 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 with a Concentration in Accounting >>
- Minor in Accounting for Non-Business Majors >>

Minor in Accounting for Non-Business Majors

Pictured | **James Hutchins** | *Bachelor of Science in Business, Accounting* | Mishawaka, Indiana (hometown)
Campus Participation | Peer Mentor
Volunteer Activity | Chi Alpha Christian Fellowship
Club Affiliations | Accounting Association

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 five 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.
- All courses are 3 credit hours, unless otherwise noted

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Requirements (15 cr.)

- 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 with a Concentration in Accounting >>
- Minor in Accounting for Business Majors >>

Advertising

Pictured | **Vishal Bindroo, PhD** | *University of Central Florida, 2009* | Chair of Business Law, Management, and Marketing; and Associate Professor of Marketing

Advertising

Vishal Bindroo, PhD | Area Chair
Administration Building 204D | (574) 520-4294

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 with a Concentration in Advertising >>

Bachelor of Science In Business, Advertising

Pictured | **Danielle Schwenk** | *Bachelor of Science in Business, Advertising and Marketing / Minor in Philosophy* | Knox, Indiana (hometown)
Student Government Association | Associate Justice
Club Affiliation | Advertising Club, Marketing Club

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.

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Degree Requirements

Degree Map >>
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- Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (51 cr.)
- Concentration Requirements (21 cr.)
- 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.
- All courses are 3 credit hours, unless otherwise noted.

Concentration Requirements

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
- FINA-S 326 Computer Art and Video

Select two of the following:

- BUS-M 401 International Marketing
- BUS-M 419 Retail Strategy
- BUS-M 426 Sales Management
- BUS-M450 Marketing Strategy

Electives (15 cr.)

Students will consult with an academic advisor for recommended electives.

Bachelor of Science In Business, Advertising

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.

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Degree Requirements

Degree Map >>

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- Electives (15 cr.)

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- 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 noted.

Concentration Requirements

- BUS-B 399 Business and Society
- 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 201 The Computer in Business
- BUS-K 321 Management of Information Technology
- BUS-M 301 Introduction to Marketing Management
- BUS-M 303 Marketing Research
- BUS-M 405 Consumer Behavior
- BUS-M 415 Advertising and Promotion Management
- BUS-M 418 Advertising Strategy
- BUS-M XXX Concentration Elective
- BUS-P 301 Operations Management
- BUS-Z 302 Managing and Behavior in Organizations
- ECON-E 270 Introduction to Statistical Theory in Economics and Business
- FINA-S 326 Computer Art and Video
- MATH-M 118 Finite Mathematics

Other Courses

- XXX-XXX Free Elective
- XXX-XXX Non-Western Cultures; OR
  XXX-XXX Diversity in United States Society

Economics

Pictured | **Hong Zhuang, PhD** | *University of Oregon, 2007* | Chair, Decision Sciences and Economics; and Professor of Economics

Economics

Hong Zhuang, PhD | Chair
Administration Building 204G | (574) 520-4634

About Economics

Economics is the foundation of smart business decision-making, helping companies and policymakers allocate resources efficiently and navigate complex markets. For business students, economics provides the analytical tools to understand pricing strategies, market competition, consumer behavior, and global trade. Whether you're managing a corporation, launching a startup, or shaping public policy, economic principles guide strategic planning, risk assessment, and financial forecasting. A strong grasp of economics equips business graduates with the ability to interpret data, anticipate market trends, and make informed decisions that drive profitability and growth.

Requirements

- Bachelor of Science in Business with a Concentration in Economics
- Minor in Economics

Bachelor of Science in Business with a Concentration in Economics

Pictured | **Madylin Bauer** | *Bachelor of Science in Business, Economics* | South Bend, Indiana (hometown)
Club Affiiation | Mental Health Club; The Everyday Club at IU South Bend

Bachelor of Science in Business with a Concentration in Economics

The curriculum in Economics will provide students with crucial skills in critical economic reasoning, analytics modeling, data analysis, strategic thinking to policy issues as well as international perspectives to make informed business decisions. Job availabilities for economics majors are greater than for most college majors. Top jobs for economics majors include actuary, compensation and benefits managers, credit analyst, economic consultant, financial analyst, and market research analyst.

Studying economics is also an excellent way to prepare for law school or further business training. The University of Michigan has indicated that "Economics majors are among the best prepared for our MBA program." Some of the jobs held by IU South Bend economics alumni are Loan Office, International Banker, Stock Broker, City Attorney, Quality Improvement Director, Quality Control, Assistant VP of Community Bank, Information Technology Manager, Customer Service Manager, Systems Consultant, Vice President (Manufacturing), Assistant Professor, Banker, SEC Attorney, Bank Trust Department, and Investment Banker.

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Degree Requirements

Degree Plan >>
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- Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (51 cr.)
- Concentration Requirements (18 cr.)
- Electives (18 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 3 credit hours, unless otherwise noted.

Concentration Requirements (18 cr.)

Junior and Senior Years

- ECON-E 305 Money and Banking
- ECON-E 321 Intermediate Microeconomic Theory
- ECON-E 322 Intermediate Macroeconomic Theory
- ECON-E 470 Introduction to Econometrics

Select two of the following:

- ECON-E 304 Survey of Labor Economics
- ECON-E 308 Survey of Public Finance
- ECON-E 430 International Economics

Electives (18 cr.)

Students will consult with an academic advisor for recommended electives.

See also

- Minor in Economics >>

Minor in Economics

Pictured | **Seth Nowak |** *Bachelor of Science in Business, Finance and Economics* | Merrillville, Indiana (hometown)

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.
- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

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Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Requirements (15 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
- One additional economics course at the 300– or 400–level

Bachelor of Science in Finance

Pictured | **Alex Meisami, PhD** | *The University of Texas at San Antonio, 2010* | Chair of Accounting and Finance; and Associate Professor of Finance

Finance

Alex Meisami, PhD | Area Chair
Administration Building 211E | (574) 520-4355

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 with a Concentration in Finance >>
- Minor in Finance for Business Majors >>
- Minor in Finance for Non-Business Majors >>

Bachelor of Science in Business with a Concentration in Finance

Pictured | **Jacey Callahan** | *Bachelor of Science in Business, Finance; Bachelor of Science in Business, Accounting* | South Bend, Indiana (hometown)
Internship | Teachers Credit Union

Bachelor of Science in Business with a 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.

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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.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

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 (33 cr.)
- Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (51 cr.)
- Concentration Requirements (21 cr.)
- 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.
- All courses are 3 credit hours, unless otherwise noted.

Concentration Requirements

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 (15 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 >>

Minor in Finance for Business Majors

Pictured | **Austin Heater** | *Bachelor of Science in Business, Finance* | South Bend, Indiana (hometown)
Volunteer Activity | Wrestling Coach (Penn High School)

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.
- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

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Requirements (9 cr.)
- 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 with a Concentration in Finance >>
- Minor in Finance for Non-Business Majors >>

Minor in Finance for Non-Business Majors

Pictured | **Amanda Troike** | *Bachelor of Science in Business, Finance* | North Judson, Indiana (hometown)

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 nine 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.
- All courses are 3 credit hours, unless otherwise noted.

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Requirements (18 cr.)
- 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 with a Concentration in Finance >>
- Minor in Finance for Business Majors >>

Bachelor of Science in Business with a Concentration in Finance, TSAP

Pictured | **Jacey Callahan** | *Bachelor of Science in Business, Finance; Bachelor of Science in Business, Accounting* | South Bend, Indiana (hometown)
Internship | Teachers Credit Union

Bachelor of Science in Business with a Concentration in Finance–TSAP

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.

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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.

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Degree Requirements

Degree Plan >>

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- Judd Leighton School of Business and Economics Campuswide General Education Curriculum (33 cr.)
- Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (51 cr.)
- Concentration Requirements (21 cr.)
- 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.
- All courses are 3 credit hours, unless otherwise noted.

Concentration Requirements (49 cr.)

- BUS-D 301 International Business: Operations of International Business
- BUS-B 399 Business and Society
- 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
- BUS-F 423 Topics in Investment
- BUS-F 444 Applications in Financial Management
- BUS-F 446 Bank and Financial Intermediation
- BUS-F 494 International Finance
- BUS-K 201 The Computer in Business
- 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
- MATH-M 109 Mathematical Foundations of Analysis

Other Requirements (10 cr.)

- Non-Business Elective
- Non-Business Elective

- Non-Business Elective (4 cr.)

See also

- Minor in Finance for Business Majors >>
- Minor in Finance for Non-Business Majors >>

General Business

Pictured | **Vishal Bindroo, PhD** | *University of Central Florida, 2009* | Chair of Business Law, Management, and Marketing; and Associate Professor of Marketing

General Business

Vishal Bindroo, PhD | Area Chair
Administration Bulding 204D | (574) 520-4294

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

- Bachelor of Science in Business with a Concentration in General Business >>
- Minor in Business for Non-Business Majors >>

Bachelor of Science in Business with a Concentration in General Business, TSAP

Pictured | **Sergio Jaime-Esparza** | *Bachelor of Science. in Business, General Business* | Monterrey, Mexico (hometown)
Club Affiliations | Marketing and Advertising Club; Latino Student Union

Bachelor of Science in Business with a Concentration in General Business–TSAP

For students wishing to pursue a broad, general degree program, this curriculum provides a vehicle for organizing their studies. The integrating focus is the responsibility for administering the multiple operations of the business firm in a rapidly changing environment. Emphasis is on the process involved in setting goals for corporate effort, coordinating and controlling multiple programs, and regulating inputs and outputs with varied environments.

Objectives at the undergraduate level are to provide a broad, liberal education as a base and to develop proficiency in understanding and solving interrelated business problems.

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Final responsibility for meeting degree requirements rests with the student.

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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 (33 cr.)
- Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (51 cr.)
- Concentration Requirements (18 cr.)
- Electives (18 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 3 credit hours, unless otherwise noted.

Concentration Requirements (38 cr.)

- BUS-B 399 Business and Society
- 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 201 The Computer in Business
- BUS-K 321 Management of Information Technology
- BUS-M 301 Introduction to Marketing Management
- BUS-P 301 Operations Management
- BUS-W 430 Organizations and Organizational Change
- BUS-X 310 Business Career Planning and Placement (1 cr.)
- BUS-Z 302 Managing Behavior in Organizations
- BUS-Z 440 Personnel-Human Resource Management
- ECON-E 270 Introduction to Statistical Theory in Economics and Business
- MATH-M 118 Finite Mathematics

Electives (18 cr.)

- Business elective (minimum grade of C)
- Finance elective (minimum grade of C)
- Marketing elective (minimum grade of C)
- Non-Western Cultures; OR Diversity in United States Society
- ECON-E XXX
- XXX-XXX Free Elective
- XXX-XXX Free Elective (1 cr.)

See also

- Minor in Business for Non-Business Majors

Bachelor of Science in Business with a Concentration in General Business

Pictured | **Sergio Jaime-Esparza** | *Bachelor of Science. in Business, General Business* | Monterrey, Mexico (hometown)
Club Affiliations | Marketing and Advertising Club; Latino Student Union

Bachelor of Science in Business with a Concentration in General Business

For students wishing to pursue a broad, general degree program, this curriculum provides a vehicle for organizing their studies. The integrating focus is the responsibility for administering the multiple operations of the business firm in a rapidly changing environment. Emphasis is on the process involved in setting goals for corporate effort, coordinating and controlling multiple programs, and regulating inputs and outputs with varied environments.

Objectives at the undergraduate level are to provide a broad, liberal education as a base and to develop proficiency in understanding and solving interrelated business problems.

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Degree Requirements

Degree Plan >>

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- Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (51 cr.)
- Concentration Requirements (18 cr.)
- Electives (18 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 3 credit hours, unless otherwise noted.

Concentration Requirements (18 cr.)

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 (18 cr.)

Students will consult with an academic advisor for recommended electives.

See also

- Minor in Business for Non-Business Majors

Minor in Business Administration for Non-Business Majors

Pictured | **Hailey Franceschi** | *Bachelor of Arts in Psychology / Minors in Business Administration and Photography* | Valparaiso, Indiana (hometown)
Student Government Association (Senator)Volunteer Activity | The Vineyard (photographer)
Club Affiliation | Chi-Alpha Christian Fellowship

Minor in Business Administration 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 Administration. 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

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.
- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

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Requirements (18 cr.)

- BUS-B 190 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-A 328 Introduction to Taxation
- BUS-B 399 Business and Society
- 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-Z 302 Managing and Behavior in Organizations

See also

- Bachelor of Science in Business with a Concentration in General Business >>

Health Care Management

Pictured | **Vishal Bindroo, PhD** | *University of Central Florida, 2009* | Chair of Business Law, Management, and Marketing; and Associate Professor of Marketing

Health Care Management

Vishal Bindroo, PhD | Area Chair
Administration Bulding 204D | (574) 520-4294

About Health Care 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 Business with a Concentration in Health Care Management >>
- Minor in Health Care Management for Non-Business Majors >>

Bachelor of Science in Business with a Concentration in Health Care Management

Pictured | **Jenna Hiatt** | *Bachelor of Science in Business, Health Care Management / Minor in Human Resource Management*| Culver, IN (hometown)

Bachelor of Science in Business with a Concentration in Health Care 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.

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Degree Requirements

Degree Plan >>

Students receiving the Bachelor of Science in Health Care Management must complete 120 total credit hours including:

- Judd Leighton School of Business and Economics Campuswide General Education Curriculum (33 cr.)
- Judd Leighton School of Business and Economics Additional Requirements (51 cr.)
- Concentration Requirements (18 cr.)
- Electives (18 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 3 credit hours, unless otherwise noted.

Concentration Requirements (18 cr.)

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 (18 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 | **Chrissy Mvula** | *Bachelor of Arts in Psychology / Minor in Health Care Management* | Malawi, Blantyre (hometown)
Club Affiliation | International Student Organization

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.
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Requirements (15 cr.)

- 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 Business with a Concentration in Health Services Management >>

Bachelor of Science in Business with a Concentration in Health Care Management-TSAP

Pictured | **Jenna Hiatt** | *Bachelor of Science in Business, Health Care Management / Minor in Human Resource Management*| Culver, IN (hometown)

Bachelor of Science in Business with a Concentration in Health Care 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

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan

your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements

Degree Plan >>

Students receiving the Bachelor of Science in Health Care Management must complete 120 total credit hours including:

- Judd Leighton School of Business and Economics Campuswide General Education Curriculum (33 cr.)
- Judd Leighton School of Business and Economics Additional Requirements (51 cr.)
- Concentration Requirements (18 cr.)
- Electives (18 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 3 credit hours, unless otherwise noted.

Concentration Requirements (18 cr.)

Junior and Senior Years (54 cr.)

- BUS-B 399 Business and Society
- BUS-D 300 International Business: Operations of International Enterprises
- BUS-F 151 Personal Finances of the College Student
- BUS-F 301 Financial Management
- BUS-H 320 Systems of Health Care
- 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-J 401 Administrative Policy
- BUS-K 201 Managing and Behavior in Organizations
- BUS-K 321 Management of Information Technology
- BUS-M 301 Introduction to Marketing Management
- BUS-P 301 Operations Management
- BUS-Z 440 Personnel-Human Resource Management
- ECON-E 270 Introduction to Statistical Theory in Economics and Business
- MATH-M 118 Finite Mathematics

Other Requirements

- XXX-XXX Non-Western; OR Diversity in United States Society
- XXX-XXX Fred Elective
- XXX-XXX Free Elective (1 cr.)

Human Resource Management

Pictured | **Vishal Bindroo, PhD** | *University of Central Florida, 2009* | Chair of Business Law, Management, and Marketing; and Associate Professor of Marketing

Vishal Bindroo, PhD | Area Chair
Administration Bulding 204D| (574) 520-4294

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 with a Concentration in Human Resource Management >>
- Minor in Human Resource Management for Business Majors >>
- Minor in Human Resource Management for Non-Business Majors >>

Bachelor of Science in Business with a Concentration in Human Resource Management

Pictured | **Jennifer Gonzalez** | *Bachelor of Science in Business, Human Resource Management* | Bremen, Indiana (hometown)
Student Government Association | Senator

Honors Program
Campus Involvement | Diversity and Inclusion Committee (chair)
Volunteer Activities| First Grade Sunday School Teacher

Bachelor of Science in Business with a Concentration in 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

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Final responsibility for meeting degree requirements rests with the student.

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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 (33 cr.)
- Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (51 cr.)
- Concentration Requirements (18 cr.)
- Electives (18 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.
- Students must attain a grade of not less than C in each course.
- All courses are 3 credit hours, unless otherwise noted.

Concentration Requirements (18 cr.)

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

Electives (18 cr.)

Students will consult with an academic advisor for recommended electives.

See also

- Minor in Human Resource Management for Business Majors >>
- Minor in Human Resource Management for Non-Business Majors >>

Minor in Human Resource Management

Pictured | **Janet Abarca-Ocampo** | *Bachelor of Science in Business, Human Resource Management* | Elkhart, Indiana (hometown)

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.

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.
- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Requirements (9 cr.)

- 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 with a Concentration in Human Resource Management >>
- Minor in Human Resource Management for Non-Business Majors >>

Minor in Human Resource Management for Non-Business Majors

Pictured | **Jenna Hiatt** | *Bachelor of Science in Business, Health Care Management / Minor in Human Resource Management*| Culver, IN (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.
- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and

study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

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Requirements (15 cr.)

- 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 with a Concentration in Human Resource Management >>
- Minor in Human Resource Management for Business Majors >>

International Business

Pictured | **Raj Kohli, DBA, MBA** | *DBA, Mississippi State University, 1990; MBA, Mississippi State University, 1987* | Chair of Finance, Economics, and International Business; Director of Center for Economic Education; and Professor of Finance

International Business

Raj Kohli, DBA, MBA | Area Chair
Administration Building 204C | (574) 520-4144

About the Minor in International Business

Students who are pursuing a four-year degree in business may add a Minor in International Business as they pursue a major in one of the functional areas.

Requirements

- Minor in International Business for Business Majors >>

Minor in International Business

Pictured | **Sierra Arredondo** | *Bachelor of Science in Business, International Business / Minors in Economics, Spanish, and Sustainability Studies* | Granger, Indiana (hometown)
Club Affiliation | International Student Organization

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.
- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Requirements (9 cr.)

- 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

Management

Pictured | **Brayan Espinoza** | *Bachelor of Science in Business, Management; Bachelor of Science in Business, Economics* | Elkhart, Indiana (Hometown)
Club Affiliation | Economic and Finance Student Association (treasurer)

Bachelor of Science in Business with a Concentration in Management

The study of management focuses on taking a leadership role within an organization. In the management major, you will learn about managing change, negotiating with constituencies, addressing the unique issues involved with new projects and companies, and managing an organization's most valuable resource, its people.

Management majors begin their careers with a wide variety of organizations in industry, nonprofits and government. Careers in management involve organizing people and resources to solve complex problems that organizations face. As such, management majors have careers that span a rich variety of fields, organizations and functional areas.

Academic Advising

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Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

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 (33 cr.)
- Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (51 cr.)
- Concentration Requirements (18 cr.)
- Electives (18 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 3 credit hours, unless otherwise noted.

Concentration Requirements (18 cr.)

Junior and Senior Years

Select one of the following:

- BUS-A 311 Intermediate Accounting I
- BUS-F 302 Financial Decision Making
- BUS-H 320 Systems of Heath Care Delivery
- BUS-K 301 Enterprise Reource Planning
- BUS-K 302 Introduction to Management Science
- BUS-M 303 Marketing Research
- BUS-Z 441 Wage and Salary Administration
- BUS-Z 444 Personnel Research and Measurement
- ECON-E 321 Intermediate Microeconomic Theory

Electives (18 cr.)

Students will consult with an academic advisor for recommended electives.

Management Information Systems

Pictured | **Hong Zhuang, PhD** | *University of Oregon, 2007* | Chair, Decision Sciences and Economics; and Professor of Economics

Management Information Systems

Hong Zhuang, PhD | Chair
Administration Building 204G | (574) 520-4634

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.

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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Bachelor of Science in Business with a Concentration in Management Information Systems

Pictured | **Tyler Davis** | *Bachelor of Science in Business, Management Information Systems* | Mishawaka, Indiana (hometown)
Campus Involvement | Peer Mentor
Club Activity | Management Information Systems Club (president)

Bachelor of Science in Business with a Concentration in 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.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

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 (33 cr.)
- Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (51 cr.)
- Concentration Requirements (22 cr.)
- Electives (14 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 3 credit hours, unless otherwise noted.

Concentration Requirements (22 cr.)

Junior and Senior Years

- BUS-K 301 Enterprise Resource Planning; OR BUS-S 433 Information Systems Security
- 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.)

Select one of the following:

- 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

Electives (14 cr.)

Students will consult with an academic advisor for recommended electives.

See also

- Minor in Management Information Systems for Business Majors >>
- Minor in Management Information Systems for Non-Business Majors >>

Minor in Management Information Systems for Business Majors

Pictured | **Boston Snyder** | *Bachelor of Science in Business, Management Information Systems* | Elkhart, 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.
- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

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Requirements (12 cr.)

- BUS-K 301 Enterprise Resource Planning; OR BUS-S 433 Information Systems Security
- 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 with a Concentration in Management Information Systems
- Minor in Management Information Systems for Non-Business Majors

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Minor in Management Information Systems for Non-Business Majors

Pictured | **Ricardo Castillo Moreno** | *Bachelor of Science in Business, Management Information Systems* | Puebla, México (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.
- All courses are 3 credit hours, unless otherwise noted.

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Requirements (30 cr.)

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; OR BUS-S 433 Information Systems Security
- 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 in Business with a Concentration in Management Information Systems
- Minor in Management Information Systems for Business Majors

Marketing

Pictured | **Vishal Bindroo, PhD** | *University of Central Florida, 2009* | Chair of Business Law, Management, and Marketing; and Associate Professor of Marketing

Marketing

Vishal Bindroo, PhD | Area Chair
Administration Building 204D | (574) 520-4294

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 with a Concentration in Marketing >>
- Minor in Marketing for Business Majors >>
- Minor in Marketing for Non-Business Majors >>

Bachelor of Science in Business with a Concentration in Marketing

Pictured | **Dao Xayyavongsa** | *Bachelor o Science in Business, Marketing* | Wakarusa, Indiana (hometown)

Bachelor of Science in Business with a Concentration in 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.

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Degree Requirements

Degree Plan >>

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- Judd Leighton School of Business and Economics Campuswide General Education Curriculum (33 cr.)
- Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (51 cr.)
- Concentration Requirements (18 cr.)
- Electives (18 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 3 credit hours, unless otherwise noted.

Concentration Requirements (18 cr.)

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 (18 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

Minor in Marketing for Business Majors

Pictured |

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.

- 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.
- All courses are 3 credit hours, unless otherwise noted.

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Final responsibility for meeting degree requirements rests with the student.

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Requirements (9 cr.)

Select one of the following:

- BUS-M 401 International Marketing
- BUS-M 405 Consumer Behavior
- BUS-M 415 Advertising and Integrated Marketing Communications

Select two of the following:

- BUS-M 303 Marketing Research
- BUS-M 418 Advertising Strategy
- BUS-M 419 Retail Strategy
- BUS-M 426 Sales Management
- BUS-M 450 Marketing Strategy

See also

- Bachelor of Science in Business with a Concentration in Marketing >>
- Minor in Marketing for Non-Business Majors >>

Minor in Marketing for Non-Business Majors

Pictured | **Leigha Jones** | *Bachelor of Fine Arts in Drawing and Painting; Bachelor of Fine Arts in Graphic Design / Minor in Marketing for Non-Majors* | La Porte, Indiana (hometown)
Honors Program

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.
- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

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Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Requirements (15 cr.)

- 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 with a Concentration in Marketing >>
- Minor in Business for Business Majors >>

Small Business and Entrepreneurship

Pictured | **Anurag Pant, PhD** | *The University of Kansas, 2006* | Chair of Business Law, Management, and Marketing; and Associate Professor of Marketing

Small Business and Entrepreneurship

Anurag Pant, PhD | Area Chair
Administration Bulding 203G | (574) 520-4293

About the Minor in Small Business and Entrepreneurship

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 an outside minor in small business and entrepreneurship.

Requirements

- Minor in Small Business and Entrepreneurship for Non-Business Majors >>

Minor in Small Business/Entrepreneurship

Pictured | **Joshua King** | Bachelor of *General Studies, Science and Mathematics / Minors in Earth and Space Science; and Entrepreneurship/Small Business* | Middlebury, 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.
- Students must attain a minimum cumulative grade point average of 2.0 (C) in all courses and not less than C in each course
- Courses may not be studied through an internship.
- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Requirements (15 cr.)

- 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

Minor in Business Analytics

Pictured | **Andrew Stull** | *Bachelor of Science in Business, Management Information Systems / Minor in Business Analytics* | North Liberty, Indiana (hometown)

Honors Program
Volunteer Activity | LoveWay, Inc.
Club Affiliation | Management Information Systems Club; National Society of Leadership and Success

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.
- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

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 (12 cr.)

- BUS-K 302 Introduction to Management Science
- BUS-K 353 Business Analytics and Modeling
- BUS-S 307 Data Management; OR
  BUS-S 435 Advanced Topics in Computer Information Systems

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

Minor in Leadership and Management for Non-Business Majors

Pictured | **Melissa Swanson** | *Bachelor of Arts in Communication Studies, Media, Society, and Culture / Minor in Leadership and Management***Honors Program**

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.
- All courses are 3 credit hours, unless otherwise noted.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Requirements (15 cr.)

- 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

Graduate Business Programs

Pictured | **Mohammad Merhi, PhD** | *University of Texas-Pan America, 2014* | Program Coordinator; and Professor of Decision Sciences

Graduate Business Programs

Administration Building 203C | (574) 520-4138 | gradbus@iu.edu | business.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

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Graduate Business Programs Information

Pictured | **Bernard Kulemeka** | *Master of Business Administration, Management and Administration Studies* | *BS, Biological Sciences, IU South Bend, 2000* | Blantyre, Malawi (hometown)
Volunteer Activities | Community Service Leader; Needs for Neighbors Food Pantry (Praise Fellowship SDA Church
Club Affiliation | Michiana Bicycle Asociation

Mission Statement

As the Judd Leighton School of Business and Economics:

We are the business school where learning is transformative for a diverse body of Michiana students supported by faculty and staff delivering high-quality and innovative academic programs.

We seek to be the preferred and widely-recognized supplier of business graduates for the Michiana region based on the quality and innovativeness of our programs.

We are producers of a wide-range of academic knowledge relevant to practitioners and academics.

We are the facilitator and primary support provider of economic growth in the Michiana region through meaningful engagement in business development activities.

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
- 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).
  Students can get a GMAT waiver if they qualify, rather than the 450 score.

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 15

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.

Master of Business Administration

Pictured | **Bernard Kulemeka** | *Master of Business Administration, Management and Administration Studies* | *BS, Biological Sciences, IU South Bend, 2000* | Blantyre, Malawi (hometown)
Volunteer Activities | Community Service Leader; Needs for Neighbors Food Pantry (Praise Fellowship SDA Church
Club Affiliation | Michiana Bicycle Asociation

Master of Business Administration

The Leighton School Master of Business Administration (MBA) is a 37.5 credit hour degree program with an optional 6-credit hour concentration in finance or marketing.

This program is accredited by AACSB International —the Association to Advance Collegiate Schools of Business, the world's leading business school accrediting organization.

The Leighton MBA program is offered in a hybrid format with a 50 percent face-to-face weekday evening sessions and 50 percent online. A minimum GMAT score of 450 is required. GMAT test waivers may be granted to students with significant executive work history. The flexibility and convenience of the Leighton MBA allows students to complete the program at their own pace, as well as manage career and family commitments.

Program Requirements (37.5 cr.)

- 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.
- A grade of "C" or higher must be earned in each course, along with a cumulative grade point average (CGPA) of 3.0, to successfully earn the MBA.
- All courses are 3.0 credit hours unless otherwise noted.

Foundation Courses (10.5 cr.)

- BUSB-A 501 Financial Accounting for Managers
  Can be waived by passing a placement examination
- BUSB-B 501 Communication Skills for Managers
  Not eligible for Fast-Track waiver or for exemption by passing a placement examination
- BUSB-D 501 Management of Marketing (1.5 cr.)
  Can be waived by passing a placement examination
- BUSB-D 505 Business Analytics I (1.5 cr.)
- BUSB-D 506 Business Analytics II (1.5 cr.)

Core Courses (27 cr.)

- BUSB-A 502 Managerial Economics
- BUSB-A 504 Information Technology for Managers (1.5 cr.)
- BUSB-B 503 Leadership and Change
- BUSB-C 502 Legal/Ethical Environment of Business
- BUSB-D 503 Operations Management (1.5 cr.)
- BUSB-F 503 Decision Making Tools in Accounting
- BUSB-F 530 International Finance
- BUSB-F 542 Strategic Financial Management
- BUSB-M 544 Managing Advertising and Sales Promotion

Capstone Experience

- BUSB-E 510 Business Policy; OR
  BUSB-F 514 Investment Management; OR
- BUSB-M 512 Marketing Strategy

Optional Concentrations (9 cr.)

Finance

- BUSB-F 514 Investment Management
- BUSB-F 517 Financial Markets and Institutions
- BUSB-F 520 Seminar in Business

Marketing

- BUSB-M 503 Applied Marketing Research
- BUSB-M 512 Marketing Strategies
- BUSB-M 594 Global Marketing Management

Graduate Certificate in Business

Pictured | **Kara Boyles** | *Graduate Certificate in Business* | PhD, University of Notre Dame, 2006; MBA, IU South Bend, 2023; MS, Bradley University, 1997; BS, Bradley University, 1996 | Peoria, Illinois (hometown)

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 (MBA).
- The GMAT is not required; however, an undergraduate GPA of 2.75 is required.
- A grade of “C” or higher must be earned in each course, along with a cumulative grade point CGPA of 3.0, to successfully earn the certificate
- All courses are 1.5 credit hours, unless otherwise noted.

Program Requirements (12 cr.)

- BUSB-A 501 Financial Accounting for Managers (3 cr.)
- BUSB-B 501 Communication Skills for Managers (3 cr.)
- BUSB-D 501 Management of Marketing
- BUSB-D 505 Business Analytics I
- BUSB-D 506 Business Analytics II
- One 1.5 credit hour course from the Core Program

School of Education

Pictured | **Anthony (Tony) Randles, PhD** | *North Dakota State University, 2012* | Assistant Dean; and Senior Lecturer in Health, Physical Education, and Recreation

School of Education

Anthony (Tony) Randles, PhD | Assistant Dean
Education and Arts Building 2227 | (574) 520-4693 |
education.iusb.edu

Faculty

- Assistant Dean | **Randles**
- Professors | **Larrier, Linton, Okrah**
- Associate Professors | **Campbell, H. Davis, Holm**
- Assistant Professor | **Hanus, Sargent**
- Teaching Professors | **Beauchamp, K. Sullivan**
- Senior Lecturer | **Randles**
- Lecturer | **Hequembourg, Kelleybrew**
- Faculty Emeriti | **Alexander, Bailey, Calvin, K. Clark, Cress, DuVall, Isaacson, L. James, Leggett, Mettetal, Parelius, Peterson, Ruff, Sheridan, R.L. Smith, Urbach**
- Director of Recruitment and Retention | **Murillo**
- Undergraduate Academic Advisors | **Ogden, D. Sanders**
- Director of Student Teaching and Clinical Practice/ Licensing Officer | **Harley**
- Director of the Center for Global Education | **Okrah**
- Associate Director for Program Review and Accreditation | **Benjamin**

Division of Curriculum, Leadership, and Instruction

The Division encompasses areas of teaching, including Elementary, Secondary, and Special Education.

Division of Counseling, Human Services, and Wellness

Course Descriptions

Education EDUC

Graduate Education >>

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Information

Pictured | **Melissa Goodrich** | *Bachelor of General Studies, Arts and Humanities / Minors in Foundations of Education and History* | South Bend, Indiana (hometown)

Mission

The School of Education prepares individuals to become professional teachers, counselors, school leaders, and advocates for their professions in a pluralistic society

Our dedicated faculty and staff value and promote diversity and inclusion. We prepare highly-skilled teachers, counselors, specialists, and leaders to meet the needs of our local and global communities. The School of Education enhances the quality of life of students and the community through collaborative, innovative, and accessible education in teaching, counseling, and leadership.

In our undergraduate, graduate and certificate programs, students become analytical, competent, ethical, reflective, advanced practitioners, and leaders in school, mental health, and community settings that support research, life-long learning, and engaged citizenship.

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 Division of Curriculum, Leadership, and Instruction 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 Division of Counseling, Human Services, and Wellness offers degrees in counseling with two specialty tracks in school counseling and clinical mental health 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:
- exceptional needs
- early childhood
- English language 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 the following concentration:

- 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; and addiction counseling

Educational Leadership

- Prepares candidates to become principals and superintendents 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, 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 near the completion of their education foundation courses and approach Checkpoint One, they must submit a disposition evaluation. Faculty review these evaluations to ensure candidates meet the necessary standards for admission into the Teacher Education Program, which includes maintaining a CGPA of 2.75

Education Advising Office

Academic Advising and Program Planning

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, 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 the online licensing system called "License Verification and Information System" (LVIS). Instructions for completing an online application and payment will be posted on the state's website at license.doe.in.gov/.

Career Placement Information

Personnel in the Education Advising Office advise candidates concerning subject areas and concentrations most in demand by employers. Education candidates are encouraged to seek placement information and service from the IU South Bend Office of Career Services, located in the Administration Building.

Office of 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 in the Education and Arts Suite.

School of Education Policies

Pictured | **Maria Guillen** | *Bachelor of Science in Education, Secondary Education, Spanish* | Maturin, Venezuela (hometown)
Honors Program

School of Education Policies

Email Communication

Electronic mail (email) 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 email address does not absolve the candidate from knowing and complying with the content of the official communication. It is recommended that candidates check email messages at least once daily. The university provides a simple mechanism for candidates to forward email from the official university email address to another email address of the candidate's choice. However, candidates who choose to have email forwarded to another email address do so at their own risk.

Required Grades and Grade Point Average

In order to be a candidate in good standing at IU South Bend, candidates must earn a cumulative grade point average of 2.0. However, to be admitted into the Teacher Education Program candidates must have a cumulative grade point average of 2.75 and earn a C or higher in every required course. If a candidate earns a grade of C– or lower in a required course, the course must be retaken until a grade of C is earned. Candidates must also have a grade point average of 2.5 in their 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.

Candidates must maintain a cumulative grade point average of 2.75 or better once admitted to the Teacher Education Program. A cumulative grade point average of 2.75 or better is required for graduation.

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.

Laptop Requirements

Students are required to purchase a laptop when registering for EDUC-W 200. Please contact your advisor for specific information.

Required Praxis Content and Pedagogy Tests

Candidates seeking a teacher license are required to achieve passing scores on required Praxis Content and Pedagogy examinations. For more information regarding Indiana licensure requirements, visit the Office of Educator Effectiveness and Licensing on the Indiana Department of Education website.

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:

- plagiarism.iu.edu/tutorials/index.html
- students.iusb.edu/student-support-services/office-of-student-conduct/index.html

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.

Probation, Dismissal, Reinstatement Before Admission

Pictured | **Alissa Aders** | *Bachelor of Science in Education, Elementary Education, Psychology* | Mishawaka, Indiana (hometown)

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 | **Megan VanSickle** | *Bachelor of Science in Education, Elementary Education* | Mishawaka, 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.

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.

Accreditation and Standards

Pictured | **Mackenzie Moosbrugger** | *Bachelor of Arts in Biological Science / Minor in Foundations of Education* | Union, Michigan (hometown)

Accreditation and Standards

Accreditation

The School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Indiana Department of Education Division of Professional Standards through 2027.

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 incorporate the standards set by Specialized Professional Associations (SPA). SPAs are national organizations of teachers, professional education faculty, and other school professionals.

Standards

Programs in the School of Education are aligned with a variety of national and state standards. Candidates must demonstrate that they have the knowledge, skills, and dispositions associated with appropriate standards related to their major.

Monitoring of Candidate Progress toward Meeting Standards at Critical Checkpoints

In addition to reviewing grades and cumulative grade point averages, candidate progress is monitored carefully at three critical checkpoints. At these checkpoints, candidates are required to submit designated artifacts aligned with state and national standards. These artifacts are reviewed by faculty to determine if the candidate is meeting the standards or making progress towards meeting them.

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 >>

Checkpoint One

Pictured | **Eve Mathews** | *Bachelor of Science in Education, Elementary Education, English as a New Language* | Granger, Indiana (hometown)
Club Affiliation | International Students Club

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 311 Creating Learning Environments
- EDUC-M 314 General Methods for Senior High–Junior High/Middle School Teachers

Candidates must complete specific courses according to major, have a 2.75 CGPA, and 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.)

If candidates successfully complete the Checkpoint One requirements, they are admitted into the Teacher Education Program. Candidates who do not successfully complete Checkpoint One will be advised about a remedial plan.

All required courses must be completed with grades of C or better in order to be admitted to the Teacher Education Program. Courses vary according to major.

Admission to TEP: Elementary Education Majors

Elementary education majors must complete the following foundations courses prior to admission to the TEP and prior to taking other foundations courses.

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 Teaching with Technology

After the above courses are completed, 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 Creating Learning Environments
- 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.)

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 Teaching with Technology

After the above courses are completed, 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

Secondary education majors must also complete other designated courses and earn a grad 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 Teaching with Technology

After completing the Foundations I, 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 311 Creating Learning Environments; OR EDUC M 314 General Methods for Senior High/ Junior High/Middle School Teachers

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 | **Cassee Berger** | *Bachelor of Science in Education, Special Education, Early Childhood* | South Bend, 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 disposition forms, and a cumulative GPA of 2.75.

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. Assignments will include unit plans and lessons, analysis of assessment data, and disposition forms from field experiences. Candidates who have questions about Checkpoint Two should speak with an education advisor, or their secondary education course instructors.

Special Education Majors

Candidates will be required to upload documents and artifacts for Checkpoint Two. Special Education students will be informed about the process for uploading documents during their professional education courses.

Assignments will include lesson plans, analysis of assessment data, a cumulative GPA of 2.75, and artifacts from field experiences.

Critical Checkpoint 1 >>
Critical Checkpoint 3 >>

Checkpoint Three
Pictured | **Sarah Sass** | *Bachelor of Science in Education, Elementary Education, Early Childhood / Minor in History* | New Carlisle, 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 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. Elementary Education Majors must maintain a cumulative GPA of 2.75.

Secondary Education Majors
Secondary education majors are required to upload documents and artifacts from their student teaching experiences 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. Secondary Education Majors must maintain a cumulative GPA of 2.75.

Special Education Majors
Special education majors are required to upload documents and artifacts from their student teaching 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 maintain a cumulative GPA of 2.75.

Teaching License
Once students have completed their program, they must successfully pass all state required content and pedagogy examinations for their teaching areas in order to be licensed in the State of Indiana

Critical Checkpoint 1 >>
Critical Checkpoint 2 >>

Student Teaching Policies
Pictured | **Ashley Ekdahl** | *Bachelor of Science in Education, Elementary Education, Psychology / Minor in Psychology* | 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)
- 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).
- Resolve all Incomplete (I) courses by the end of the semester prior to the student teaching experience. Course grades must meet the above standards.
- 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.
- 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.
- The semester prior to student teaching, the Director of Student Teaching and Clinical Practice will meet with teacher candidates to explain student teaching requirements and the student teaching application process. The student teaching application deadline will be given during the meeting.
- 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.
- 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.
- Candidates will select faculty members to complete a Dispositions Assessment as a recommendation for student teaching.
- Attend a student teaching Pairs Workshop/ Orientation session prior to beginning in student teaching. Notifications of these sessions will be disseminated to teacher candidates via their IU email address.
- 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.
- 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.
- Candidates wishing to pursue student teaching through a study abroad program must visit the Global Gateway for Teachers website at https://education.indiana.edu/programs/global-gateway/index.html.

It is the candidate's responsibility to complete forms accurately. If it is discovered that a candidate did not provide accurate information and is placed in a school where one of the above limitations applies, the individual may be removed from the student teaching assignment.

To ensure that the student teaching office has accurate information, candidates must notify the director of student teaching and clinical practice via e-mail if any changes (name, address, phone number, etc.) occur between the time of application and the start of student teaching.

Removal from Student Teaching, Practicum Experiences, and Internships

In conjunction with the 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.

Counseling and Human Services and Wellness

Counseling, Human Services, and Wellness

Education Advising Office | Education and Arts 2200
(574) 520-4845 | education.iusb.edu

About the Department of Counseling, Human Services, and Wellness

The Department of Counseling, Human Services, and Wellness 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, and Addiction 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.

Mission

The mission of the IU South Bend Counseling, Human Services, and Wellness 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
- Minor in Coaching

Graduate Degrees Offered

- Master of Science in Education/Clinical Mental Health Counseling
- Master of Science in Education/School Counseling
- Education Specialist in School Psychology *(Collaborative Online Degree Program)*

Certificate Offered

- Graduate Certificate in Alcohol and Drug Counseling *(Collaborative Online Degree Program)*

Licensure Patches

- School Counseling Licensure Patch
- Mental Health Counseling Licensure Patch
- Licensed Clinical Addiction Counselor Patch
- State Counseling Licensure Transfer Patch

Master of Science in Education/Clinical Mental Health Counseling

Pictured | **Janee Carlile** | *Master of Science in Education, Clinical Mental Health Counseling* | Bachelor of General Studies, Indiana University South Bend, 2013 | Granger, Indiana (hometown)
Professional Internships | University of Notre Dame, University Counseling Center; Cornerstone Family Therapy
Volunteer Activity | Leadership South Bend–Mishawaka (Board of Directors); Mental Health Awareness of Michiana (Pro-Bono Counseling Project)

Master of Science in Education/Clinical Mental Health Counseling

The Master of Science in Education/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.

Upon completing this program, graduates will be eligible to apply for licensure as mental health counselors in Indiana and be equipped to work in various 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.

For priority consideration, the full application is due February 15. Additional consideration of applications will occur March 15.

For more information, contact the Education Advising office at edschool@iu.edu.

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 522 Counseling Techniques
- EDUC-G 523 Laboratory Counseling and Guidance
- EDUC-G 563 Mental Health Counseling
- EDUC-G 575 Multicultural Counseling
- EDUC-P 514 Life Span Development: Birth to Death

Second Year Courses (18 cr.)

- EDUC-G 505 Individual Appraisal: Principles and Procedures
- EDUC-G 515 Etiology, Diagnosis, and Treatment of Mental Health Disorders
- EDUC-G 524 Practicum in Counseling
- EDUC-G 532 Introduction to Group Counseling
- EDUC-G 567 Marriage and Family Counseling
- EDUC-G 592 Seminar in Drug and Alcohol Abuse Prevention

Third Year Courses (18 cr.)

- EDUC-G 507 Lifestyle and Career Development
- EDUC-G 517 Crisis and Trauma Counseling
- 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

Final Summer (6 cr.)

- EDUC-G 570 Human Sexuality
- EDUG-G 596 Counseling Supervision

Master of Science in Education/School Counseling

Pictured | **Ana Fernanda Aguirre** | *Master of Science in Education, School Counseling* | Bachelor of Arts in Psychology, Purdue University, 2018 | Logansport, Indiana (hometown)
Professional Experience | Educational Diagnostician, Logansport Special Services (Logansport, Indiana)
Volunteer Activity | Logansport High School Diversity Club volunteer

Master of Science in Education/School Counseling

The Master of Science in Education/School Counseling consists of 60 credit hours of graduate study.

Upon completing this program, graduates will be eligible to apply for licensure as professional school counselors in Indiana and will be prepared to work in school settings 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.

Application deadline is April 1; program starts in May. For priority consideration, the full application is due February 15. Additional consideration of applications will occur March 15.

Interview and Orientation Day is the fourth Friday of March.

For more information, contact the Education Advising office at edschool@iu.edu.

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 522 Counseling Techniques
- EDUC-G 523 Laboratory Counseling and Guidance
- EDUC-G 562 School Counseling
- EDUC-G 575 Multicultural Counseling
- EDUC-P 514 Lifes Span Development: Birth-Death

Second Year Courses (18 cr.)

- EDUC-G 505 Individual Appraisal: Principles and Procedures
- EDUC-G 515 Etiology, Diagnosis, and Treatment of Mental Health Disorders
- EDUC-G 524 Practicum in Counseling
- EDUC-G 532 Introduction to Group Counseling
- EDUC-G 567 Marriage and Family Counseling
- EDUC-G 592 Seminar in Drug and Alcohol Abuse Prevention

Third Year Courses (18 cr.)

- EDUC-G 507 Lifestyle and Career Development

- EDUC-G 517 Crisis and Trauma Counseling
- EDUC-G 542 Organization and Development of Counseling Programs
- EDUC-G 550 Internship in Counseling
  Fall and spring semesters
- EDUC-G 590 Research in Counseling and Guidance

Final Summer (6 cr.)

- EDUC-G 516 Understanding Child and Adolescent Behavioral Disorders
- EDUC-G 570 Human Sexuality

Minor in Coaching Education

Minor in Coaching Education

The undergraduate coaching minor prepares student to coach student-athletes from pre-k though college. Our minor in coaching, offered by the Health, Physical Education and Education (HPER) Department is based on the national standards for athletic coaches developed by the National Association of Sports and Physical Education (NASPE).

After completing the minor in coaching, students will secure the following national coaching certifications from the National Federation of State High School Associations (NFHS):

- NHFS Coach Level 2
- NFHS Prevention of Concussion in Sport
- NFHS Heat and Hydration Certification
- NFHS Student Mental Health and Suicide Prevention
- NFHS Protecting Students from Abuse
- NFHS Sudden Cardiac Arrest

This undergraduate minor program is intended for students in degree programs who wish to add a coaching specialty to their studies.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Requirements

The Minor in Coaching Education requires:

- Successful completion of 15-15.5 credit hours
- Minimum Cumulative (Minor) GPA of 2.0
- Minimum grade of C- in each minor course
- Each course is 3 credit hours, unless otherwise stated

Required Core Courses (12 cr.)

- HPER-A 483 Principles of Sports Officiating (1 cr.)
- HPER-H 312 Coaching
- HPER-P 447 Special Problems in Physical Education and Athletics
- HPER-P 450 Organizational and Psychological Foundations of Coaching
- HPER-P 498 Practicum in Physical Education and Athletic (2 cr.)

Select one of the following (2 cr.)

- HPER-P 323 Teaching of Individual and Dual Sports (2 cr.)
- HPER-P 325 Teaching of Team Sports (2 cr.)

Select one of the following (1-1.5 cr.)

- HPER-A 362 Coaching of Basketball (1 cr.)
- HPER-A 363 Coaching of Baseball (1 cr.)
- HPER-A 364 Coaching of Track and Field (1 cr.)
- HPER-A 365 Coaching of Wrestling (1 cr.)
- HPER-A 370 Coaching of Soccer (1 cr.)
- HPER-A 371 Coaching of Volleyball (1 cr.)
- HPER-A 372 Coaching of Softball (1.5 cr.)

Minor in Counseling and Human Services

Pictured | **Corey Vermillion** | *Bachelor of Arts in Psychology / Minor in Counseling and Human Services* | Plymouth, Indiana (hometown)

Honors Program
Club Affiliations | National Society of Leadership and Success; Archery Club (vice president)

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.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

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

Counseling Licensure Patches

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 licenses 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 email edschool@iu.edu or call (574) 520-4208. You can also feel free to contact specific program faculty with questions about counseling and our curriculum.

Bulletins

Division of Curriculum, Leadership and Instruction

The Division encompasses areas of teaching, including Elementary, Secondary, and Special Education.

Elementary Education

- The Bachelor of Science in Education in Elementary Education 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.
- Bachelor of Science in Education in Elementary Education—TSAP
- The Master of Science in Education 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. In each of two summers, graduate students will meet on campus to explore topics in education in a seminar of readings and discussions 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 classroom

Secondary Education

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, Economics, Government/Citizenship, and/or Psychology), and World Languages (French, German, and Spanish).

- Bachelor of Science in Education, Secondary Education
- Biology | Biology TSAP | Chemistry | Chemistry TSAP | Computer Science | Earth and Space Science | English/Language Arts | English TSAP | Mathematics | Physical Science | Physics | Social Studies | Social Studies TSAP

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.

- Master of Science in Education
- Secondary Education Transition to Teaching Licensure Program

Foundations of Education

- Minor in Foundations of Education

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 Council for the Accreditation of Educator Preparation (CAEP) , 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.

- Bachelor of Science in Education in Special Education
- Bachelor of Science in Education in Special Education—TSAP
- Master of Arts in Teaching, Special Education in P-12 Special Education, Mild Interventions

Licensure Program

- P-12 Building Licensure Program

Elementary Education Special Education

Department of Elementary Education Special Education

Education Advising Office | Education and Arts 2200 | (574) 520-4845 | education.iusb.edu

About the Department of Elementary Education Special Education

The Department of Elementary Education Special Education comprises undergraduate and graduate programs leading to licensure in Elementary and Special Education. It also includes Transition-to-Teaching programs at the Elementary, stand-alone or embedded licensure programs for teaching English Language Learners, Early Childhood Education, and Intense Intervention.

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 in Elementary Education
- Master of Science in Education (Unified Track: Elementary Education and Secondary Education with Reading and English Learners Focus)

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 Council for the Accreditation of Educator Preparation (CAEP) , 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.

- Bachelor of Science in Education in Special Education
- Master of Arts in Teaching, Special Education in P-12 Special Education, Mild Interventions

Bachelor of Science in Education/Elementary Education, General Education Requirements

Pictured | **Olivia Carney** | *Bachelor of Science in Education, Elementary Education / Early Childhood* | La Porte, Indiana (hometown)

Bachelor of Science in Education/Elementary Education

General Education and Common Degree Requirements

Fundamental Literacies

- Writing | ENG-W 131 Reading, Writing, and Inquiry I
- 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.)
- Quantitative Reasoning | MATH-T 102 Mathematics for Elementary Teachers II
- Critical Thinking | ENG-W 270 Argumentative Writing

Common Core Courses

- Arts, Aesthetics, and Creativity | EDUC-A 190 Teaching About the Arts
- Human Behavior and Social Institutions | EDUC-P 250 General Educational Psychology
- Literary and Intellectual Traditions
- The Natural World | BIOL-N 190 The Natural World VT: Biology for Elementary Teachers

Contemporary Social Values

- Global Cultures | HIST-H 101 The World in the Twentieth Century I
- Diversity in United States Society | EDUC-H 340 Education and American Culture

Extended Literacies

- Computer Literacy | EDUC-W 200 Using Computers in Education

Bachelor of Science in Education/Elementary

Pictured | **Sarah Sass** | *Bachelor of Science in Education, Elementary Education, Early Childhood / Minor in History* | New Carlisle, Indiana (hometown)

Bachelor of Science in Education / Elementary Education

The IU South Bend School of Education offers a Bachelor of Science in Education/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 sixth 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.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

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 (33 cr.) | To include
- Fundamental Literacies
- **Writing** | ENG-W 131
- **Oral Communication** | EDUC-F 201 and EDUC-F 202
- **Quantitative Reasoning** | MATH-T 102
- **Critical Thinking** | ENG-W 270
- Common Core
- **Art, Aesthetics, and Creativity** | EDUC-A 190
- **Human Behavior and Social Institutions** | EDUC-P 250
- **The Natural World** | BIOL-N 190
- **Global Cultures** | HIST-H 101
- Contemporary Social Values
- **Diversity in United States Society** | EDUC-H 340
- Extended Literacies

- **Computer Literacy** | EDUC-W 200

- Professional Education Requirements (63 cr.)
- Student Teaching Requirements (7-12 cr.)
- Concentration Requirements (12-17 cr.)

- To be admitted into the Teacher Education Program, students must have an overall GPA of 2.75 and satisfactory professional disposition evaluations.
- Students must successfully complete BIOL-N 190, EDUC-F 201, EDUC-F 202, EDUC-H 340, EDUC-K 205, EDUC-M 311, EDUC-P 250, EDUC-Q 200, EDUC-W 200, ENG-W 131, MATH-M 101, MATH-M 102 with a grade of C or above.
- All courses are 3 credits, unless otherwise noted.

Professional Education Requirements (63 cr.)

- COAS-Q 110 Introduction to Information Literacy (1 cr.)
  Fulfills Additional Requirements: Information Literacy requirement
- 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 449 Trade Books and the Teacher
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-K 305 Teaching the Exceptional Learner in the Elementary School
- EDUC-K 452 Classroom Management
- EDUC-M 201 Laboratory/Field Experience (2 cr.)
- EDUC-M 301 Laboratory/Field Experience (2 cr.)
- EDUC-M 311 Creating Learning Environments
- EDUC-M 359 Health and Wellness for Teachers (2 cr.)
- EDUC-M 401 Laboratory/Field Experience (2 cr.)
- EDUC-Q 200 Introduction to Scientific Inquiry
- GEOL-N 190 The Natural World
  VT: Earth and Space Science
- HIST-H 105 American History I
- MATH-T 101 Mathematics for Elementary Teachers I
- MATH-T 103 Mathematics for Elementary Teachers III
- PHYS-T 105 Physical Science for Elementary Teachers
- PSY-P 316 Psychology of Childhood and Adolescence

Student Teaching Requirements (7-12 cr.)

- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 425 Student Teaching: Elementary (5-10 cr.)

Concentration Requirements (12-17 cr.)

Elementary education candidates are expected to complete courses leading to a concentration. Currently, candidates can complete a concentration/minor in Early Childhood Education, English Language Learners, and Special Education.

Select one of the following concentrations:

Early Childhood Education (ECE with Certification) (12 cr.)

- EDUC-E 317 Practicum in Early Childhood Education
- 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

English Language Learners (ENL with Certification) (15 cr.)

- 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

Special Education (SPED with Certification) (15 cr.)

- EDUC-K 343 Introduction to Behavior and Classroom Management
- 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 Language and Learning Characteristics of Students with Mild to Moderate Disabilities
- EDUC-K 480 Student Teaching in Special Education

Secondary Education and Foundations Education

Department of Secondary Education and Foundations Education

Education Advising Office | Education and Arts 2200 | (574) 520-4845 | education.iusb.edu

About the Department of Secondary Education and Foundations Education

The Department of Secondary Education and Foundations Education comprises undergraduate and graduate programs leading to licensure in Secondary Education and Foundations Education. It also includes Transition-to-Teaching programs at the Secondary levels; stand-alone or embedded licensure programs for teaching English Language Learners and the Foundations of Education minor for students interested in exploring education as a discipline without pursuing a license to teach.

Candidates at both the undergraduate and graduate level may seek licensure in the following content areas:

Undergraduate Degree Offered

- Bachelor of Science in Education
- Biology
- Chemistry
- Computer Science
- Earth and Space Science
- English/Language Arts
- Life Science (Biology)
- Mathematics
- Physical Science
- Physics
- Social Studies (including Historical Perspectives, Economics, Government/Citizenship,Psychology, or Sociology)

Minor Offered

- Minor in Foundations of Education

Graduate Degrees and Programs Offered

The Masters of Science in Education 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.

- Master of Science in Education
- Master of Science in Education, Technology for Learning *(Collaborative Online Degree Program)*
- Master of Science in Education, Teaching, Learning, and Curriculum *(Collaborative Online Degree Program)*
- Transition to Teaching Licensure Program

Secondary Education General Education Requirements

Pictured | **Elizabeth Hambruch** | *Bachelor of Science in Education, Secondary Education, English/Language Arts* | South Bend, Indiana (hometown)
Volunteer Activities | Food Bank of Northern Indiana; St. Mark Missionary Church
Club Affiliations | Teacher's Assistant; Undergraduate research on Empathy for a Peaceable Project

Secondary Education

General Education Requirements

Fundamental Literacies (12 cr.)

- Writing | ENG-W 131 Reading, Writing, and Inquiry I
- 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.)
- Quantitative Reasoning
- MATH-T 111 Mathematics in the World; OR MATH-M 118 Finite Mathematics; OR See Degree Requirements
- Critical Thinking | ENG-W 270 Argumentative Writing

Common Core (12 cr.)

- Art Aesthetics and Creativity
- Human Behavior and Social Institutions | EDUC-P 250 General Educational Psychology
- Literary and Intellectual Traditions
- The Natural World; OR See Degree Requirements

Contemporary Social Values (6 cr.)

- Global Cultures | EDUC-E 201 Multicultural and Global Awareness
- Diversity in United States Society | EDUC-H 340 Education and American Culture

Extended Literacies (3 cr.)

- Computer Literacy | EDUC-W 200 Using Computers in Education

Bachelor of Science in Secondary Education

Pictured | **Kathleen Coates** | *Bachelor of Science in Education, Secondary Education, English* | Elkhart, 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
- Computer Science
- Earth-Space Science
- Life Science/Biology
- Physical Science
- Physics
- Social Studies (candidates must select Historical Perspectives and one additional area from the following four options)
- Economics
- Government and Citizenship
- Psychology
- Sociology

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 (BS) 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 Undergraduate Advising to speak with an undergraduate advisor. For general program information, candidates may also request to speak with the department chair.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

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.

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.

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.

Bachelor of Science in Education/Chemistry

Pictured | **Triston Bell** | *Bachelor of Science in Education, Secondary Education* | Goshen, Indiana (hometown)

Bachelor of Science in Education/Chemistry

The Bachelor of Science in Education with a specialization 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).

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements

Current students can view their degree pathway in Stellic >>

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 (33 cr.) to include:
- Fundamental Literacies
- **Writing** | ENG-W 131
- **Oral Communication** | EDUC-F 201 and EDUC-F 202
- **Quantitative Reasoning** | MATH-M 215
- **Critical Thinking** | ENG-W 270
- Common Core
- **Human Behavior and Social Institutions** | EDUC-P 250
- Contemporary Social Values
- **Global Cultures** | EDUC-E 201
- **Diversity in United States Society** | EDUC-H 340
- Extended Literacies
- **Computer Literacy** | EDUC-W 200
- Major Professional Requirements (24 cr.)
- Student Teaching Requirements (12 cr.)
- Chemistry Content Requirements (49 cr.)
- Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)

- To be admitted into the Teacher Education Program (TEP), students must have an overall GPA of 2.75 and satisfactory professional disposition evaluations.
- Students must also have successfully completed EDUC-F 201/202, EDUC-H 340, EDUC-M 314, EDUC-P 250, ENG-W 131, and MATH-M 215 with a grade of C or above in each class.
- All courses are 3 credit hours, unless otherwise noted.

Major Professional Requirements (24 cr.)

- COAS-Q 110 Introduction to Information Literacy (1 cr.)
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 314 General Methods for Senior High/ Junior High/Middle School Teachers
- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 446 Methods of Teaching Senior/Junior High/Middle School Science
- EDUC-M 464 Methods of Teaching Reading
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management

Student Teaching Requirements (12 cr.)

- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)

Chemistry Content Requirements (49 cr.)

- 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 Physical Chemistry of Bulk Matter
- CHEM-C 430 Inorganic Chemistry
- CHEM-C 484 Biomolecules and Catabolism
- MATH-M 215 Calculus I (5 cr.)
  2 credits apply toward Major Concentration; 3 credits apply toward General Education Curriculum
- MATH-M 216 Calculus II (5 cr.)
- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)

Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)

- Any approved HPER courses (2 cr.)

Bachelor of Science in Education/Computer Science

Bachelor of Science in Education/Computer Science

The Bachelor of Science in Education with a specialization in Computer Science Education prepares graduates to teach a broad range of computer science courses in grades 5-12. The program will be oriented toward the development and pedagogical computer and technology education 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) or from the Indiana Department of Education.

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 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

Current students can view their degree pathway in Stellic >>

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 (33 cr.) to include:
- Fundamental Literacies
- **Writing** | ENG-W 131
- **Oral Communication** | EDUC-F 201 and EDUC-F 202
- **Quantitative Reasoning** | MATH-M 118
- **Critical Thinking** | ENG-W 270
- Common Core
- **Human Behavior and Social Institutions** | EDUC-P 250
- Contemporary Social Values
- **Global Cultures** | EDUC-E 201
- **Diversity in United States Society** | EDUC-H 340
- Extended Literacies
- **Computer Literacy** | EDUC-W 200
- Major Professional Requirements (24 cr.)
- Student Teaching Requirements (12 cr.)
- Computer Science Content Requirements (34 cr.)
- Computer Science/Informatics Electives (9 cr.)
- Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)
- Electives (6 cr.)

- To be admitted into the Teacher Education Program (TEP), students must have an overall GPA of 2.75 and satisfactory professional disposition evaluations.
- Students must also have successfully completed EDUC-F 201/202, EDUC-H 340, EDUC-M 314, EDUC-P 250, ENG-W 131, and MATH-M 118 with a grade of C or above in each class.
- All courses are 3 credit hours, unless otherwise noted.

Major Professional Requirements (24 cr.)

- COAS-Q 110 Introduction to Information Literacy (1 cr.)
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 314 General Methods for Senior High/ Junior High/Middle School Teachers
- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 465 Methods of Teaching Senior/Junior High/Middle School Computer Science
- EDUC-M 464 Methods of Teaching Reading
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management

Student Teaching Requirements (12 cr.)

- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)

Computer Science Content Requirements (34 cr.)

- CSCI-A 106 Introduction to Computing
- 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 201 Computer Programming II (4 cr.)
- CSCI-C 308 System Analysis and Design (4 cr.)
- INFO-I 202 Social Informatics
- INFO-I 213 Website Design and Development
- INFO-I 308 Information Representation
- Any 300–Level Statistics

Computer Science/Informatics Electives (9 cr.)

- Elective 1
- Elective 2
- Elective 3

Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)

- Any approved HPER courses (2 cr.)

Elective Requirement (6 cr.)

- The Secondary Education Computer Science major requires six elective credits. Please see your advisor regarding approved electives.

Bachelor of Science in Education/Earth and Space Science

Pictured | **Michael Hefner** | *Bachelor of Science in Education, Secondary Education, Earth and Space Science* | Etna Green, Indiana (hometown)
Volunteer Activity | Impact Ministries; YMCA Camp Crosley

Club Affiliation | Michiana Gem and Mineral Society

Bachelor of Science in Education/Earth and Space Science

The Bachelor of Science in Education with a specialization 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

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Science in Education, Secondary Education (Earth–Science) must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33 cr.) to include:
- Fundamental Literacies
- **Writing** | ENG-W 131
- **Oral Communication** | EDUC-F 201 and EDUC-F 202
- **Quantitative Reasoning** | MATH-M 126
- **Critical Thinking** | ENG-W 270
- Common Core
- **Human Behavior and Social Institutions** | EDUC-P 250 |
- **The Natural World** | AST-N 190 VT: Worlds Outside Our Own
- Contemporary Social Values
- **Global Cultures** | EDUC-E 201
- **Diversity in United States Society** | EDUC-H 340
- Extended Literacies
- **Computer Literacy** | EDUC-W 200
- Major Professional Requirements (24 cr.)
- Student Teaching Requirements (12 cr.)
- Earth-Space Science Content Requirements (49 cr.)
- Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)

- To be admitted into the Teacher Education Program (TEP), students must have an overall GPA of 2.75 and satisfactory professional disposition evaluations.
- Students must also have successfully completed EDUC-F 201/202, EDUC-H 340, EDUC-M 314, EDUC-P 250, ENG-W 131, and MATH-M 126 with a grade of C or above in each class.
- All courses are 3 credit hours, unless otherwise noted.

Major Professional Requirements (24 cr.)

- COAS-Q 110 Introduction to Information Literacy (1 cr.)
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 314 General Methods for Senior High/ Junior High/Middle School Teachers
- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 446 Methods of Teaching Senior/Junior High/Middle School Science
- EDUC-M 464 Methods of Teaching Reading
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management

Student Teaching Requirements (12 cr.)

- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)

Earth–Space Science Content Requirements (49 cr.)

- AST-N 190 The Natural World
  VT: Our Place in the Universe
- 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.)
- GEOL-G 111 Physical Geology
- GEOL-G 112 Historical Geology
- GEOL-G 210 Oceanography
- GEOL-G 219 Meteorology
- MATH-M 125 Pre-Calculus Mathematics
- PHYS-P 201 General Physics 1 (5 cr.)
- PHYS-P 202 General Physics 2 (5 cr.)

Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)

- Any approved HPER courses (2 cr.)

Bachelor of Science in Education/English

Pictured | **Madison Joseph** | *Bachelor of Science in Education, English / Minor in Theatre and Drama* | Plymouth, Indiana (hometown)

Bachelor of Science in Education/English

The English/Language Arts Education BSED–TSAP program (59 credit hours at IU South Bend) is designed specifically for Ivy Tech graduates transferring to IU South Bend with an Associate of Science in Secondary Education: English TSAP degree (61 transfer credits).

The Bachelor of Science in Education with a specialization 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.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Science in Education, Secondary Education (English) must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33 cr.) to include:
- Fundamental Literacies
- **Writing** | ENG-W 131
- **Oral Communication** | EDUC-F 201 and EDUC-F 202
- **Quantitative Reasoning** | MATH-M 111 or MATH-M 118
- **Critical Thinking** | ENG-W 270
- Common Core
- **Human Behavior and Social Institutions** | EDUC-P 250
- Contemporary Social Values
- **Global Cultures** | EDUC-E 201
- **Diversity in United States Society** | EDUC-H 340
- Extended Literacies
- **Computer Literacy** | EDUC-W 200
- Major Professional Requirements (30 cr.)
- Student Teaching Requirements (12 cr.)
- English Content Requirements (36 cr.)
- Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)
- Electives (7 cr.)

- To be admitted into the Teacher Education Program (TEP), students must have an overall GPA of 2.75 and satisfactory professional disposition evaluations.
- Students must also have successfully completed EDUC-F 201/202, EDUC-H 340, EDUC-M 314, EDUC-P 250, ENG-W 131, and MATH-M 111 or MATH-M 118 with a grade of C or above in each class.
- All courses are 3 credit hours, unless otherwise noted.

Major Professional Requirements (30 cr.)

- COAS-Q 110 Introduction to Information Literacy (1 cr.)
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 314 General Methods for Senior High/ Junior High/Middle School Teachers
- EDUC-M 401 Laboratory/Field Experience (1 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-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

Student Teaching Requirements (12 cr.)

- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)

English Content Requirements (36 cr.)

- 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 379 American Ethnic and Minority Literature; OR
  ENG-W 367 Writing for Multiple Media
- ENG-L 382 Fiction of Non-Western World
- ENG-T 191 World Literary and Intellectual Traditions I
- ENG-W 206 Introduction to Creative Writing
- **Grouped Option 1: Early British Literature**
- ENG-E 301 Literatures in English to 1600; OR
  ENG-L 306 Middle English Literature

- **Grouped Option 2: Literatures in English**
- ENG-E 303 Literatures in English 1800-199; OR
  ENG-L 348 19th Century British Fiction
- **Grouped Option 3: Early American Literature**
- ENG-L 350 Early American Writing and Culture to 1800; OR
  ENG-L 351 American Literature 1800-1865; OR
  ENG-L 352 American Literature 1865-1914

Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)

- Any approved HPER courses (2 cr.)

Electives (7 cr.)

- The Secondary Education English major requires seven (7) elective credits. Please see your advisor regarding approved electives

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Bachelor of Science in Education/Life Science

Pictured | **Mackenzie Moosbrugger** | *Bachelor of Science in Education, Secondary Education, Biology* | Union, Michigan (hometown)

Bachelor of Science in Education/Life Science

The Bachelor of Science in Education with a specialization in Secondary Education Life Science 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

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements

Current students can view their degree pathway in Stellic >>

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 (33 cr.) to include
- MATH-M 215 Calculus I (3 credits apply toward General Education Curriculum; 2 credits apply toward Major Concentration)
  Fulfills Fundamental Literacies: Quantitative Reasoning requirement
- 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.)
  Fundamental Literacies: Oral Communication requirement
- Major Requirements (85-86 cr.)
- Free Electives (balance to equal the 120 credit degree requirement)

- 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, and EDUC-W 200 to be eligible to enroll in Foundations II courses.
- All courses are 3 credit hours, unless otherwise noted.

Major Requirements (85-86 cr.)

- BIOL-L 101 Introduction to Biological Sciences I (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
- BIOL-L 211 Molecular Biology
- BIOL-L 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
- COAS-Q 110 Introduction to Information Literacy (1 cr.)
  Fulfills Additional Requirements: Information Literacy requirement
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 314 General Methods for Senior High/ Junior High/Middle School Teachers
- 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
- HPER-X XXX Any approved courses (2 cr.)
- MATH-M 215 Calculus I (5 cr.)
  2 credits apply toward Major Concentration; 3 credits apply toward General Education Curriculum
- PHYS-P 201 General Physics 1 (5 cr.)

- Any Biology Lab course above the 200–level (2-3 cr.)

Bachelor of Science in Education/Mathematics
Pictured | **Robby Pope** | *Bachelor of Science in Education, Secondary Education, Mathematics* | South Bend, Indiana (hometown)

Bachelor of Science in Education/Mathematics

The Bachelor of Science in Education with a specialization 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

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements

Current students can view their degree pathway in Stellic >>

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 (33 cr.) to include:
- Fundamental Literacies
- **Writing** | ENG-W 131
- **Oral Communication** | EDUC-F 201 and EDUC-F 202
- **Quantitative Reasoning** | MATH-M 215
- **Critical Thinking** | ENG-W 270
- Common Core
- **Human Behavior and Social Institutions** | EDUC-P 250
- Contemporary Social Values
- **Global Cultures** | EDUC-E 201
- **Diversity in United States Society** | EDUC-H 340
- Extended Literacies
- **Computer Literacy** | EDUC-W 200
- Major Professional Requirements (24 cr.)
- Student Teaching Requirements (12 cr.)
- Math Content Requirements (44 cr.)
- Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)
- Electives (5 cr.)

- To be admitted into the Teacher Education Program (TEP), students must have an overall GPA of 2.75 and satisfactory professional disposition evaluations.
- Students must also have successfully completed EDUC-F 201, EDUC-F 202, EDUC-H 340, EDUC-M 314, EDUC-P 250, ENG-W 131, and MATH-M 215 with a grade of C or above in each class.
- All courses are 3 credit hours, unless otherwise noted.

Major Professional Requirements (24 cr.)

- COAS-Q 110 Introduction to Information Literacy (1 cr.)
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 314 General Methods for Senior High/ Junior High/Middle School Teachers
- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 457 Methods of Teaching Senior/Junior High/Middle School Mathematics
- EDUC-M 464 Methods of Teaching Reading
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management

Student Teaching Requirements (12 cr.)

- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)

Math Content Requirements (44 cr.)

- CSCI-B 100 Problem Solving Using Computers (4 cr.)
- MATH-M 215 Calculus I (5 cr.)
  2 credits apply toward Major Concentration; 3 credits apply toward General Education Curriculum
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 260 Combinatorial Counting and Probability
- MATH-M 261 Statistical Inferences
- MATH-M 301 Linear Algebra and Applications
- MATH-M 311 Calculus 3
- MATH-M 312 Calculus 4
- MATH-M 391 Introduction to Mathematical Reasoning
- MATH-M 403 Introduction to Modern Algebra I
- MATH-M 405 Number Theory
- 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

Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)

- Any approved HPER courses (2 cr.)

Elective Requirement (5 cr.)

- The Secondary Education Math major requires five elective credits. Please see your advisor regarding approved electives.

Bachelor of Science in Education/Physical Science

Pictured | **Sabrina Roney** | *Bachelor of Science in Education, Secondary Education, Language Arts* | Middlebury, Indiana (hometown)

Bachelor of Science in 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

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements

Current students can view their degree pathway in Stellic >>

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 (33 cr.) to include:
- Fundamental Literacies
- **Writing** | ENG-W 131
- **Oral Communication** | EDUC-F 201 and EDUC-F 202
- **Quantitative Reasoning** | MATH-M 215
- **Critical Thinking** | ENG-W 270
- Common Core
- **Human Behavior and Social Institutions** | EDUC-P 250
- Contemporary Social Values
- **Global Cultures** | EDUC-E 201
- **Diversity in United States Society** | EDUC-H 340
- Extended Literacies
- **Computer Literacy** | EDUC-W 200
- Major Professional Requirements (24 cr.)
- Student Teaching Requirements (12 cr.)
- Physical Science Content Requirements (49 cr.)
- Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)

- To be admitted into the Teacher Education Program (TEP), students must have an overall GPA of 2.75 and satisfactory professional disposition evaluations.
- Students must also have successfully completed EDUC-F 201/202, EDUC-H 340, EDUC-M 314, EDUC-P 250, ENG-W 131, and MATH-M 215 with a grade of C or above in each class.
- All courses are 3 credit hours, unless otherwise noted.

Major Professional Requirements (24 cr.)

- COAS-Q 110 Introduction to Information Literacy (1 cr.)
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 314 General Methods for Senior High/ Junior High/Middle School Teachers
- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 446 Methods of Teaching Senior/Junior High/Middle School Science
- EDUC-M 464 Methods of Teaching Reading
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management

Student Teaching Requirements (12 cr.)

- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)

Physical Science Content Requirements (49 cr.)

- 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
- MATH-M 215 Calculus I (5 cr.)
  2 credits apply toward Major Concentration; 3 credits apply toward General Education Curriculum
- 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

Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)

- Any approved HPER courses (2 cr.)

Elective Requirement (1 cr.)

- The Secondary Education Physics major requires one elective credit. Please see your advisor regarding approved electives.

Bachelor of Science in Education/Physics
Pictured | **Zachary D. Sajdera** | *Bachelor of Education, Secondary Education, Social Studies / Minor in History* | Westville, Indiana (hometown)

Bachelor of Science in 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

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Final responsibility for meeting degree requirements rests with the student.

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Degree Requirements
Current students can view their degree pathway in Stellic >>
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 (33 cr.) to include:
- Fundamental Literacies
- **Writing** | ENG-W 131
- **Oral Communication** | EDUC-F 201 and EDUC-F 202
- **Quantitative Reasoning** | MATH-M 215
- **Critical Thinking** | ENG-W 270
- Common Core
- **Human Behavior and Social Institutions** | EDUC-P 250
- **The Natural World** | GEOL-N 190
- Contemporary Social Values
- **Global Cultures** | EDUC-E 201
- **Diversity in United States Society** | EDUC-H 340
- Extended Literacies
- **Computer Literacy** | EDUC-W 200
- Major Professional Requirements (24 cr.)
- Student Teaching Requirements (12 cr.)
- Physics Content Requirements (48 cr.)
- Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)
- Elective (1 cr.)

- To be admitted into the Teacher Education Program (TEP), students must have an overall GPA of 2.75 and satisfactory professional disposition evaluations.
- Students must also have successfully completed EDUC-F 201/202, EDUC-H 340, EDUC-M 314, EDUC-P 250, ENG-W 131, and MATH-M 215 with a grade of C or above in each class.
- All courses are 3 credit hours, unless otherwise noted.

Major Professional Requirements (24 cr.)

- COAS-Q 110 Introduction to Information Literacy (1 cr.)
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 314 General Methods for Senior High/ Junior High/Middle School Teachers
- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 446 Methods of Teaching Senior/Junior High/Middle School Science
- EDUC-M 464 Methods of Teaching Reading
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management

Student Teaching Requirements (12 cr.)

- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)

Physics Content Requirements (48 cr.)

- 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.)
- MATH-M 215 Calculus I (5 cr.)
  2 credits apply toward Major Concentration; 3 credits apply toward General Education Curriculum
- 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

Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)

- Any approved HPER courses (2 cr.)

Elective Requirement (1 cr.)

- The Secondary Education Physics major requires one elective credit. Please see your advisor regarding approved electives.

Bachelor of Science in Education/Social Studies

Pictured | **Alison Smythe** | *Bachelor of Science in Education, Secondary Education, Social Studies* | Akron, Indiana (hometown)

Honors Program
Volunteer Activity | River Park Newsletter
Club Affiliation | Bring Change to Mind

Bachelor of Science in Education/Social Studies

The Bachelor of Science in Education with a specialization 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

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Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements

Current students can view their degree pathway in Stellic >>

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 (33 cr.) to include:
  - Fundamental Literacies
  - **Writing** | ENG-W 131
  - **Oral Communication** |EDUC-F 201 and EDUC-F 202
  - **Quantitative Reasoning** | MATH-M 111 or MATH-M 118
  - **Critical Thinking** | ENG-W 270
  - Common Core
  - **Human Behavior and Social Institutions** | EDUC-P 250
  - Contemporary Social Values
  - **Global Cultures** | EDUC-E 201
  - **Diversity in United States Society** | EDUC-H 340
  - Extended Literacies
  - **Computer Literacy** | EDUC-W 200
- Major Professional Requirements (24 cr.)
- Student Teaching Requirements (12 cr.)
- Social Studies Content Requirements (30 cr.)
- Concentration Requirements (12 cr.)
- Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)
- Electives (7 cr.)

- To be admitted into the Teacher Education Program (TEP), students must have an overall GPA of 2.75 and satisfactory professional disposition evaluations.
- Students must also have successfully completed EDUC-F 201, EDUC-F 202, EDUC-H 340, EDUC-M 314, EDUC-P 250, ENG-W 131, and MATH-M 111 or MATH-M 118 with a grade of C or above in each class.
- All courses are 3 credit hours, unless otherwise noted.

Major Professional Requirements (24 cr.)

- COAS-Q 110 Introduction to Information Literacy (1 cr.)
  Fulfills Additional Requirements: Information Literacy requirement
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 314 General Methods for Senior High/ Junior High/Middle School Teachers
- 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

Student Teaching Requirements (12 cr.)

- EDUC-M 420 Student Teaching Seminar (2 cr.)

- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)

Social Studies Content Requirements (30 cr.)

- ECON-E 104 Introduction to Macroeconomics; OR GEOG-G 110 Introduction to Human Geography
- 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 areas:

Concentration in Economics (12 cr.)

- 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 (12 cr.)

- SOC-S 161 Principles of Sociology
- SOC-S 370 Research Methods in Sociology

Select two of the following:

- SOC-S 317 Social Stratification
- SOC-S 335 Race and Ethnic Relations
- SOC-S 338 Gender Roles
- SOC-S 340 Social Theory
- SOC-S 351 Social Statistics

Concentration in Government/Citizenship (12 cr.)

- 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 (12 cr.)

- 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

Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)

- Any approved HPER courses (2 cr.)

Electives (7 cr.)

- The Secondary Education Social Studies major requires seven (7) elective credits. Please see your advisor regarding approved electives.

Master of Science in Education, Unified Track Elementary and Secondary with Reading and English Learners Focus

Pictured | **Skylar Thomas** | *Master of Science in Education, Elementary Education* | Bachelor of Science in Education, Early Childhood, IU South Bend, 2021 | South Bend, Indiana (hometown)

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 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 Education Issues in Bilingual and 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 | **Sarah Mott, MA** | *Transition to Teaching* | 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. This is a rigorous field-based program. 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. 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, 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, a few of the courses in the program are offered online and the remaining courses are offered 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 in the subject the candidate wants to teach, 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 Praxis 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.

Application deadline is **March 15**; program starts in May.

For more information about how to apply, contact the Education Advising Office at edschool@iu.edu.

Essential Courses in Secondary Education Transition to Teaching

- EDUC-K 505 Introduction to Special Education for Graduate Students
- EDUC-M 500 Integrated Professional Seminar (1 cr.) Three semesters
- EDUC-M 550 Practicum
- EDUC-P 510 Psychology in Teaching
- EDUC-P 570 Managing Classroom Behavior

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 courses. 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.

Minor in Foundations of Education

Pictured | **Melissa Goodrich** | *Bachelor of General Studies, Arts and Humanities / Minors in Foundations of Education and History* | South Bend, Indiana (hometown)

Minor in Foundations of Education

The Minor in Foundations of Education an 18 Link to addendum 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.

Students in other programs may use the minor to fulfill their graduation requirements for other degrees. Students should check with their academic units for grade requirements for minors in their program.

For course enrollment and advising assistance, contact the Education Advising Office, Education and Arts 2200 or phone (574) 520-4845.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise noted

- 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.) [2]
- EDUC-H 340 Education and American Culture [3]
- EDUC-P 250 General Educational Psychology
- EDUC-W 200 Using Computers in Education [1]

Select one of the following:

- EDUC-M 311 Methodology for Kindergarten/ Elementary Teachers [3] Link to addendum

- EDUC-M 314 General Methods for Senior High-Junior High/Middle School Teachers [3] Link to addendum

[1] It is recommended that students have access to a laptop computer.

[2] 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.

[3] EDUC-W 200 Using Computers in Education and EDUC-P 250 General Educational Psychology are prerequisites for this course.

[4] 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. Link to addendum

[5] Taken concurrently with EDUC-W 310 Integrating Technology K-12. Link to addendum

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Bachelor of Science in Education/Special Education
Pictured | **Kennedy Holst** | *Bachelor of Science in Education, Special Education / Early Childhood* | Knox, Indiana (hometown)
Volunteer Activity | Community Food Drives

Special Education

General Education Requirements

Fundamental Literacies (12 cr.)

- Writing | ENG-W 131 Reading, Writing, and Inquiry I
- 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.)
- Quantitative Reasoning | MATH-M 111 Mathematics in the World
- Critical Thinking | ENG-W 270 Argumentative Writing

Common Core (12 cr.)

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

Contemporary Social Values (6 cr.)

- Global Cultures | EDUC-E 201 Multicultural and Global Awareness
- Diversity in United States Society | EDUC-H 340 Education and American Culture

Extended Literacies (3 cr.)

- Computer Literacy | EDUC-W 200 Using Computers in Education

Bachelor of Science In Education/Special Education
Pictured | **Kennedy Holst** | *Bachelor of Science in Education, Special Education / Early Childhood* | Knox, Indiana (hometown)
Volunteer Activity | Community Food Drives

Bachelor of Science In Education/Special Education

The IU South Bend School of Education offers a P-12 Bachelor of Science (BS) 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

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)
Current students can view their degree pathway in Stellic >>
Students receiving the Bachelor of Science in Education, Special Education must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum to include (33 cr.)
- Fundamental Literacies
- **Writing** | ENG-W 131

- **Oral Communication** | EDUC-F 201 and EDUC-F 202
- **Quantitative Reasoning** | MATH-M 111
- **Critical Thinking** | ENG-W 270
- Common Core
- **Human Behavior and Social Institutions** | EDUC-P 250
- **Global Cultures** | EDUC-E 201
- Contemporary Social Values
- **Diversity in United States Society**| EDUC-H 340
- Extended Literacies
- **Computer Literacy**| EDUC-W 200
- Professional Education Requirements (72 cr.)
- Electives (3 cr.)

- To be admitted into the Teacher Education Program, students must have an overall GPA of 2.75 and satisfactory professional disposition evaluations.
- Students must successfully complete EDUC-F 201, EDUC-F 202, EDUC-H 340, EDUC-K 205, EDUC-M 311, EDUC-P 250, EDUC-Q 200, EDUC-W 200, ENG-W 131, MATH-M 111 with a grade of C or above.

Professional Education Requirements (72 cr.)

- COAS-Q 110 Introduction to Information Literacy (1 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
- EDUC-E 371 Language Arts and Reading II
- EDUC-E 449 Trade Books and the Teacher
- 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 Behavioral and Classroom Management
- EDUC-K 345 Academic and Behavioral Assessment of the Mildly Handicapped Child
- EDUC-K 352 Specially Designed Instruction for Students with Mild to Moderate Disabilities
- EDUC-K 362 Team Approaches to the Education of Students with Disabilities
- EDUC-K 370 Language and Learning Characteristics of Students with Mild to Moderate Disabilities
- EDUC-K 452 Classroom Management
- EDUC-K 480 Student Teaching in Special Education (5 cr.)
  Course taken 2 times
- EDUC-M 201 Laboratory/Field Experience (2 cr.)
- EDUC-M 301 Laboratory/Field Experience (2 cr.)
- EDUC-M 311 Creating Learning Environments; OR EDUC-M 314 General Methods for Senior High/ Junior High/Middle School Teachers
- EDUC-M 359 Health and Wellness for Teachers (2 cr.)
- EDUC-M 401 Laboratory/Field Experience (2 cr.)
- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 464 Methods of Teaching Reading
- EDUC-Q 200 Introduction to Scientific Inquiry

Concentration Requirements (9 cr.)

Special education candidates are expected to complete courses leading to a concentration. Currently, candidates can complete a concentration/minor in Early Childhood Education.

Early Childhood Education (ECE with Certification) 9 cr

(18 cr. with 9 cr. fulfilled by Major 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 335 Introuction to Early Childhood Education
- EDUC-E 370 Language Arts and Reading I; AND EDUC-M 201 Laboratory/Field Experience (2 cr.)

Electives (3 cr.)

The Special Education major requires three elective credits. Please see your advisor regarding approved electives.

Master of Arts in Teaching/Special Education

Pictured | **Joyce Roundtree** | *Master of Arts in Teaching Special Education* | Master of Science in Educational Leadership, Eastern Illinois University | Champaign, Illinois (hometown)
Teaching Position | Harrison Elementary School

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):
- 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 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.
- Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.
- Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.
- Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate coursework until they have submitted the required GRE scores and met all other admissions requirements.<
- Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.
- All applicants whose undergraduate degrees are more than ten years old must take two sections of the GRE. The applicant must earn a score of at least 450 on the Verbal Reasoning and at least a 3.5 on the Analytical Writing sections of the GRE to be eligible for admission.
- 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.

Master of Arts in Teaching/Special Education

Pictured | **Evangeline Pickard** | *Master of Arts in Teaching Special Education* | Northern Illinois University, 2017 | Goshen, Indiana (hometown)
Teaching Position | Special Education Teacher, Goshen High School

Master of Arts in Teaching / Special Education

The Master of Arts in Teaching (MAT) with a specialization 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 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. The MAT program addresses the standards of the Council for the Accreditation of Educator Preparation (CAEP) 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.

Admission Procedures

For further information regarding admission procedures, please see the School of Education Graduate Degrees page.

Application deadline is **July 1**; program starts in late August.

For more information, please email edschool@iu.edu.

Degree Requirements (30 cr.)

All courses are 3 credits, unless otherwise designated

- EDUC-K 502 Communication and Children with Exceptional Needs
- 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 549 Early Childhood Special Education Program Models
- EDUC-K 553 Classroom Management and Behavior Support
- EDUC-K 565 Collaboration and Service Delivery
- EDUC-K 595 Practicum in Special Education (1 cr.) VT: Supervised Teaching in Special Education
- EDUC-K 595 Practicum in Special Education (1 cr.)

VT: Supervised Teaching in Special Education
- EDUC-M 500 Integrated Professional Seminar (1 cr.)
- EDUC-P 519 Psycho-Educational Assessment of Exceptional Children

P-12 Building Level Administrator

Pictured | **Jason Zook** | *School Administrator Teaching Certificate Program* | New Carlisle, Indiana (hometown)

P-12 Building Level Administrator Licensure Program

Individuals with a Master of Science in Education from an accredited institution may earned their principal's license by completing the Graduate Licensure 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

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.

Master of Science in Education, Unified Track Elementary and Secondary with Reading and English Learners Focus

Pictured | **Skylar Thomas** | *Master of Science in Education, Elementary Education* | Bachelor of Science in Education, Early Childhood, IU South Bend, 2021 | South Bend, Indiana (hometown)

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.

Admission Procedures

For further information regarding admission procedures, please see the School of Education Graduate Degrees page.

Program Requirements (30 cr.)

Year 1 | Summer | Best Practices Academy

- 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)

Bachelor of Science in Education/Biology

Bachelor of Science in Education/Biology

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements

Current students can view their degree pathway in Stellic >>

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 (33 cr.) to include:
- Fundamental Literacies
- **Writing** | ENG-W 131
- **Oral Communication** | EDUC-F 201 and EDUC-F 202
- **Quantitative Reasoning** | MATH-M 215
- **Critical Thinking** | ENG-W 270 |
- Common Core
- **Human Behavior and Social Institution**s | EDUC-P 250
- Contemporary Social Values
- **Global Cultures** | EDUC-E 201
- **Diversity in United States Society** | EDUC-H 340
- Extended Literacies
- **Computer Literacy** | EDUC-W 200
- Major Professional Requirements (24 cr.)
- Student Teaching Requirements (12 cr.)
- Biology Content Requirements (49 cr.)
- Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)

- To be admitted into the Teacher Education Program (TEP), students must have an overall GPA of 2.75 and satisfactory professional disposition evaluations.
- Students must also have successfully completed EDUC-F 201/202, EDUC-H 340, EDUC-M 314, EDUC-P 250, ENG-W 131, and MATH-M 215 with a grade of C or above in each class.
- All courses are 3 credit hours, unless otherwise noted.

Major Professional Requirements (24 cr.)

- COAS-Q 110 Introduction to Information Literacy (1 cr.)
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 314 General Methods for Senior High/ Junior High/Middle School Teachers
- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 446 Methods of Teaching Senior/Junior High/Middle School Science
- EDUC-M 464 Methods of Teaching Reading
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management

Student Teaching Requirements (12 cr.)

- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)

Biology Content Requirements (49 cr.)

- BIOL-L 101 Introduction to Biological Sciences I (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
- BIOL-L 211 Molecular Biology
- BIOL-L 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
- MATH-M 215 Calculus I (5 cr.)
  2 credits apply towards Major Concentration; 3 credits apply towards General Education Curriculum
- PHYS-P 201 General Physics 1 (5 cr.)
- Any Biology Lab course at the 300–400 level (2 cr.)

Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)

- Any approved HPER courses (2 cr.)

Bachelor of Science In Education/Special Education

Bachelor of Science in Education/Special Education–TSAP

The Special Education BSED–TSAP program (60 credit hours at IU South Bend) is designed specifically for Ivy Tech graduates transferring to IU South Bend with an Associate of Science in Special Education TSAP degree (60 transfer credits).

The IU South Bend School of Education P-12 Bachelor of Science (BS) Education with a major in Special Education in Mild Intervention 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.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements (120 cr.)

Current students can view their degree pathway in Stellic >>

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

- Associate of Science in Special Education from Ivy Tech (60 cr.)
- General Education Requirements for Transfer Students with ICC: One 300–Level Common Core Course
- Professional Education Requirements (48 cr.)
- Laboratory/Field Experience (6 cr.)
- Student Teaching (12 cr.)

- All required courses must be completed with a grade of C or higher.
- A minimum Cumulative Grade Point Average (CGPA) of 2.75 is required.
- All courses are 3 credit hours unless otherwise stated.

Professional Education Requirements (30 cr.)

- EDUC-E 333 Inquiry in Mathematics and Science
- EDUC-E 370 Language Arts and Reading I
- EDUC-E 371 Language Arts and Reading II
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-K 343 Behavioral and Classroom Management
- EDUC-K 345 Academic and Behavioral Assessment of the Mildly Handicapped Child
- EDUC-K 370 Language and Learning Characteristics of Students with Mild to Moderate Disabilities
- EDUC-K 452 Classroom Management
- EDUC-M 311 Creating Learning Environments
- EDUC-M 464 Methods of Teaching Reading

Content Requirements (12 cr.)

- 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
- EDUC-E 335 Introduction to Early Childhood Education

Laboratory and Field Experience (6 cr.)

- EDUC-M 101 Laboratory/Field Experience (0 cr.)
- EDUC-M 201 Laboratory/Field Experience (2 cr.)
- EDUC-M 301 Laboratory/Field Experience (2 cr.)
- EDUC-M 401 Laboratory/Field Experience (2 cr.)

Student Teaching (12 cr.)

- EDUC-K 480 Student Teaching in Special Education (5 cr.)
  Course taken 2 times
- EDUC-M 420 Student Teaching Seminar (2 cr.)

Bachelor of Science in Education/Elementary TSAP

Bachelor of Science in Education / Elementary Education—TSAP

The Elementary Education BSED–TSAP program (60 credit hours at IU South Bend) is designed specifically for Ivy Tech graduates transferring to IU South Bend with an Associate of Science in Elementary Education TSAP degree (60 transfer credits).

The IU South Bend School of Education offers a Bachelor of Science in Education/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 sixth 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.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements

Current students can view their degree pathway in Stellic >>

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

- Associate of Science in Elementary Education from Ivy Tech (60 cr.)
- General Education Requirements for Transfer Students with ICC: One 300–Level Common Core Course
- Professional Education Requirements (30 cr.)
- Laboratory/Field Experience (6 cr.)
- Student Teaching (12 cr.)
- Content Requirements (12 cr.)

- An overall GPA of 2.75 is required for admission into the Teacher Education Program (TEP).
- All required courses must be completed with a grade of C or higher.
- All courses are 3 credit hours, unless otherwise noted.

Professional Education Requirements (30 cr.)

- EDUC-A 190 Teaching About the Arts
- EDUC-E 325 Social Studies in the Elementary Schools
- EDUC-E 328 Science in the Elementary Schools
- EDUC-E 333 Inquiry in Mathematics and Science
- EDUC-E 343 Math in the Elementary Schools
- EDUC-E 370 Language Arts and Reading I
- EDUC-E 371 Language Arts and Reading II
- EDUC-E 449 Trade Books and the Teacher
- EDUC-K 305 Teaching the Exceptional Learner in the Elementary School
- EDUC-K 452 Classroom Management

Laboratory/Field Experience

- EDUC-M 201 Laboratory/Field Experience (2 cr.)
- EDUC-M 301 Laboratory/Field Experience (2 cr.)
- EDUC-M 401 Laboratory/Field Experience (2 cr.)

Student Teaching (12 cr.)

- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 425 Student Teaching Elementary (10 cr.)

Concentration in Early Childhood Requirements (12 cr.)

- 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
- EDUC-E 335 Introduction to Early Childhood Education
- EDUC-M 101 Laboratory/Field Experience (0 cr.)

Bachelor of Science in Education/Life Science-TSAP

Bachelor of Science in Education/Life Science–TSAP

The Secondary Life Science Education BSED–TSAP program (57 credit hours at IU South Bend) is designed specifically for Ivy Tech graduates transferring to IU South Bend with an Associate of Science in Secondary Education: Biology TSAP degree (63 transfer credits).

The Bachelor of Science in Education with a specialization in Secondary Education Life Science 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.

Academic Advising

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Final responsibility for meeting degree requirements rests with the student.

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Degree Requirements

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Science in Education, Secondary Education (Life Science) must complete 120 total credit hours including:

- Associate of Science in Secondary Education Biology from Ivy Tech (63 cr.)
- General Education Requirements for Transfer Students with ICC: One 300–Level Common Core course
- Professional Education Requirements (21 cr.)
- Content Requirements (21 cr.)
- Laboratory/Field Experience (2 cr.)
- Student Teaching (12 cr.)
- Elective (1 cr.)

- An overall GPA of 2.75 is required for admission into the Teacher Education Program (TEP).
- All required courses must be completed with a grade of C or higher.
- All courses are 3 credit hours, unless otherwise noted.

Professional Education Requirements (21 cr.)

- EDUC-E 201 Multicultural Education and Global Awareness
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 314 General Methods for Senior High/ Junior High/Middle School Teachers
- EDUC-M 446 General Methods for Senior High/ Junior High/Middle School Science
- EDUC-M 464 Methods of Teaching Reading
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management

Content Requirements (21 cr.)

- BIOL-L 308 Organismal Physiology (5 cr.)
- BIOL-L 311 Genetics
- BIOL-L 318 Evolution
- BIOL-L 473 Ecology
- PHYS-P 221 Physics 1 (5 cr.)
- Any Biology Lab course above the 300–Level (2 cr.)

Laboratory/Field Experience (2 cr.)

- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 401 Laboratory/Field Experience (1 cr.)

Student Teaching (12 cr.)

- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 480 Student Teaching: Secondary (10 cr.)

Elective (1 cr.)

- The Secondary Education Life Science major requires one elective credit. Please see your advisor regarding approved electives.

Bachelor of Science in Education/Chemistry-TSAP

Bachelor of Science in Education/Chemistry–TSAP

The Secondary Chemistry Education BSED–TSAP program (57 credit hours at IU South Bend) is designed specifically for Ivy Tech graduates transferring to IU South Bend with an Associate of Science in Secondary Education: Chemistry TSAP degree (63 transfer credits).

The Bachelor of Science in Education with a specialization 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.

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Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Science in Education, Secondary Education (Chemistry) must complete 120 total credit hours including:

- Associate of Science in Secondary Edcuation Chemistry from Ivy Tech (63 cr.)
- General Education Requirements for Transfer Students with ICC: One 300–level Common Core Course
- Professional Education Requirements (21 cr.)
- Content Requirements (14 cr.)
- Laboratory/Field Experience (2 cr.)
- Student Teaching (12 cr.)
- Electives (8 cr.)

- An overall GPA of 2.75 is required for admission into the Teacher Education Program (TEP).
- All required courses must be completed with a grade of C or higher.
- All courses are 3 credit hours, unless otherwise noted.

Professional Education Requirements (21 cr.)

- EDUC-E 201 Multicultural Education and Global Awareness

- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 314 General Methods for Senior High/ Junior High/Middle School Teachers
- EDUC-M 446 General Methods for Senior High/ Junior High/Middle School Science
- EDUC-M 464 Methods of Teaching Reading
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management

Content Requirements (14 cr.)

- BIOL-L 102 Introduction to Biological Sciences II (5 cr.)
- CHEM-C 361 Physical Chemistry of Bulk Matter
- CHEM-C 430 Inorganic Chemistry
- CHEM-C 484 Biomolecules and Catabolism

Laboratory/Field Experience (2 cr.)

- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 401 Laboratory/Field Experience (1 cr.)

Student Teaching (12 cr.)

- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 480 Student Teaching: Secondary (10 cr.)

Electives (8 cr.)

- The Secondary Education Chemistry major requires 8 elective credits. Please see your advisor regarding approved electives.

Bachelor of Science in Education/Social Studies

Bachelor of Science in Education/Social Studies

The Social Studies Education BSED–TSAP program (59 credit hours at IU South Bend) is designed specifically for Ivy Tech graduates transferring to IU South Bend with an Associate of Science in Secondary Education: Social Studies TSAP degree (61 transfer credits).

The Bachelor of Science in Education with a specialization in Secondary 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.

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Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Science in Education, Secondary Education (Social Studies) must complete 120 total credit hours including:

- Associate of Science in Secondary Education Social Studies from Ivy Tech (61 cr.)
- General Education Requirements for Transfer Students with ICC: One 300–level Common Core Course
- Professional Education Requirements (39 cr.)
- Content Requirements (18 cr.)
- Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)

- An overall GPA of 2.75 is required for admission into the Teacher Education Program (TEP).
- All required courses must be completed with a grade of C or higher.
- All courses are 3 credit hours, unless otherwise noted.

Professional Education Requirements (39 cr.)

- COAS-Q 110 Introduction to Information Literacy (1 cr.)
- EDUC-E 201 Multicultural Education and Global Awareness
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 314 General Methods for Senior High/ Junior High/Middle School Teachers
- EDUC-M 441 Methods of Teaching Senior/Junior High/Middle School Social Studies
- EDUC-M 464 Methods of Teaching Reading
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management

Content Requirements (18 cr.)

- HIST-A 363 Hoosier Nation: Indiana in American History
- HIST-H 101 The World in the Twentieth Century I
- Literary and Intellectual Traditions
- European and United States History (300-400 Level)
- Asian/African History (200–Level and above)
- Latin American, Russian, or Middle Eastern History 200–Level and above

Laboratory/Field Experience (2 cr.)

- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 401 Laboratory/Field Experience (1 cr.)

Student Teaching (12 cr.)

- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 480 Student Teaching: Secondary (10 cr.)

Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)

- Any approved HPER courses (2 cr.)

Bachelor of Science in Education/English-TSAP

Bachelor of Science in Education/English/Language Arts–TSAP

The English/Language Arts Education BSED–TSAP program (59 credit hours at IU South Bend) is designed specifically for Ivy Tech graduates transferring to IU South Bend with an Associate of Science in Secondary Education: English TSAP degree (61 transfer credits).

The Bachelor of Science in Education with a specialization 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.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements

Current students can view their degree pathway in Stellic >>

Students receiving the Bachelor of Science in Education, Secondary Education, English/Language Arts must complete 120 total credit hours including:

- Associate of Science in Secondary Education English/Language Arts from Ivy Tech (61 cr.)
- General Education Requirements for Transfer Students with ICC: One 300–level Common Core Course
- Professional Education Requirements (22 cr.)
- Content Requirements (18 cr.)
- Laboratory/Field Experience (2 cr.)
- Student Teaching (12 cr.)
- Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)

- An overall GPA of 2.75 is required for admission into the Teacher Education Program (TEP).
- All required courses must be completed with a grade of C or higher.
- All courses are 3 credit hours, unless otherwise noted.

Professional Education Requirements (22 cr.)

- COAS-Q 110 Introduction to Information Literacy (1 cr.)
- EDUC-E 201 Multicultural Education and Global Awareness
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 314 General Methods for Senior High/ Junior High/Middle School Teachers
- 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-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management

Content Requirements (18 cr.)

- ENG-E 304 Literatures in English 1900-Present
- ENG-L 207 Women and Literature; OR
  ENG-W 315 Writing for the Web
- ENG-W 367 Writing for Multiple Media

Grouped Options

Select one course from each of the following Grouped Options:

Grouped Option 1: Early British Literature

- ENG-E 301 Literatures in English to 1600; OR
  ENG-L 306 Middle English Literature

Grouped Option 2: Literatures in English

- ENG-E 303 Literatures in English 1800-199; OR
  ENG-L 348 19th Century British Fiction

Grouped Option 3: Early American Literature

- ENG-L 350 Early American Writing and Culture to 1800; OR
  ENG-L 351 American Literature 1800-1865; OR
  ENG-L 352 American Literature 1865-1914

Laboratory/Field Experience (2 cr.)

- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 401 Laboratory/Field Experience (1 cr.)

Student Teaching (12 cr.)

- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 480 Student Teaching: Secondary (10 cr.)

Health, Physical Education, and Recreation (HPER) Requirements (2 cr.)

- Any approved HPER courses (2 cr.)

Graduate Programs

Pictured | **Joyce Roundtree** | *Master of Science in Arts in Teaching Special Education* | Master of Science in Educational Leadership, Eastern Illinois University | Champaign, Illinois (hometown)
Teaching Position | Harrison Elementary School

School of Education

Graduate Programs

Education Advising Office | Education and Arts 2003

(574) 520-4845 | education.iusb.edu

Faculty

- Professors | **Linton, Okrah, Larrier**
- Associate Professors | **Campbell, H. Davis, Holm**
- Teaching Professors | **S. Beauchamp, K. Sullivan**
- Senior Lecturer | **Randles**
- Faculty Emeriti | **Alexander, Bailey, Calvin, Cress, DuVall, Isaacson, L. James, K. Clark, Leggett, Mettetal, Parelius, Peterson, Ruff, Sheridan, R.L. Smith, Urbach**
- Director of Recruitment and Retention/Graduate Advisor | **Murillo**
- Director of Student Teaching and Clinical Practice/ Licensing Officer | **Harley**
- Director of the Center for Global Education | **Okrah**
- Associate Director of Program Review and Accreditation | **Benjamin**

Graduate Degrees Offered

Elementary Education and Special Education

- Master of Science in Education, Unified Track (Elementary and Secondary with Reading and English Learners Focus)
- Master of Arts in Teaching, in P-12 Special Education, Mild Intervention

Secondary Education and Foundation Education

- Master of Science in Education, Unified Track (Elementary and Secondary with Reading and English Learners Focus)

Counseling and Human Services

- Master of Science in Education, Clinical Mental Health Counseling
- Master of Science in Education, School Counseling

Professional Educational Services

Educational Leadership

- Master of Science in Education–Educational Leadership (Building Level)
- Educational Specialist (Ed.S)–Educational Leadership (District Level) (*Collaborative Online Degree Program)*

Graduate Licensures Offered

- P-12 Building Level Administrator Licensure Program
- Alcohol and Drug Counseling Certificate Program (Collaborative Online Degree Program)
- Counseling Patches | School Counseling Graduate Certificate | Mental Health Counseling Graduate Certificate | Licensed Clinical Addictions Counselor Graduate Certificate | State Counseling Graduate Certificate
- Transition to Teaching, Secondary Education

Index

Graduate Policies

Graduate Degrees in Education

Pictured | **Melissa Goodrich** | *Master of Arts for Teachers of Special Education* | South Bend, Indiana (hometown)

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 30 credit hours of coursework.

Admission to IU South Bend Graduate Programs

Admission to specific programs may require additional steps and requirements, as described in the program-specific information below. Contact the Education Advising Office at edschool@iu.edu for more information.

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.

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 or Master of Arts in Teaching, 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.

The GRE® Revised General Test

GRE scores may be required for the M.S.Ed. programs in situations where CGPAs are between 2.5 and 2.999. GRE scores must be from a test date no more than five years prior to the date an application is submitted. Some exceptions to the GRE requirement exist. For details, please refer to the current program-specific application instructions below.

Elementary Education | Admission Procedures

- Visit https://admissions.iusb.edu/apply/graduate.html 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.
- Additional admission items, including but not limited to, interviews and writing assessments, may be required.

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.

Contact the Education Advising Office at edschool@iu.edu for more information.

Secondary Education | Admission Procedures

- Visit https://admissions.iusb.edu/apply/graduate.html 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.
- Additional admission items, including but not limited to, interviews and writing assessments, may be required.

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.

Contact the Education Advising Office at edschool@iu.edu for more information.

Special Education | Admission Procedures

- Visit https://admissions.iusb.edu/apply/graduate.html 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.
- Additional admission items, including but not limited to, interviews and writing assessments, may be required.

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.

Contact the Education Advising Office at edschool@iu.edu for more information.

Educational Leadership | General Requirements

- An Indiana teaching license
- Three years teaching experience (prior to applying for licensure)

Admission Procedures for Individuals with a Master's Degree

- Complete the IU South Bend graduate online application or the Data Sheet from the Education Advising Office.
- Provide official transcripts from master's program.
- Provide one letter of recommendation.
- 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.

Admission Procedures for Individuals without a Master's Degree

- Visit https://admissions.iusb.edu/apply/graduate.html to complete the IU South Bend graduate application online.
- Provide two letters of recommendation.
- Personal statement, which includes why you want to be a principal, what experiences have led you to this program (i.e. leadership roles held as a teacher, in the community and/or other organizations), as well as traits you possess that you believe would be beneficial as a principal. If you do not wish to be a principal, explain how this program fits within your larger goals.
- 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.
- Provide one letter of recommendation.

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:

- 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 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 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.

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.

School of Education

Pictured | **Audrey Kim** | *Master of Arts in Teaching Special Education* | Bachelor of Fine Arts, Indiana University | Bremen, Indiana (hometown)
Teaching Position | Exceptional Learners Teacher, John Young Middle School
Award | 2023 IU South Bend School of Education Excellence in Graduate Special Education

School of Education Graduate Policies

Limited Criminal History Check

School corporations require a limited criminal history check before participating in field placements and/or student teaching. School corporations may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction that is on the limited criminal history check. Schools may require a more extensive background check. Students are expected to follow all requirements of the IU Child Protection Policy when working with children and youth under the age of 18 in IU sponsored programs.

Email Communication

Electronic mail (email) is the official means of communication at IU South Bend. A failure to read official university communications sent to the official email address does not absolve one from knowing and complying with the content of the official communication. It is recommended that candidates check email messages at least once daily. The university provides a simple mechanism to forward email from the official university email address to another email address of choice. However, those who choose to have email forwarded to another email address do so at their own risk.

Issues Resolution

Issues resolution is a process followed when a candidate has a concern that cannot be resolved at a meeting with the appropriate professional in the School of Education. If a candidate has a concern about a class or instruction, advising, or a School of Education policy, the candidate should meet individually to discuss the concern in an attempt to resolve it in a satisfactory manner. If the issue/concern is not resolved by the end of the meeting, the candidate should be advised that he or she can follow a process to seek resolution at other levels. The candidate should ask for an Issues Resolution form and cover sheet from the 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.

Residence

The residence requirement for the degree Master of Science in Education or Master of Arts in Teaching 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.

Semester Load

Indiana University defines full-time status for graduate students as enrollment in a minimum of 8 credit hours per semester. Half-time status is enrollment in a minimum of 4 credit hours per semester.

Grade Point Average (GPA)

Students must maintain a cumulative GPA of 3.0 in all work to be eligible for the degree Master of Science in Education or Master of Arts in Teaching. 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.

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.

Retention in Graduate Degree Study

Candidates must maintain at least a 3.0 cumulative 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.

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 and Practica Policies

Prior to beginning student teaching and practica, graduate candidates must:

- Have completed all required coursework for licensure.
- 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.

Timeline for Master's 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 beginning when they have enrolled in their first course in the program. If candidates are admitted and do not take a course within two years, they must reapply for admission into the degree program.

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.

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.

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.

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

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

Accreditation

The School of Education was granted continuing accreditation by the Council for the Accreditation of Educator Preparation (CAEP) and the Indiana Department of Education Division of Professional Standards through 2027. The School of Education met all CAEP 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).

Standards

Graduate programs are aligned with appropriate national and state standards. The Educational Leadership Program is aligned with standards from the National Educational Leadership Prepraration. All programs in Counseling and Human Services are aligned with standards from the Council for Accreditation of Counseling and Related Educational Programs.

School of Education

Pictured | **Virginia Germann** | *Master of Science in Education, Educational Leadership* | Bachelor of Science in Business, Accounting, IU South Bend, 2000 | Mishawaka, Indiana (hometown)

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

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.

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.

Vera Z. Dwyer College of Health Sciences

Pictured | **Jennifer Deranek, PhD, LAT, ATC** | Western Michigan University, 2015 | Associate Dean, Vera Z. Dwyer School of Health Sciences; and Assistant Professor of Health Sciences

Vera Z. Dwyer School of Health Sciences

Jennifer Deranek, PhD, LAT, ATC | Associate Dean
Northside 460 | (574) 520-4504 |
healthscience.iusb.edu

- Director of Student Services | **Miller**
- School Recorder | **Richards**

Division of Dental Education
Education and Arts 1250 | (574) 520-4158 |
dental.iusb.edu

- Director | **Roberts**
- Clinical Associate Professor | **Douglas, Roberts**
- Clinical Assistant Professor | **Alwine, Austin, Batie**
- Faculty Emeriti | **Markarian, Yokom**

The Dental Hygiene degree program offers the Bachelor of Science in Dental Hygiene degree and the RDH-BSDH Completion Pathway. The bachelor's degree program prepares students for leadership roles in the profession.

Division of Health Sciences
Northside Hall 448 | (574) 520-4405 |
healthscience.iusb.edu/bachelor-of-health-science/index.html

- Assistant Dean | **Deranek**
- Bicentennial Chair of Palliative Care and Supportive Care | **Okanlami**
- Director | **MacInnis**
- Clinical Associate Professors | **Hatfield, Hopkins**
- Clinical Assistant Professors | **Doyle, Okanlami, Wenta**
- Assistant Professor | **Deranek**
- Teaching Professor | **MacInnis**

The Division of Health Sciences offers the Bachelor of Science in Health Sciences with concentrations in Health Promotion, Rehabilitation Sciences, Speech Language Pathology, and Sports and Exercise Science. An online option, the Bachelor of Science in Applied Health Science, is offered jointly with other IU campuses.

Palliative Care

- Minor in Palliative and Supportive Care

Division of Medical Laboratory Science
Dwyer Hall 151 | (574) 520-4187 |
healthscience.iusb.edu/medical-laboratory-science/index.html

- Director | **Spinda**
- Clinical Associate Professor | **Spinda**
- Clinical Assistant Professor | **Kibby**

The Division of Clinical Laboratory Science offers the Bachelor of Science in Medical Laboratory Science and the MLT to Medical Laboratory Science Completion Track; and is focused on training students for employment in the medical laboratory professions.

Division of Nursing Science
Northside 440 | (574) 520-4382
| healthscience.iusb.edu/nursing/index.html

- Chief Nurse Administrator | **White**
- Director of MSN Program | **Vlaeminck**
- Director of BSN Program | **Sofhauser**
- Professor | **Sofhauser**
- Associate Professor | **White**
- Assistant Professor | **Imes**
- Clinical Associate Professor | **Haithcox, Vlaeminck**
- Clinical Assistant Professors | **Borders, Borkholder, Haithcox, Liechty, Ludy, Muhlstadt, Swintz**
- Visiting Clinical Assistant Professor | **Garber**
- Faculty Emeriti | **Basolo-Kunzer, Dobrzykowski, Henry**

Undergraduate Degrees Offered

- Bachelor of Science in Nursing
- RN–BSN

Graduate Degrees Offered

- Master of Science in Nursing

Graduate Certificate Offered

- Master of Science in Nursing Post Masters Certificate

Division of Radiography and Medical Imaging Technology
Northside 474A | (574) 520-4504
| healthscience.iusb.edu/radiography/index.html

- Director | **Oake**
- Clinical Associate Professor | **Gretencord, Oake**
- Clinical Assistant Professor | **Langton**
- Medical Imaging Clinical Coordinator | **Oake**
- Radiography Clinical Coordinator | **Gretencord, Langton**

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 Rehabilitation Sciences
Elkhart Center | (574) 520-5550
| healthscience.iusb.edu/graduate-programs/index.html

- Director of Occupational Therapy Graduate Degree | **Pape**
- Director of Speech Language Pathology Graduate Degree | **Essig**
- Assistant Professor | **Geels, Springle**
- Clinical Director for Speech Language Pathology | **Burch**
- Clinical Associate Professor | **Pape, Essig**
- Clinical Assistant Professor | **Burch, Miller**

Graduate Degrees Offered

- Master of Science in Speech-Language Pathology
- Master of Science in Occupational Therapy

Divison of Health Sciences

Pictured | **Jennifer Deranek, PhD, LAT, ATC** | Western Michigan University, 2015 | Associate Dean, Vera Z. Dwyer School of Health Sciences; and Assistant Professor of Health Sciences

Divison of Health Sciences

Northside 448 | (574) 520-4405 | iusb.edu/bs-hs/index.php

Faculty

- Assistant Professor | **Deranek**
- Bicentennial Chair of Palliative and Supportive Care | **Okanlami**
- Clinical Associate Professor | **Hatfield, Hopkins**
- Clinical Assistant Professor | **Doyle, Wenta**

Bachelor of Science in Health Sciences

The Bachelor of Science in Health Sciences is a versatile degree that provides students with extensive preparation to 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 is housed in the College of Professional Studies, in the Vera Z. Dwyer School of Health Sciences at Indiana University South Bend. The degree will be delivered via traditional classroom and online format, including internships with local health agencies, and culminate in a seminar experience.

Additional Academic Requirements

Students must earn a cumulative GPA of 2.0 in all Health Sciences (HSC) required coursework.

During the program, students will complete Service Learning in Health Sciences, an internship-like course, requiring students to gain real-world experience in the community. Students are expected to collaborate with the course instructor to find a site based on their professional goals and should refer to the website for additional information: https://healthscience.iusb.edu/internships.html Enrollment in this course will require students to pay for a background check, supply evidence of CPR certification, and complete additional compliance requirements.

Undergraduate Degrees Offered

The Bachelor of Science in Health Sciences offers concentrations in:

- Health Promotion
- Rehabilitation Science
- Speech Language Pathology
- Sport and Exercise Science

The program also offers minors in:

- Health Promotion
- Nutrition
- Palliative and Supportive Care
- Sport and Exercise Science

Bachelor of Science in Health Promotion

Pictured | **Nian San** | *Bachelor of Science in Health Sciences, Health Promotion; Minor in Palliative and Support Care; Minor in Interpersonal Communication* | Myanmar, Burma (hometown)
21st Century ScholarVolunteer Activity | First Zo Assembly of God (youth volunteer and Sunday School teacher); Zo/Chin translator
Club Affiliation | Chi Alpha Christian Fellowship

Bachelor of Science in Health Sciences

with a concentration in Health Promotion

The Bachelor of Science 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 with a concentration in Health Promotion will be able to take the Certified Health Education Specialist Examination (CHES (R)) offered by the National Commission for Health Education Credentialing, pending successful completion of coursework.

Additional Academic Requirements

Students must earn a cumulative GPA of 2.0 in all Health Sciences (HSC) required coursework. It is recommended for all coursework to be completed with a C or higher.

During the program, students will complete Service Learning in Health Sciences, an internship-like course, requiring students to gain real-world experience in the community. Students are expected to collaborate with the course instructor to find a site based on their professional goals and should refer to the website for additional information: https://healthscience.iusb.edu/internships.html Enrollment in this course will require students to pay for a background check, supply evidence of CPR certification, and complete additional compliance requirements.

Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards (i.e. GPA requirements, program dismissal, reinstatement, etc.).

Degree Requirements

Students receiving the Bachelor of Science in Health Sciences degree must complete 120 credits including the following. All courses are 3 credit hours unless otherwise indicated.

Degree Requirements (120 cr.)

Degree Map >>

Students receiving the Bachelor of Science in Health Sciences with a concentration in Health Promotion must complete 120 credits including:

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Health Sciences Core (25 cr.)
- Health Promotion Core (24 cr.)
- Supporting Requirements (21 cr.)
- Free Electives (balance of credits needed to equal 120 cr. requirement)

- All courses are 3 credit hours, unless otherwise noted.

Health Sciences Core (25 cr.)

- 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
  Required prerequisite and major coursework may count for the Campuswide General Education Curriculum
- HSC-H 327 Introduction to Public and Community Health
  Required prerequisite and major coursework may count for the Campuswide General Education Curriculum
- HSC-H 411 Psychosocial Behavior Modeling for Fitness and Health
- HSC-H 492 Research in Health Sciences
  Required prerequisite and major coursework may count for the Campuswide General Education Curriculum
- HSC-H 499 Senior Seminar in Health Sciences
- HSC-W 211 Orientation to Health and Rehabilitation Sciences (1 cr.)
- HSC-W 314 Ethics and Health Professionals
  Required prerequisite and major coursework may count for the Campuswide General Education Curriculum

Health Promotion Core (24 cr.)

- HSC-E 443 Public Health Education Methods
- HSC-H 402 Health Policy and Advocacy
- HSC-H 413 Global Health and Nutrition
- HSC-H 430 Environmental Health
- HSC-H 434 Diversity and Cultural Competence
- HSC-H 477 Community Assessment and Program Planning
- HSC-H 478 Evaluation of Health Promotion Programs
- HSC-L 320 Health Care Delivery Systems

Supporting Requirements (21 cr.)

- ANAT-A 210 Elementary Human Anatomy
- ENG-W 231 Professional Writing Skills; OR
  ENG-W 270 Argumentative Writing
- HSC-H 102 Lifetime Wellness for Health; OR
  HPER-N 220 Nutrition for Health
  Required prerequisite and major coursework may count for the Campuswide General Education Curriculum
- PHSL-P 130 Human Biology
- PSY-P 103 General Psychology
  Required prerequisite and major coursework may count for the Campuswide General Education Curriculum
- Six additional credit hours from Sciences (i.e. BIOL, CHEM, PHYS)

Bachelor of Science in Health Sciences

Bachelor of Science in Health Sciences

The Bachelor of Science in Health Sciences is a versatile degree that provides students with extensive preparation to 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 is housed in the College of Professional Studies, in the Vera Z. Dwyer School of Health Sciences at Indiana University South Bend. The degree will be delivered via traditional classroom and online format, including internships with local health agencies, and culminate in a seminar experience.

Additional Academic Requirements

Students must earn a cumulative GPA of 2.0 in all Health Sciences (HSC) required coursework.

During the program, students will complete Service Learning in Health Sciences, an internship-like course, requiring students to gain real-world experience in the community. Students are expected to collaborate with the course instructor to find a site based on their professional goals and should refer to the website for additional information: https://healthscience.iusb.edu/internships.html

Enrollment in this course will require students to pay for a background check, supply evidence of CPR certification, and complete additional compliance requirements.

Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards (i.e. GPA requirements, program dismissal, reinstatement, etc.).

Undergraduate Degrees Offered

The Bachelor of Science in Health Sciences offers concentrations in:

- Health Promotion
- Rehabilitation Science
- Speech Language Pathology
- Sport and Exercise Science

The program also offers minors in:

- Health Promotion
- Nutrition
- Palliative and Supportive Care
- Sport and Exercise Science

Bachelor of Science in Rehabilitation Sciences

Bachelor of Science in Health Sciences, Concentration in Rehabilitation Science

The Bachelor of Science in Health Sciences with a concentration in Rehabilitation Sciences prepares students for graduate school for various rehabilitation, exercise science, and health and fitness professions. The concentration is specifically designed for individuals seeking to apply to graduate programs in athletic training, occupational therapy, physical therapy, or physician assistant. Students will have the ability to engage in their field of study through experiential learning with local healthcare organizations and facilities.

Additional Academic Requirements

Students must earn a cumulative GPA of 2.0 in all Health Sciences (HSC) required coursework. It is recommended for all coursework to be completed with a C or higher.

Students are responsible for reviewing and maintaining records of the needs of desired graduate programs. While this concentration offers a broad and comprehensive education, it does not guarantee fulfillment of all requirements for every graduate program.

During the program, students will complete Service Learning in Health Sciences, an internship-like course, requiring students to gain real-world experience in the community. Students are expected to collaborate with the course instructor to find a site based on their professional goals and should refer to the website for additional information: healthscience.iusb.edu/internships.html. Enrollment in this course will require students to pay for a background check, supply evidence of CPR certification, and complete additional compliance requirements.

Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards (i.e. GPA requirements, program dismissal, reinstatement, etc.).

Degree Requirements (120 cr.)

Students receiving the Bachelor of Science in Health Sciences degree must complete 120 credits including the following. All courses are 3 credit hours unless otherwise indicated.

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Health Sciences Core (25 cr.)
- Rehabilitation Science Core (18 cr.)
- Supporting Requirements (42 cr.)
- Free Electives

Health Sciences Core (25 cr.)

- HSC-A 291 Service Learning in Health Sciences I: OR
  HSC-A 491 Service Learning in Health Sciences
- HSC-H 101 Introduction to Health Sciences
- HSC-H 322 Epidemiology and Biostatistics
  May count for the Campuswide General Education Curriculum
- HSC-H 327 Introduction to Public and Community Health
  May count for the Campuswide General Education Curriculum
- HSC-H 411 Psychosocial Behavior Modeling for Fitness and Health
- HSC-H 492 Research in Health Sciences
  May count for the Campuswide General Education Curriculum
- HSC-H 499 Senior Seminar in Health Sciences
- HSC-W 211 Orientation to Health and Rehabilitation Professions (1 cr.)
- HSC-W 314 Ethics and Health Professionals
  May count for the Campuswide General Education Curriculum

Rehabilitation Sciences Core (18 cr.)

- HSC-K 205 Structural Kinesiology
- HSC-N 422 Exercise and Nutrition
- HSC-S 391 Biomechanics
- HSC-S 409 Physiology of Exercise
- HSC-S 419 Fitness Assessment of Exercise Prescription
- HSC-S 420 Exercise for Special Populations

Supporting Requirements (42 cr.)

- AHLT-R 185 Medical Terminology (2 cr.)
- BIOL-L 102 Introduction to Biological Sciences (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.)
- ENG-W 231 Professional Writing Skills; OR
  ENG-W 270 Argumentative Writing
- HPER-N 220 Nutrition for health; OR
  HSC-H 102 Lifetime Wellness for Health
  May count for the Campuswide General Education Curriculum
- 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 I (5 cr.)
- PSY-P103 General Psychology
  May count for the Campuswide General Education Curriculum
- PSY-P 216 Life Span Development Psychology
- See addendum for courses added 3/17/2025

Free Electives

- Additional courses as needed to meet 120 credit hour requirement.
- Electives are specific to career paths to support application for various graduate schools and programs. Students should work with an Academic Advisor to ensure coursework taken meets the needs of degree requirements as well as graduate programs.

Athletic Training

- HSC-K 405 Exercise and Sport Psychology

Physical Therapy

- PHYS-P 202 General Physics 2 (5 cr.)

Occupational Therapy

- HSC-K 405 Exercise and Sport Psychology
- PSY-P 324 Abnormal Psychology

Bachelor of Science in Health Sciences

Bachelor of Science in Health Sciences, with a Concentration in Speech Language Pathology

The Bachelor of Science in Health Sciences with a concentration in Speech Language Pathology is designed to introduce students to basic processes of communication, speech, language, and hearing, and to disorders of communication. Students will have the opportunity to observe speech language pathologists in the clinical setting, perform hands-on activities, and complete a service learning project of their choosing

Additional Academic Requirements

Students must earn a cumulative GPA of 2.0 in all Health Sciences (HSC) required coursework. It is recommended all coursework to be completed with a C or higher.

Students are responsible for reviewing and maintaining records of the needs of desired graduate programs. While this concentration offers a broad and comprehensive education, it does not guarantee fulfillment of all requirements for every graduate program.

During the program, students will complete Service Learning in Health Sciences, an internship-like course, requiring students to gain real-world experience in the community. Students are expected to collaborate with the course instructor to find a site based on their professional goals and should refer to the website for additional information: https://healthscience.iusb.edu/internships.html Enrollment in this course will require students to pay for a background check, supply evidence of CPR certification, and complete additional compliance requirements.

Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards (i.e. GPA requirements, program dismissal, reinstatement, etc.).

Degree Requirements (120 cr.)

- IU South Bend Campuswide General Education Requirements (33 cr.)
- Health Sciences Core (25 cr.)
- Speech Language Pathology Core (21 cr.)
- Supporting Requirements (14 cr.)
- Free Electives

Health Sciences Core (25 cr.)

- HSC-A 291 Service Learning in Health Sciences I; OR
  HSC-A 491 Service Learning in Health Sciences
- HSC-H 101 Introduction to Health Sciences
- HSC-H 322 Epidemiology and Biostatistics
  May count for the Campuswide General Education Curriculum
- HSC-H 327 Introduction to Public and Community Health
  May count for the Campuswide General Education Curriculum
- HSC-H 411 Psychosocial Behavior Modeling for Fitness and Health
- HSC-H 492 Research in Health Sciences
  May count for the Campuswide General Education Curriculum

- HSC-H 499 Senior Seminar in Health Sciences
- HSC-W 211 Orientation to Health and Rehabilitation Professions (1 cr.)
- HSC-W 314 Ethics and Health Professionals
  May count for the Campuswide General Education Curriculum

Speech Language Pathology Core (21 cr.)

- DHYG-H211 Head and Neck Anatomy; OR
  HSC-P210 Anatomy and Physiology of the Speech Mechanism
- HSC-B 190 Human Behavior and Social Institution
  VT: Disabilities Related to Communication and Society
  May count for the Campuswide General Education Curriculum
- HSC-P 111 Phonetics for Speech and Hearing Sciences
- HSC-P 233 Language Development
- HSC-P 275 Introduction to Audiology and Aural Rehabilitation
- HSC-P 323 Articulation and Phonological Disorders
- HSC-P 324 Childhood Language Disorders

Supporting Requirements

- AHLT-R 185 Medical Terminology (2 cr.)
- ENG-W 231 Professional Writing Skills; OR
  ENG-W 270 Argumentative Writing
- HSC-H 102 Lifetime Wellness for Health
  May count for the Campuswide General Education Curriculum
- PSY-P103 General Psychology
  May count for the Campuswide General Education Curriculum
- PSY-P 216 Life Span Development Psychology
- See addendum for courses added 3/17/2025

Free Electives

- Additional courses as needed to meet 120 credit hour requirement.
- Education and Psychology electives are strongly recommended to support students' future career in Speech Language Pathology. Students should become familiar with the requirements to become certified and hold an America Speech-Language-Hearing Association (ASHA-Certificate of Clinical Competence (CCC-SLP) or Certified SLP Assistant (C-SLPA).

Bachelor of Science in Health Science, Sports Exercise Science

Bachelor of Science in Health Sciences, Concentration in Sport and Exercise Science

The Bachelor of Science 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 experiential learning with local healthcare organizations, fitness facilities, and employee wellness programs. Students majoring in Sport and Exercise Science can pursue certification as a personal trainer, in strength and conditioning, or exercise physiology. Graduate education can be pursued in a wide variety of fields such as biomechanics, exercise physiology, and sports administration.

Additional Academic Requirements

Students must earn a cumulative GPA of 2.0 in all Health Sciences (HSC) required coursework. It is recommended all coursework to be completed with a C or higher.

Students are responsible for reviewing and maintaining records of the needs of desired graduate programs. While this concentration offers a broad and comprehensive education, it does not guarantee fulfillment of all requirements for every graduate program.

During the program, students will complete Service Learning in Health Sciences, an internship-like course, requiring students to gain real-world experience in the community. Students are expected to collaborate with the course instructor to find a site based on their professional goals and should refer to the website for additional information: healthscience.iusb.edu/internships.html. Enrollment in this course will require students to pay for a background check, supply evidence of CPR certification, and complete additional compliance requirements.

Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards (i.e. GPA requirements, program dismissal, reinstatement, etc.).

Degree Requirements

Students receiving the Bachelor of Science in Health Sciences degree must complete 120 credits including the following. All courses are 3 credit hours unless otherwise indicated.

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Health Sciences Core (25 cr.)
- Sport and Exercise Science Core (33 cr.)
- Supporting Requirements (25 cr.)
- Free Electives

Health Sciences Core (25 cr.)

- HSC-A 291 Service Learning in Health Sciences I; OR
  HSC-A 491 Service Learning in Health Sciences
- HSC-H 101 Introduction to Health Sciences
- HSC-H 322 Epidemiology and Biostatistics
  May count for the Campuswide General Education Curriculum

- HSC-H 327 Introduction to Public and Community Health
  May count for the Campuswide General Education Curriculum
- HSC-H 411 Psychosocial Behavior Modeling for Fitness and Health
- HSC-H 492 Research in Health Sciences
  May count for the Campuswide General Education Curriculum
- HSC-H 499 Senior Seminar in Health Sciences
- HSC-W 211 Orientation to Health and Rehabilitation Professions (1 cr.)
- HSC-W 314 Ethics and Health Professionals
  May count for the Campuswide General Education Curriculum

Sport and Exercise Science Core

- HSC-H 102 Lifetime Wellness for Health
  May count for the Campuswide General Education Curriculum
- HSC-K 205 Structural Kinesiology
- HSC-K 218 individual Physical Activity and Exercise Instruction
- HSC-K 405 Exercise and Sport Psychology
  This class is offered in even years in the spring (i.e. 2026)
- HSC-N 422 Exercise and Nutrition
- HSC-S 311 Strength and Conditioning Methods
- HSC-S 391 Biomechanics
- HSC-S 409 Physiology of Exercise
- HSC-S 416 Sports Management and Marketing
  This class is offered in odd years in the spring (i.e. 2027)
- HSC-S 419 Fitness Assessment and Exercise Prescription
- HSC-S 420 Exercise for Special Populations

Supporting Requirements (25 cr.)

- ANAT-A 210 Elementary Human Anatomy
- ANAT-A 211 Human Anatomy Laboratory (2 cr.)
- ENG-W 231 Professional Writing Skills; OR
  ENG-W 270 Argumentative Writing
- HPER-N 220 Nutrition for Health
  May count for the Campuswide General Education Curriculum
- PHSL-P 130 Human Biology
- PSY-P103 General Psychology
  May count for the Campuswide General Education Curriculum
- Eight additional credit hours from Sciences (i.e. BIOL, CHEM, PHYS)

Free Electives

- Additional courses as needed to meet the 120 credit hour requirement

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Minor in Health Promotion

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 credit hours, unless otherwise noted.

- 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-H 413 Global Health and Nutrition
- HSC-H 430 Environmental Health
- HSC-H 413 Global Health and Nutrition
- HSC-H 434 Diversity and Cultural Competence
- HSC-H 477 Community Assessment and Program Planning; AND
  HSC-H 478 Evaluation of Health Promotion Programs
- Other HSC course/s upon division approval

Minor in Nutrition

Minor in Nutrition

The nutrition of our population is a growing concern and requires attention from public health professionals. The minor in nutrition provides students with fundamental training to educate their peers, community, and self on healthy diets and lifestyle choices.

Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise indicated.

- HPER-N 220 Nutrition for Health
- HSC-H 102 Lifetime Wellness for Health
- HSC-H 327 Introduction to Public and Community Health
- HSC-H 413 Global Health and Nutrition
- HSC-N 422 Exercise and Nutrition
- Other HSC course/s upon prior division approval

Minor in Palliative and Supportive Care

Minor in Palliative and Supportive Care

Due to advances in medicine and science, people are living longer with serious illnesses, requiring complex often fragmented care. Palliative care is a new philosophy of team-based care, with a goal to improve quality of life for patients and their families, at any age or stage of an illness alongside curative treatments. This is one of the fastest growing areas of healthcare in the past decade, with a shortage of trained Palliative care team members and a need for widespread advocacy and community education. This minor introduces the basic principles and skills required to become a Palliative care team member and would complement the resume of students from diverse disciplines across the university.

Minor Requirements (15 cr.)
All courses are 3 credit hours, unless otherwise indicated.

- PALC-B 190 Introduction to Palliative Care
  VT: Introduction to Palliative Care
- PALC-B 302 Palliative Care Systems and Models

Communication and Education Requirements (3 cr.)

Select one of the following:

- EDUC-G 375 Multicultural Counseling-Related Skills and Communication
- NURS-B 231 Communication Skills for the Health Professionals
- SPCH-S 122 Interpersonal Communication
- SPCH-S 230 Introduction to Health Communication

Social Science Requirement (3 cr.)

Select one of the following:

- HSC-H 434 Diversity and Cultural Competence
- PSY-P 103 General Psychology
- PSY-P 303 Health Psychology
- PSY-P 331 Psychology of Aging
- SOC-S 316 Sociology of Families

Health Sciences and Systems Requirement (3 cr.)

Select one of the following:

- HSC-H 327 Introduction to Public and Community Health
- HSC-L 320 Health Care Delivery Systems
- HSC-W 314 Ethics and Health Professionals
- HSC-B 399 Human Behavior and Social Institutions
  VT: Death and Dying

Minor in Sports and Exercise Science

Minor in Sports and Exercise Science

A minor in Sport and Exercise Science can augment the understanding of fundamental health concepts important for maintaining a fit lifestyle and encouraging others to live a healthy life. Training in these areas may pave the way toward careers as a personal trainer as students with minors in Sport and Exercise Science will be competent to sit for the NSCA-CPT (Certified Personal Trainer) exam.

Requirements (15 cr.)

- All courses are 3 credit house, unless otherwise noted.
- ANAT-A 210 Elementary Human Anatomy
- HSC-K 218 Individual Physical Activity and Fitness Instruction
- HSC-S 311 Strength and Conditioning Methods
- HSC-S 409 Physiology of Exercise
- PHSL-P 130 Human Biology
- Other HSC course/s upon division approval

Dental Education

Pictured | **Mallory Roberts, MSDH, EdD** | *AT Still University, 2021* | Director of Dental Education; and Clinical Associate Professor of Dental Education

Dental Education

Mallory Roberts, MSDH, EdD, RDH | Director Education and Arts 1250 | (574) 520-4158 | dental.iusb.edu

Faculty

- Dean | **Garcia**
- Associate Dean | **Deranek**
- Director | **Roberts**
- Clinical Associate Professor | **Douglas, Roberts**
- Clinical Assistant Professor | **Alwine, Austin, Batie**
- Faculty Emeriti | **Markarian, Yokom**

About Dental Education

The Division of Dental Education has been offering high quality educational opportunities leading to careers in the dental field since 1968 and offers the Bachelor of Science (BS) in Dental Hygiene degree.

Completing a university-base BSDH program offers students a diverse range of career possibilities than are available to associate degree holders. The BSDH program at IU South Bend provides students with a variety of inter-professional education and collaboration opportunities throughout the curriculum, an extended knowledge base, and more experiential learning opportunities within and outside of the clinical setting.

Undergraduate Degree Offered

The Division of Dental Education offers two educational pathways for a student to earn a Bachelor of Science in Dental Hygiene degree. The appropriate option for interested students depends on your experience as a dental hygienist.

The options include:

- Entry-level Pathway | This degree pathway is for students who want to become a licensed dental hygienist and have never completed a CODA accredited dental hygiene clinical program.
- RDH-to-BSDH Completion Pathway | This degree pathway is for students who are licensed dental hygienists who already graduated from a CODA accredited dental hygiene program and wish to expand their career opportunities by continuing their education to earn the baccalaureate degree.

Index

- Criteria for Admission Eligibility
- Academic Regulations
- Academic Policies
- Clinical Promotion
- Withdrawal from the Dental Hygiene Program
- Attendance Policy
- Leave of Absence
- Transfer Credit Hours

Dental Education Information

Pictured | **Alejandra Montoya-Rubalcava** | *Bachelor of Science in Dental Hygiene* | Syracuse, Indiana (hometown)

Honors Program21st Century Scholar
Volunteer Activity | Mentor Collective Program
Club Affliation | Latino Student Union

Mission

The mission of the Division of 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 Division of Dental Education faculty and staff are 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

Indiana University South Bend's Dental Hygiene program will:

- Deliver an exceptional educational program that upholds the highest standards of professionalism while preparing students to engage with evidence-based practices throughout their careers.
- Provide rigorous and dynamic learning experiences that challenge students to use sound judgment, critical thinking, and evidence-based decision-making in delivering high-quality patient care.
- Emphasize the role of the dental hygienist as a prevention specialist, involving students in dental public health initiatives that promote health and prevent disease, grounded in current best practices.
- Foster a collaborative and informed approach where the dental hygienist contributes as a leader within the healthcare team, enhancing interdisciplinary communication and improving patient outcomes.

Program Objectives

To be able to fulfill the requirements of a Bachelor of Science Degree in Dental Hygiene, graduates of the Entry-level Dental Hygiene Program at Indiana University South Bend will be able to:

- Deliver high quality person-centered care by safely applying best practices and standards of care using sound judgment, critical thinking skills, and evidence-based decision making
- Demonstrate scientific reasoning by critically evaluating ideas and claims
- Adhere to the ethical, legal, and professional codes of conduct expected of the dental hygiene practitioner
- Respond to the evolving needs of the profession and public health by applying an understanding of the diverse roles of the hygienist as recognized by the ADHA
- Engage as an oral health promotion specialist involved in public health interventions related to health promotion and disease prevention

Dedication to Humanistic Environment

In the Division of Dental Education's humanistic environment, students, staff, and faculty experience freedom from intimidation and judgment, close professional relationships, freedom to explore their environment, the opportunity to take appropriate risks within the environment, and the development of trusting and accepting relationships among members, regardless of institutional position or diversity of background.

Accreditation

The program in dental hygiene is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of "approval without reporting requirements". The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, Illinois 60611. The Commission's web address is: .

Professional Licensure and Certification Disclosure

The Dental Hygiene BS Degree curriculum follows the rules of the American Dental Association's Commission of Dental Accreditation (CODA) in preparing students for a degree in dental hygiene. This degree prepares the graduate to complete professional licensure examinations. Indiana University South Bend Entry-Level Dental Hygiene BS Degree curriculum satisfies the educational requirements for graduates to apply for licensure, as well as local anesthesia certification in the state of Indiana. The School has not made a determination as to the sufficiency of its program to satisfy professional licensing or certification requirements of any other state or jurisdiction. Students should consult the Board of Dental Examiners in their state to confirm if the degree from IU South Bend meets the criteria for professional licensure in their state.

Contact information for the Boards of Dental Examiners can be found at adha.org/licensure

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 the Dental Hygiene Program Handbook.

Each student has an individualized academic record that lists all past and current coursework and how that

coursework fulfills the requirements for the student's academic program. **It is the student's responsibility to ensure the information is accurate and reflects completion of all requirements before graduation.**

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

Dental Hygiene

The IU South Bend campus offers the Bachelor of Science in Dental Hygiene (BSDH), entry level for those new to the field. The Bachelor of Science in Dental Hygiene degree program is accredited by the Commission on Dental Accreditation. The Dental Hygiene Program is an agency member of the American Dental Educator's Association and the American Dental Association.

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.

The Entry-level Dental Hygiene Program strives to offer a creative curriculum for meeting the current and future oral health needs of society. The curriculum prepares a generalist in professional dental hygiene and serves as a basis for graduate study. The purpose of the bachelor's 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.

Our students are the driving force behind our program and who make coming to work fun for each one of our faculty. IU South Bend Dental Hygiene program becomes family for each of our students. Hygiene school is like no other program. Classmates and faculty are in it together and will work as a team. Students will receive our faculty's undivided expert attention.

Entry-Level Dental Hygiene Program

Predental Hygiene Status

Students are admitted as Health Sciences Pre-Dental Hygiene BS students while they are completing prerequisite courses for the Entry-Level Bachelor of Science in Dental Hygiene.

After completing all prerequisite coursework, students will apply to the professional program. Enrollment in the professional program is competitive, meaning not all qualified applicants will be provided an offer of admission. Interested students are encouraged to work with an IU South Ben professional advisor to assess their eligibility for admission and their potential for successfully competing with other applicants. Professional advisors can share insights of historic trends in general statistics related to the admission criteria. Additionally, information about the competitive nature of the most recent application cycle can be found on the program's web page.

Professional Program

One group of 20 students is admitted into the Entry-Level Dental Hygiene degree program each year. The Entry-level clinical dental hygiene program begins the course of study in the fall semester.

Admission criteria is established by the Director, staff, and faculty of the Division of Dental Education. Applications and application materials are processed using multiple layers of review to ensure a fair and equitable opportunity for all students.

An application for admission to the Entry-Level Dental Hygiene degree program must be completed by February 1. Each applicant is evaluated on the basis of academic preparation and record. In the competitive process, applicants are scored and ranked based on the following:

- Application GPA
- Science GPA
- Multidimensional Evaluation Criteria
- Cumulative GPA
- Completion of General Education Requirements
- **Note** | GPA scores will be calculated by averaging all attempts of required coursework, including equivalent courses unless the student were granted grade replacement per IU policy prior to the application deadline. See the equivalency list for course transfers. Please note that grade replacements is not the same as the IU policy for "best grade". Grade Replacement is a separate process which involves steps with the student and the Registrar on your campus.

Criteria for Admission Eligibility

Prerequisite Courses

All School of Applied Health Science clinical programs will accept courses counting toward the degree outside of the seven year time frame, except for required sciences. Program Directors may allow rare exemptions to students whose sciences have been completed over 7 years ago. Exemptions include, but are not limited to, work experience, prior license, and certifications and will be examined on a case-by-case basis.

The prerequisite courses below or IU South Bend equivalents will be accepted. If a course does not transfer directly as the course listed, the sciences and/or hygiene program director appropriate administrator may review the course syllabus to determine equivalency. Submit all documents for review prior to application deadline.

Non-Science Courses

- Written Communications (ENG-W 131)
- Sociology (SOC-S 161)
- Psychology (PSY-P 103)
- Oral Communications (SPCH-S 121)

Science Courses

- Chemistry (CHEM-C 102)
- Anatomy (ANAT-A 210 or ANAT-P 261)

- Physiology (PHSL-P 130, PHSL-P 204, or PHSL-P 262)

Standards for Admission

Admission to the BSDH Entry-level Dental Hygiene Program is open to qualified individuals and complies with all applicable state and federal non-discrimination laws, including Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, and the Indiana Civil Rights Law. Indiana University South Bend Division of Dental Education will consider applicants who have met the minimal eligibility requirements for the program.

To be eligible for admission a student must minimally:

- Have an active offer of admission the year of application to the program to at Indiana University South Bend on file at the time of application closure (February 1)
- Minimum 2.0 GPA in all prerequisite coursework
- Demonstrate the defined essential abilities with or without reasonable accommodations
- Comply with all policies and procedures of the program, college, campus, and/or university, including compliant background check with IU Policy PS-01
- Provide proof of medical insurance and medical requirements for clinical work
- Never been dismissed from previous health care program and/or have negative action on a certificate or licensure
- Completed the appropriate application process by February 1
- Completed all prerequisite courses by the end of spring semester the year of beginning the program
- Attend orientation event(s) scheduled the Wednesday-Friday the week prior to the start of Fall classes

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 School of Health Sciences Student Policy and Procedures policy, 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.

Background Check Considerations

According to , all university academic appointees, staff, students, , or other individuals who will work with children must have a criminal background check, which includes a sex offender registry check. Vera Z. Dwyer School of Health Science outlines additional requirements related to background checks of clinical students. The policy minimally requires two components: a background check at admission to the program that is compliant with Indiana University Policy PS-01 and an annual school Requirement to Disclose form.

It is the student's responsibility to notify the appropriate administrator within seven (7) business days of any changes in their status or changes in criminal history that occur after the initial criminal background check has been completed. Failure to do so may result in immediate dismissal from the program and/or receive a course failure for not being eligible to continue with learning experiences.

Licensure Considerations for Criminal History

Admission to the IU South Bend Dental Hygiene Program and completion of the degree requirements does not guarantee licensure if you have a past criminal history. It is up to the student to determine if they would like to continue the degree knowing their situation.

Indiana Code 25-1-1.1-1 explains that a license may be denied, revoked, or suspended because an individual has been convicted of an offense. If you need to respond "yes" to being convicted of a crime you must submit with your licensure application a notarized affidavit of the incident (such as the date, where it occurred, what happened, the charge and the outcome of the incident) and any court documents. Based upon your response, you may be required to make a personal appearance before the Board. Please note that an appearance before the Board may delay your license or approval for a license.

Students with a past criminal history are recommended to contact the Board of Dentistry to discuss their situation to be proactive and to prevent any surprises. The program is three years of intensive study and time commitment. It is recommended that students work to gather the required requested documentation as soon as possible to make life easier after graduation.

Academic Policies

- Students must earn a grade of C or better in all required courses for the degree, including general education courses, and maintain a semester and overall GPA of at least 2.0.
- Students must follow the Dental Hygiene course sequence as outlined in the IU South Bend Degree Map for the Entry -Level BSDH. Failure to follow the sequence can result in delayed/denied admission to the next course sequence, including out of clinical progression status.
- If a student does not successfully complete one of the DHYG specific program courses with a grade of C or better, the student will not be eligible to continue in the clinical practice course sequence and their status will be changed to out-of-progression. Out-of-progression status will result in program dismissal until the student is approved for reinstatement. Out-of-progression students must follow the policies and procedures regarding reinstatement in order to complete the program. Out-of-progression students will work with the Dental Hygiene Program Director to develop an individualized plan for success.
- A student will be dismissed from the program if any two clinical, didactic, radiology courses or a combination of these courses are not completed with a grade of C or better. Withdrawing from a critical

course is considered an unsuccessful completion of a course attempt. There are no options for reinstatement once dismissed due to multiple course failures.

Requirements for Good Standing

To be in good standing for the program, a student must continue to meet the standards for admission and the following:

- A passing grade for each course in which the student was enrolled, with at least a cumulative 2.0 grade point average, a semester GPA of 2.0, and no grade lower than a C (2.0).
- Demonstration of acceptable progress, in the judgment of the faculty, towards the requirements for the degree.
- Demonstrate professional development.
- Demonstration of acceptable retention and translation of previously demonstrated skills, competencies, and knowledge of concepts.
- Demonstration of safe practice including all aspects of the dental hygiene process of care and infection control.
- Meet minimum standards for all related policies including IU Policy PS-01.
- Acceptable ethical and professional behavior.

Failure to Demonstrate Professional Development

Incidents which do not align with the Components of Professional Behavior as outlined by the program, including but not limited to, unsafe practice, academic misconduct and/or unprofessional behavior by a student will constitute a pattern of unprofessionalism and indicate a student's failure to demonstrate professional growth and, therefore, could be grounds for suspension or dismissal from the entry-level clinical dental hygiene program. When deciding whether to promote to the next semester or graduate a student with a history of unprofessionalism or lack of professional development, the Director, Admission, Progression, Graduation Committee and/or School of Applied Health Council (whichever is appropriate for the situation) must discuss the student's professional growth. The appropriate committee can make a recommendation for suspension from the program, suspension in clinical progress, or dismissal based upon a student's failure to demonstrate professional growth as documented by Notifications of Opportunities for Improvement, Success Plans, faculty and staff feedback, and/or multiple low clinical grades in professionalism.

Requirements for the Degree

The appropriate degree is conferred by Indiana University upon candidates who have successfully completed the following requirements:

- Complied with the policies, procedures, rules, and regulations of the Division of Dental Education, Vera Z. Dwyer School of Health Science, IU South Bend, and Indiana University South Bend
- Completed all required coursework and/or received documented approval for exemption or prior learning credit as appropriate, including:
- IU South Bend Campuswide General Education
- Biomedical sciences
- Social Sciences
- Major requirements (professional program requirements)
- Completed a minimum 120 semester credits
- A minimum 30 credit hours at the 300–or 400–level
- Earned a passing grade of C in all coursework
- Earned a minimum 2.0 cumulative GPA
- Successfully completed all course, laboratory, and clinical requirements
- Demonstrated minimum levels of evidence for all competencies as stated
- Completed all program portfolio assignments and requirements
- Returned all assigned equipment and supplies
- Discharged all financial obligations to the university
- Behavior and ethics consistent with acceptable professional standards
- Been recommended by the faculty of the Division of Dental Education for the degree due to meeting all stated program outcomes.

Minimum Course Grades

All courses counting towards the BSDH Entry-level program degree must be at the C minimum except for MICR-M250 Microbial Cell Biology (C-) if offered by IU South Bend during the program. If transferring in an equivalent to M250 or prior coursework the requirement for microbiology is "C". Courses counting towards the BSDH Completion program, beyond the ASDH program, will be evaluated upon transfer in on a case-by-case basis scenario. All BSDH Completion courses completed at IUSB after the earned associate degree must be at the C minimum to count towards the degree.

Critical Course Repeats

Critical courses are courses with the prefix DHYG or DAE or (some) HSC (W314, H434, H322) on the degree plan by the program. Critical courses may only be repeated once, including withdrawing from a course. Students who do not successfully complete all required courses with a minimum grade of C by the second attempt will be permanently dismissed from the dental hygiene program. A total of 2 critical repeats maximum is permitted even if the courses being repeated are not the same number.

In addition to the general academic policies, students must meet the following requirements to be promoted through the clinical course sequences:

Student will be promoted to the DHYG-H 218 Fundamentals of Dental Hygiene preclinical course upon the successful completion of:

- CPR Certification no sooner than June 15, immediately before the first clinical Fall semester
- DHYG-H 214 Oral Anatomy, Histology, and Embryology
- DHYG-H 303 Radiology (lab must be passed at the minimum competency level to progress to DHYG-H 218 and DHYG-H 305 due to patient treatment expectations)
- DHYG-H 321 Periodontics
- HPER-N 220 Nutrition for Health
- HSC-W 314 Ethics and Health Professionals
- MICR-M 250 Microbial Cell Biology (C– or higher); OR
  an equivalent microbiology course (C or higher)

Clinical Promotion

Critical courses listed below may only be repeated once, including withdrawing from a course. Students are permitted to fail or withdraw from no more than two critical courses. Exceeding this limit will lead to the student's dismissal from the program (i.e. failure and/or withdrawal from the same course counts as two attempts and failure and/or withdrawal from separate courses counts are two attempts). In addition to the policy and procedure outlined in the college and school level policies, students enrolled in the dental hygiene program who earned a grade of less than a C or withdrew from a course with the prefix DHYG or DAE must complete the course successfully by the second attempt. After the second unsuccessful attempt students will be permanently dismissed from the dental hygiene program.

Students will be promoted to the DHYG-H 219 Clinical Practice 1 upon successful completion of:

- DHYG-H 205 Medical and Dental Emergencies (1-2 cr.)
- DHYG-H 211 Head and Neck Anatomy (1-3 cr.)
- DHYG-H 217 Preventive Dentistry (1-3 cr.)
- DHYG-H 218 Fundamentals of Dental Hygiene
- DHYG-H 305 Radiology Clinic
- DHYG-H 308 Dental Materials (1-3 cr.)

Students will be promoted to DHYG-H 301 Clinical Practice 2 upon successful completion of:

- DHYG-H 215 Pharmacology and Therapeutics–First Year
- DHYG-H 219 Clinical Practice 1
- DHYG-H 221 Clinical Dental Hygiene Procedures
- DHYG-H 304 Oral Pathology-2nd Year (1-3 cr.)

Students will be promoted to DHYG-H 302 Clinical Practice III upon successful completion of:

- DHYG-H 301 Clinical Practice II

Students will be promoted to DHYG-H 420 Advanced Clinical Procedures upon successful completion of:

- DHYG-H 250 Local Anesthesia and Pain Control
- DHYG-H 302 Clinical Practice 3
- DHYG-H 333 Management of the Special Needs Patient

Administrative Dismissal from the BSDH Entry-Level Program

Administrative dismissal from the program is a function of the Dental Hygiene Program faculty in consultation with the appropriate administrators with regards to due process and legality. Students will be invited to meet with the Program Director to respond to a motion for their dismissal prior to action. Dismissal may be recommended for any of the following reasons (although not limited to them):

Dismissal may be recommended for any of the following reasons (although not limited to):

- Failure to comply with the policy on attendance.
- A failing grade in any required course in which the student is enrolled.
- Failing a critical course resulting in out of progression status that does not provide a part- time option for enrollment.
- Earning a semester grade point average below 2.0.
- Academic misconduct and /or lack of acceptable professional behavior and ethics.
- Lack of acceptable progress, in the judgment of the faculty and promotions committee, toward the requirements for the degree.
- Failure to demonstrate professional growth.

Attendance Policy

As a professional program, attendance and punctuality is required at all scheduled didactic, discussion, lab, clinic, preclinic, and other course or program related sessions and events, including IPE and orientations. Tardiness and absenteeism may result in dismissal from the program due to the need to meet minimum clock hours as established by the Commission on Dental Accreditation.

Student Absence

It is understood that students may occasionally be absent from class or clinic for unavoidable personal reasons. Students are expected to email the appropriate course contact prior to or as early as possible to report an absence. Although a student contacts the course director/ faculty, the absence may still not be considered excused. It is the responsibility of the student to coordinate missed assignments or makeup quizzes with course directors and other involved faculty in a timely fashion, if allowable. A student who is absent and fails to communicate with course directors in a timely manner regarding missed assignments is accountable for any negative outcomes based on the attendance policy of the course director.

It is recommended that the decision to excuse a student’s absence results from a conversation between the involved faculty and student in a coordinated effort across all program courses for consistency.

Faculty are not permitted to require written or specific information to excuse a student’s absence for medical/ psychological reasons. Requiring a student to share private information of this type is inconsistent with patient confidentiality, FERPA, and runs counter to educating our students in the wise use of healthcare resources.

Unexcused clinic/labs cannot be made up. Missing clinic or assigned labs will jeopardize the student’s ability to meet course requirements and may result in a failing grade, failure to progress, or dismissal from the program

Assessment/ Major Project Absence Policy

Except for extenuating circumstances, students are prohibited from missing any type of summative assessment/Major Project (e.g., midterm/final exam, summative OSCE, practical/practicum, team assessment, mock board, final pre-clinical lab competency, presentation, etc.), unless in the rare situation of being excused by the Course Director in consultation with the Program Director.

Students who are or will be absent for a summative assessment must contact the involved course directors in addition to the Program Director prior to the absence, who will review and determine the nature of the absence. If approved, the student will be required to make arrangements for alternate assessment date(s).

Dental Education Information

Pictured | **Mia Guerra** | *Bachelor of Science in Health Promotion; Pre-Dental Hygiene* | Mishawaka, Indiana (hometown)
Student Government Association | Senator
Volunteer Activity | Pet Refuge
Club Affliation | Feminist Student Union (secretary)

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.

Separation from the Dental Hygiene Program

Students separating from the program (suspension, withdrawing, or who have been dismissed) should immediately communicate with the Program Director. The Program Director, Administrative Assistant, and student will manage separation procedures to ensure all appropriate items for the student are resolved (i.e., locker clearance, return of equipment, Crimson Card access).

Temporary Leave of Absence

A student may request in writing a leave of absence for a period of non-enrollment of more than three consecutive days, which may or may not be approved by the Program Director in consultation with the faculty and appropriate administrators. Requests for leave of absence are evaluated and approved on the basis of academic standing and potential for progress toward the degree.

Official documentation related to the leave may be required. Contingent upon approval, as well as the semester of enrollment coupled with the reason and the number of days missed, the faculty and/or Dental APG Committee (as appropriate) will determine the plan regarding the student's re-entry into the curriculum upon their return, ensuring that any missed work, assessments, or requirements are accounted.

Withdrawals

Voluntary withdrawals from the DH program may be arranged by contacting the Program Director. In such instances, grades of "W" or "F," depending upon student academic achievement at the time and date of request, will be entered in the official University record. The student may also forfeit part or all of the current term tuition depending on the timing of the withdrawal per university policy. The withdrawal refund schedule can be found on the IU South Bend's Bursar's website.

A student should consult with the Program Director and is encouraged to use all campus resources available if a withdrawal is under consideration. More detailed information on support services can be found on the IU South Bend webpage.

Withdrawing from a critical course will lead to out-of-progression status and required a request for reinstatement. Reinstatement is dependent on resources available at the time of the request for reentry. Reentry is not guaranteed.

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.

Reinstatement Policy and Procedures

Students may request to be reinstated to the clinical program from which they withdrew or were dismissed. The student will be reinstated based on academic standing, potential for progress toward the degree, availability of resources to take on the additional student, and satisfactory completion of any conditions and/or faculty recommendations existing at the time of dismissal. Reinstatement depends on if there is the availability of at the time of clinical reentry. Students out of progression for more than 2 academic years are encouraged to reapply if eligible for the program due to the evolving nature of the practice of dental hygiene and necessity to successfully pass board exams.

Reinstatement to resume progression is dependent on space availability and student success indicators. In the event, multiple students are contenders for limited openings in the program, student overall GPA, program GPA, and programmatic success indicators will determine open position fulfillment. Program documentation and student submitted materials will be used to determine the reinstatement decision. Programmatic success indicators are the identified skills and abilities that relate to the essential abilities outlined for each program and evidence of professional development. If denied reinstatement the student may appeal according to the procedures outlined in the School of Health Sciences Appeal Policy.

Reinstatement Procedures

- **Step 1** | Reinstatement to the IU South Bend campus

- **Step 2** | Approval for Reinstatement by the Applied Health Science Council

Documentation must be submitted by the due dates below. Minimum documentation includes a request for reinstatement letter with background information and an action plan for success that addresses the factors that resulted in the interruption of degree progress. See Program Handbook DE.009 Reinstatement Policy for specifics.

- To be reinstated for spring semester | July 1
- To be reinstated for fall or summer semester | November 1

- **Step 3** | Validation of Theory and Clinical Competencies

All course objectives and skill competencies must be validated as outlined below before a student can re-enroll and begin clinical course work to ensure patient safety and regulatory compliance. Validation course work must be completed with a passing grade of C or better. Skill assessment evaluations are subject to procedures defined

in the Division of Dental Education Skill Assessment Grading Policy.

The student will enroll in an IU South Bend Dental Hygiene course and validate all course objectives and skill competencies within the defined time frame to be reinstated into the program clinical sequence. Course credit will vary depending on specific student validation needs. Validation must occur within the semester prior to the intended reinstated clinical course.

An attempt of the Division of Dental Education validation of theory and clinical competencies course or related course is permitted once. An unsuccessful attempt of theory and clinical competencies validation will result in permanent dismissal from the Dental Hygiene Program.

Suggested course objectives, and skill validations required for each clinical sequence for the 1-Plus-3 Curriculum include all critical coursework “mapped” in the degree prior to the semester of enrollment. If a student is being reinstated into a non-clinical course, but will be continuing in the clinical sequence following the successful completion of the course, then the student must pass all clinical competencies and demonstrate safe clinical practices prior to beginning the clinical semester following the expectations of revalidation for clinical coursework.

- **Step 4** | Reinstatement in Clinical Sequence

Upon successful demonstration of academic and clinical competencies within the designated time, the student will be reinstated into the Dental Hygiene Program to begin the clinical course work of the program. Reinstatement will result in updating the student to the current degree mapped curriculum offered by the program. Previous degree maps may not be possible due to changes in curriculum offerings.

Transfer Credit Hours

Transfers between Indiana University Campuses

Entry-level Clinical 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.

Course work will be carefully evaluated for competencies and outcomes as stated in the IU South Bend curriculum documents. Although a course number may be shared across campuses the curriculum may not align resulting in the need to complete additional coursework to make up for missing content and demonstration of skill mastery for safe treatment.

Transfers from Non-Indiana University Dental Hygiene Degree Programs

Entry-level Clinical 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.

Interested students in good standing are encouraged to connect with their Program Director and the IU South Bend Program Director for the evaluation of completed coursework for transfer and to maximize potential for transfer.

Dental Hygiene Completion

Registered Dental Hygienist to Bachelor of Science in Dental Hygiene

RDH-to-BSDH

Program Description

The RDH-to-BSDH Degree Completion Pathway is designed for licensed dental hygiene professionals with an associate degree or partial bachelor's coursework. This program offers a broad educational experience to help students pursue professional interests and expand career options beyond entry-level clinical practice.

The program is flexible, allowing students to explore their strengths and passions while working toward a bachelor's degree. Students can choose an exploratory plan covering all professional roles of a hygienist, such as educator, researcher, public health advocate, administrator, or entrepreneur, or opt for a focused pathway that delves deeper into a specific role. As the oral health industry evolves, coursework options continue to grow. In the final semester, students participate in a mentored immersive learning experience in a professional hygienist role to build their resume, network, and confidence as leaders in the dental hygiene field.

Students may complete the program entirely online, on campus, or through a combination of both. Online options provide flexibility for students balancing education with other commitments or living far from campus, while in-person courses allow for engagement with the campus community.

Admission Information

Interested students must first apply and be accepted to IU South Bend as pre-dental hygiene completion program students. On the IU South Bend application, under the "Academic Goals" section, students should select the Pre-Dental Hygiene Completion option as their intended major.

Once admitted to IU South Bend, students can apply to the RDH-to-BSDH Completion Program through an online application on the Dental Education website. After reviewing the application, verifying eligibility, and ensuring RDH licensure is in good standing, the program coordinator will contact applicants with next steps or an official acceptance notification.

Students are encouraged to reach out to the RDH-to-BSDH Completion Program coordinator before applying to address any questions about the program or application process.

Additional Academic Requirements

- A minimum of 30 credit hours must be completed at the 300–or 400–level
- A minimum of 30 credit hours must be completed at IU South Bend.
- The majority of these credit hours must be completed after admission to the program.
- A maximum of 30 credit hours may be applied toward the degree for successful completion of external examinations such as AP, CLEP, DSST, and Excelsior University (UExcel). Credit awarded based on external exams is considered transfer credit.
- Additional transfer credit may be applied toward the degree for prior learning such as 1) noncollegiate or company-sponsored training programs as recommended and certified by the American Council on Education (ACE) or the National College Credit Recommendation Service (NCCRS) and 2) educational experiences gained during military service by submitting the Joint Services Transcript to Admissions.
- IU special credits may be applied toward the degree by passing certain university departmental examinations.
- Students must earn a grade of C or higher in all required courses and maintain an overall GPA of at least 2.5.

Degree Requirements

Students on the RDH–toBSDH Degree Completion pathway to receive the Bachelor of Science in Dental Hygiene degree must complete 120 credits including the following. All courses are 3 credit hours unless otherwise indicated.

- IU South Bend Campuswide General Education Curriculum (33 cr.)
  Required prerequisite and major coursework may count for Campuswide General Education Curriculum
- Major Coursework (13-15 cr.)
- Free Electives, Credit for Prior Learning, and Bridge Coursework (72-74 cr.)
  Students are encouraged to select electives to fulfill minor requirements and/or satisfy professional interests. Coursework must be evaluated for alignment with student professional goals and approved by program administrator prior to enrollment. Role specific suggested coursework:

- Educator (13-15 cr.)
- Public Health (26 cr.)
- Health Administration (33 cr.)

Major Coursework (13-15 cr.)

- AHSC-H 340 Research in the Health Sciences; OR DHYG-H 400 Evidence-Based Decision Making
- DHYG-E 443 Public Health Methods; OR Clinical educator focused coursework
- DHYG-H 444 Bachelor Degree Capstone Course (1-3 cr.)
- HSC-H 322 Epidemiology and Biostatistics
- HSC-W 314 Ethics and Health Professionals

Free Electives, Credit for Prior Learning, and Bridge Coursework (72-74 cr.)

Educator (13-15 cr.)

- Pathway under development at the time of bulletin submission. See program website/contact program administrator for updates and details.

Public Health (26 cr.)

- AHSC-C 430 Environmental Health
- AHSC-H 330 Intercultural Health Communication(6 cr.)
- AHSC-H 480 Healthcare Grant Writing and Internship(6 cr.)

- DHYG-H 403 Advanced Community Dental Hygiene (2 cr.)
- DHYG-H 412 Global Health
- HSC-H 327 Introduction to Public and Community Health
- HSC-H 434 Diversity and Cultural Competence

Health Administration (33 cr.)

- AHSC-A 420 Healthcare Finance (6 cr.)
- AHSC-A 430 Supervision and Resource Management for Health Professional (6 cr.)
- AHSC-A 440 Health Care Administration and Strategic Planning (6 cr.)
- AHSC-H 302 Essentials of the Healthcare Delivery Systems
- AHSC-H 303 Leadership and Management in Healthcare
- AHSC-H 310 Health Policy, Ethics, and Legal Issues (6 cr.)
- AHSC-H 350 Economics of Health Care

Bachelor of Science in Dental Hygiene

Bachelor of Science in Dental Hygiene

Dental Hygiene focuses on the art and science of preventing oral disease and promoting health, including behavior management. The Entry-level Dental Hygiene Program offers an innovative curriculum to address current and future oral health needs. It prepares students as generalists in dental hygiene and provides a foundation for graduate studies. The program aims to develop graduates who think critically, act ethically and culturally competently, communicate effectively, understand community resources, and serve as skilled healthcare providers, role models, and responsible managers. The curriculum emphasizes health, wellness, and understanding individuals within their environments.

The options offered at IU South Bend include:

- Entry–level Pathway | This degree pathway is for students who want to become a licensed dental hygienist and have never completed a CODA accredited dental hygiene clinical program.
- RDH–to–BSDH Completion Pathway | This degree pathway is for students who are licensed dental hygienists who already graduated from a CODA accredited dental hygiene program and wish to expand their career opportunities by continuing their education to earn the baccalaureate degree.

Accreditation Information

The Entry–level Dental Hygiene Program is accredited by the American Dental Association Commission on Dental Accreditation and has been granted the accreditation status of “approval without reporting requirements.” The Commission is a specialized accrediting body recognized by the United States Department of Education.

Commission on Dental Accreditation
211 East Chicago Avenue, Chicago, Illinois 60611.
(312) 440-4653
Web address | coda.ada.org/en

For the most up-to-date information on the accreditation status, visit the program website.

Admission Information

The Entry–level Dental Hygiene Program is a limited access program with additional admissions criteria beyond general college requirements. While all students who meet the minimum criteria are encouraged to apply, acceptance is not guaranteed for all qualified applicants.

Application Requirements

An application for admission to the Entry–Level Dental Hygiene degree program must be completed by February 1.

In the competitive process, applicants are ranked based on the following:

- Application GPA
- Science GPA
- Multidimensional Evaluation Criteria
- Cumulative GPA
- Completion of General Education Requirements
- Note | GPA scores will be calculated by averaging all attempts of required coursework, including equivalent courses unless the student were granted grade replacement per IU policy prior to the application deadline. See the equivalency list for course transfers. Please note that grade replacements is not the same as the IU policy for "best grade". Grade Replacement is a separate process which involves steps with the student and the Registrar on your campus.

Additional Academic Requirements

Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards (i.e. GPA requirements, program dismissal, reinstatement, etc.). For additional information regarding program policies, please visit this Bulletin link.

Pre–clinical students in the Vera Z. Dwyer School of Health Sciences are strongly encouraged to identify and apply a parallel plan. A parallel plan helps you align with the requirements of another academic program, providing a clear path for academic progression if your professional goals change, you encounter challenges meeting program requirements, or your needs shift.

Degree Requirements

Students receiving the Entry-level Bachelor of Science in Dental Hygiene degree must complete 120 credits earned with a C minimum. All courses are 3 credit hours unless otherwise indicated.

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Prerequisite Coursework (21 cr.)
- Major Coursework (84 cr.)

Prerequisite Coursework (21 cr.)

- ANAT-A 210 Elementary Human Anatomy
- CHEM-C 102 Elementary Chemistry 2
- ENG-W 131 Reading, Writing, and Inquiry I
  May count for Campuswide General Education Curriculum
- PHSL-P 130 Human Biology

- PSY-P 103 General Psychology
  May count for Campuswide General Education Curriculum
- SPCH-S 121 Public Speaking
  May count for Campuswide General Education Curriculum
- SOC-S 161 Principles of Sociology
  May count for Campuswide General Education Curriculum

Major Coursework

- 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
- DHYG-H 215 Pharmacology/Therapeutics—First Year (2 cr.)
- DHYG-H 217 Preventive Dentistry
- DHYG-H 218 Fundamentals of Dental Hygiene
- DHYG-H 219 Clinical Practice 1
- DHYG-H 221 Clinical Dental Hygiene Procedures
- DHYG-H 250 Local Anesthesia and Pain Control
- DHYG-H 301 Clinical Practice 2 (4 cr.)
- DHYG-H 302 Clinical Practice 3
- DHYG-H 303 Radiology
- DHYG-H 304 Oral Pathology—2nd Year (2 cr.)
- DHYG-H 305 Radiology Clinic (1 cr.)
- DHYG-H 308 Dental Materials (1 cr.)
- DHYG-H 312 Radiology Lecture—II (1 cr.)
- DHYG-H 320 Practice Management, Ethics, and Jurisprudence (2 cr.)
- DHYG-H 321 Periodontics
- DHYG-H 333 Management of the Special Needs Patient
- DHYG-H 400 Evidence-Based Decision Making
  May count for Campuswide General Education Curriculum
- DHYG-H 403 Advanced Community Dental Hygiene (2 cr.)
- DHYG-H 420 Advanced Clinical Procedures (4 cr.)
- DHYG-H 444 Bachelor Degree Capstone Course (1 cr.)
- DHYG-H 477 Community Assessment and Program Planning
- DHYG-H 478 Evaluation of Health Promotion Programs
- DHYG-H 497 Topics in Dental Hygiene (1 cr.)
- HPER-N 220 Nutrition for Health
  May count for Campuswide General Education Curriculum
- HSC-H 101 Introduction to Health Sciences

Completed prior to clinical program with first fall semester after admission into the program.

- HSC-H 322 Epidemiology and Biostatistics
  May count for Campuswide General Education Curriculum
- HSC-H 434 Diversity and Cultural Competence
- HSC-W 314 Ethics and Health Professionals
  May count for Campuswide General Education Curriculum
- MICR-M 250 Microbial Cell Biology (or equivalent coursework)

Dental Hygiene Completion

Registered Dental Hygienist—Bachelor of Science in Dental Hygiene Completion | RDH—BSDH

The RDH–to–BSDH Degree Completion Pathway is designed for licensed dental hygiene professionals with an associate degree or partial bachelor's coursework. This program offers a broad educational experience to help students pursue professional interests and expand career options beyond entry-level clinical practice.

The program is flexible, allowing students to explore their strengths and passions while working toward a bachelor's degree. Students can choose an exploratory plan covering all professional roles of a hygienist, such as educator, researcher, public health advocate, administrator, or entrepreneur, or opt for a focused pathway that delves deeper into a specific role. As the oral health industry evolves, coursework options continue to grow. In the final semester, students participate in a mentored immersive learning experience in a professional hygienist role to build their resume, network, and confidence as leaders in the dental hygiene field.

Students may complete the program entirely online, on campus, or through a combination of both. Online options provide flexibility for students balancing education with other commitments or living far from campus, while in-person courses allow for engagement with the campus community.

Admission Information

Interested students must first apply and be accepted to IU South Bend as pre-dental hygiene completion program students. On the IU South Bend application, under the "Academic Goals" section, students should select the Pre-Dental Hygiene Completion option as their intended major.

Once admitted to IU South Bend, students can apply to the RDH–to–BSDH Completion Program through an online application on the Dental Education website. After reviewing the application, verifying eligibility, and ensuring RDH licensure is in good standing, the program coordinator will contact applicants with next steps or an official acceptance notification.

Students are encouraged to reach out to the RDH–BSDH Completion Program coordinator before applying to address any questions about the program or application process.

Additional Academic Requirements

- A minimum of 30 credit hours must be completed at the 300–or 400–level
- A minimum of 30 credit hours must be completed at IU South Bend.
- The majority of these credit hours must be completed after admission to the program.
- A maximum of 30 credit hours may be applied toward the degree for successful completion of external examinations such as AP, CLEP, DSST, and Excelsior University (UExcel). Credit awarded

based on external exams is considered transfer credit.
- Additional transfer credit may be applied toward the degree for prior learning such as 1) noncollegiate or company-sponsored training programs as recommended and certified by the American Council on Education (ACE) or the National College Credit Recommendation Service (NCCRS) and 2) educational experiences gained during military service by submitting the Joint Services Transcript to Admissions
- IU special credits may be applied toward the degree by passing certain university departmental examinations
- Students must earn a grade of C or higher in all required courses and maintain an overall GPA of at least 2.5

Degree Requirements

Students on the RDH-to-BSDH Degree Completion pathway to receive the Bachelor of Science in Dental Hygiene degree must complete 120 credits including the following. All courses are 3 credit hours unless otherwise indicated.

- IU South Bend Campus General Education Curriculum (33 cr.)
- Major Coursework (13-15 cr.)
- Free Electives, Credit for Prior Learning, and Bridge Coursework (72-74 cr.)

Major Coursework (13-15 cr.)

- DHYG-E 443 Public Health Education Methods; OR Clinical educator focused coursework
- DHYG-H 400 Evidence-Based Decision Making; OR AHSC-H 340 Research in the Health Sciences (with prior approval)
- DHYG-H 444 Bachelor Degree Capstone Course (1-3 cr.)
- HSC-W 314 Ethics and Health Professionals
  May count for Campuswide General Education Curriculum
- HSC-H 101 Introduction to Health Sciences
- HSC-H 322 Epidemiology and Biostatistics
  May count for Campuswide General Education Curriculum
- HSC-H 101 Introduction to Health Sciences

Free Electives, Credit for Prior Learning, and Bridge Coursework (72-74 cr.)

- Students are encouraged to select electives to fulfill minor requirements and/or satisfy professional interests. Coursework must be evaluated for alignment with student professional goals and approved by program administrator prior to enrollment. Role specific suggested coursework:

Educator (13-15 cr.)

- Pathway under development at the time of bulletin submission. See program website/contact program administrator for updates and details

Public Health (26 cr.)

- AHSC-C 430 Environmental Health
- AHSC-H 330 Intercultural Health Communication (6 cr.)
- AHSC-H 480 Healthcare Grant Writing and Internship (6 cr.)
- DHYG-H 403 Advanced Community Dental Hygiene (2 Cr.)
- DHYG-H 412 Global Health
- HSC-H 327 Introduction to Public and Community Health
  May count for Campuswide General Education Curriculum
- HSC-H 101 Introduction to Health Sciences
- HSC-H 434 Diversity and Cultural Competence

Health Administration

- AHSC-A 420 Healthcare Finance (6 cr.)
- AHSC-A 430 Supervision and Resource Management for Health Professional (6 cr.)
- AHSC-A 440 Health Care Administration and Strategic Planning (6 cr.)
- AHSC-H 302 Essentials of the Healthcare Delivery Systems
- AHSC-H 303 Leadership and Management in Healthcare
- AHSC-H 310 Health Policy, Ethics, and Legal Issues (6 cr.)
- AHSC-H 350 Economics of Health Care

Medical Laboratory Science

Pictured | **Barbara Spinda, EdD, MLS(ASCP) SM** | Program Director and Associate Clinical Professor of Medical Laboratory Science | Indiana University, 2024

Division of Medical Laboratory Science

Barbara Spinda, EdD, MLS(ASCP) SM | Program Director
Vera Z. Dwyer Hall 157 | (574) 520-4568
healthscience.iusb.edu/clinical-laboratory-science/index.html

Faculty

- Program Director | **Spinda**
- Clinical Associate Professor | **Spinda**
- Clinical Assistant Professor | **Kibby**

About the Division of Medical Laboratory Science

The Division of Medical Laboratory Science currently houses the Bachelor of Science in Medical Laboratory Science (MLS) degree which provides the entry-level education needed for employment as a Medical Laboratory Scientist (MLS). The MLS curriculum combines science, medicine, and diagnostic testing to train individuals in clinical chemistry, blood banking, body fluid analysis, hematology, hemostasis, immunology, and microbiology, and laboratory operations. The on campus learning environment is a recently renovated, dedicated classroom and student laboratory at Vera Z. Dwyer Hall.

Graduates are eligible to sit for the American Society for Clinical Pathology Board of Certification (ASCP BOC) or the American Medical Technology (AMT) exam to obtain national certification as a Medical Laboratory Scientist (MLS). Career opportunities include clinical diagnostics in private and public hospitals and reference laboratories, research laboratories, industry research and development, field service operations, regulatory operations, and academia.

The Division of Medical Laboratory Science offers three options to complete the Bachelor of Science in Medical Laboratory Science program.

- Traditional four year bachelor degree.
- Second degree option for individuals with a bachelor degree in biology, chemistry, or other related field.
- Associate in Medical Laboratory Technician (MLT) to MLS degree completion.

Division of Medical Laboratory Science Mission Statement

The Division of Medical Laboratory Science within the Vera Z. Dwyer College of Health Sciences is committed to educating healthcare professionals with skills in clinical, diagnostic, and therapeutic laboratory operations. The Division focuses on developing authentic and collaborative education experiences that are diverse and inclusive to support interprofessional practice and encourage life-long learning.

Philosophy of the Division of Medical Laboratory Science

The faculty and staff of the Division of Medical Laboratory Science believe that laboratory professionals are an integral member of the healthcare team, providing critical information for the accurate diagnosis, treatment, and monitoring of health of society. The curriculum is built upon the belief that authentic and active learning experiences are the most beneficial for students to apply their knowledge as effective laboratory professionals. Courses are designed to mirror didactic content with the ability to provide students with in-house, hands-on practical application in a student laboratory space that allows for practice and repetition.

The Division of Medical Laboratory Science also recognizes the importance of partnering with regional laboratories for students to gain authentic learning in a clinical laboratory setting. Students complete clinical rotations, focusing on departments individually, to experience the day-to-day activities of a Medical Laboratory Scientist. Although not guaranteed, the Division of Medical Laboratory Science strives to place students in clinical rotation experiences that will offer employment after graduation and supply professionals into the diagnostic laboratory community.

Entry Level Competencies of Medical Laboratory Scientists

The Division of Medical Laboratory Science strives to prepare graduates to be well-rounded entry-level laboratory practitioners. This includes knowledge in the following practice areas as defined by the National Accrediting Agency for Clinical Laboratory Science (NAACLS):

- Performance of laboratory tests in areas including clinical chemistry, hematology, hemostasis, immunology, immunohematology, microbiology, urinalysis and body fluid analysis;
- Application of safety and government regulations and standards as applied to medical laboratory science;
- Principles and practices of professional conduct and the significance of continuing professional development;
- Communications sufficient to serve the needs of patients, the public, and members of the healthcare team;
- Principles and practices of administration and supervision as applied to medical laboratory science;
- Educational methodologies and terminology sufficient to train and educate users and providers of laboratory services;
- Principles and practices of clinical study design, implementation, and dissemination of results.

NAACLS Accreditation

The Bachelor of Science in Medical Laboratory Science at Indiana University South Bend is an accredited Medical Laboratory Science training program prescribed by the National Accrediting Agency of Clinical Laboratory Science (NAACLS).

For more information on the NAACLS accreditation process please visit the NAACLS webpage.

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
115600 N. River Road, Suite 720
Rosemont, IL, 60018

Undergraduate Degree Offered

- Bachelors of Science in Medical Laboratory Science
- MLT to MLS Completion

Medical Laboratory Science

Bachelor of Science in Medical Laboratory Science

The Bachelor of Science in Medical Laboratory Science provides students with the entry-level skills and knowledge needed to become successful laboratory professionals and seek employment in a variety of healthcare sectors, including medical and diagnostic laboratories, research laboratories, government laboratories, higher education, regulatory agencies, and the manufacturing and sales industries.

Students enrolled in the Bachelor of Science in Medical Laboratory Science program complete courses in clinical chemistry, hematology, immunohematology (blood banking), immunology, management, microbiology, molecular diagnostics, and urinalysis and body fluid analysis. Lecture and corresponding laboratory courses take place in dedicated classroom and laboratory spaces in Vera Z. Dwyer Hall. Prior to graduation, students participate in clinical rotations to gain hands-on experience in medical laboratories located in Indiana and southern Michigan.

Accreditation Information

The Bachelor of Science in Medical Laboratory Science program at IU South Bend is an accredited Medical Laboratory Science academic program by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
115600 N. River Road, Suite 720
Rosemont, IL 60018

For more information on the NAACLS accreditation process, please visit the NAACLS website. For the most up-to-date information on the accreditation status, visit the program website.

Admission Information

The professional portion of the Medical Laboratory Science program occurs during the final three semesters of a traditional bachelor’s degree or as a standalone sequence for individuals who hold a bachelor’s degree.

Students may seek admission to the Medical Laboratory Science program as:

- A first-time, bachelor's degree-seeking student
- A second-degree student with a Bachelor of Science in biology, chemistry, or other related degree
- A certified Medical Laboratory Technician (MLT) wishing to advance to a bachelor's degree.
- These individuals should refer to the MLT to MLS route for program and curriculum requirements.

Students are required to officially apply to the professional program upon completion of their prerequisite courses. Applications open in early fall semester for spring semester entry into the professional program.

Pre-Program Admission Requirements

First Bachelor's Degree

Individuals completing their first bachelor’s degree must meet all General Education and prerequisite course

requirements prior to enrolling in the professional program, unless otherwise approved by the program director.

Students must earn a minimum grade of C in the following courses:

- 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
- 300+ biology or CLS-N 390 The Natural World (VT: Vaccines: Science and Society)
  May count for Campuswide General Education Curriculum
- 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.)
- HSC-H 322 Epidemiology and Biostatistics
  May count for Campuswide General Education Curriculum
- MICR-M 250 Microbial Cell Biology (or above)
- MICR-M 255 Microbiology Laboratory (2 cr.) (or above)

Second Bachelor's Degree

Individuals enrolling in the Bachelor of Science in Medical Laboratory Science as a second bachelor's degree seeking student are exempt from the IU South Bend General Education requirements.

Prior to beginning the professional program, individuals must complete the following with a minimum grade of C:

- 8–10 credit hours of general biology with laboratory
- 8–10 credit hours of general chemistry with laboratory
- Molecular biology – may be completed after beginning professional program
- Microbiology with laboratory
- 200–level or above math course with statistics
- Medical terminology–may be completed after beginning professional program

Additional Academic Requirements

Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards (i.e. GPA requirements, program dismissal, reinstatement, etc.).

Pre-clinical students in the Vera Z. Dwyer School of Health Sciences are strongly encouraged to identify and apply a parallel plan. A parallel plan helps you align with the requirements of another academic program, providing a clear path for academic progression if your professional goals change, you encounter challenges meeting program requirements, or your needs shift.

Degree Requirements

Students receiving the Bachelor of Science in Medical Laboratory Science degree must complete 120 credits including the following. All courses are 3 credit hours unless otherwise indicated.

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Prerequisite Coursework (42 cr.)
- Major Coursework (46 cr.)
- Free Electives

Prerequisite Coursework (42 cr.)

- AHLT-R 185 Medical Terminology (2 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
- 300– 400–level Biology course
- 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.)
- HSC-H 101 Introduction to Health Sciences
- HSC-H 322 Epidemiology and Biostatistics
  May count for Campuswide General Education Curriculum
- HSC-W 314 Ethics and Health Professionals
  May count for Campuswide General Education Curriculum
- MICR-M 250 Microbial Cell Biology (or above)
- MICR-M 255 Microbiology Laboratory (2 cr.) (or above)

Major Coursework (46 cr.)

- CLS-B 399 Human Behavior and Social Institutions (VT: Clinical Laboratory Management)
  May count for Campuswide General Education Curriculum
- CLS-C 405 Clinical Chemistry
- CLS-C 406 Diagnostic Methods (2 cr.)
- CLS-C 407 Hematology
- CLS-C 408 Hematologic Methods (2 cr.)
- CLS-C 409 Hemostasis (2 cr.)
- CLS-C 415 Clinical Molecular Diagnostics and Special Chemistry
- CLS-E 401 General Externship I (2 cr.)
- CLS-E 402 General Externship II (2 cr.)
- CLS-E 403 General Externship III (2 cr.)
- CLS-E 404 General Externship IV (2 cr.)
- CLS-I 407 Immunohematology and Transfusion Medicine
- CLS-I 408 Blood Banking Methods (2 cr.)
- CLS-I 411 Clinical Immunodiagnostics
  May count for Campuswide General Education Curriculum
- CLS-L 420 Urinalysis and Body Fluid Analysis (2 cr.)
- CLS-M 403 Clinical Microbiology
- CLS-M 404 Microbiological Methods (2 cr.)
- CLS-M 411 Mycology and Parasitology (2 cr.)
- CLS-M 413 Advanced Clinical Microbiology

Free Electives

- Additional courses as needed to meet 120 credit hour requirement.

MLT to MLS Completion

Medical Laboratory Technician (MLT) to Medical Laboratory Science (MLS) Completion

The Medical Laboratory Technician (MLT) to Medical Laboratory Science (MLS) route offers the opportunity for a trained MLT to earn a Bachelor of Science in Medical Laboratory Science. This route is open to individuals who have an associate degree in Medical Laboratory Technology and/or are a certified MLT through the American Society for Clinical Pathology (ASCP) or equivalent certifying agency.

The required coursework provides students with a solid educational background through completion of General Education courses, foundational science courses, and advanced courses in the MLS curriculum. Students also have the ability to complete a specialized clinical rotation, if desired.

This opportunity allows students to customize their learning experience and take courses that will support their personal and professional goals. Students work with the program director and the Advising Center to create an academic plan.

Accreditation Information

The Bachelor of Science in Medical Laboratory Science program at IU South Bend is an accredited Medical Laboratory Science academic program by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
115600 N. River Road, Suite 720
Rosemont, IL 60018

For more information on the NAACLS accreditation process, please visit the NAACLS website. For the most up-to-date information on the accreditation status, visit the program website.

Admission Information

Admission into the Medical Laboratory Technician (MLT) to Medical Laboratory Science (MLS) route is reserved for individuals holding an associate degree in Medical Laboratory Technology or have completed a comprehensive MLT program through the armed forces.

Students must include transcripts and/or proof of certification when applying to IU South Bend. Students do not need to formally apply to the Medical Laboratory Science program and may begin courses at any semester, after meeting with an academic advisor.

Additional Academic Requirements

Students receiving the Bachelor of Science in Medical Laboratory Science through this route are required to complete a total of 120 credit hours between courses completed at IU South Bend and transfer credits. Students must successfully complete 30 credit hours of 300–level or above courses at the IU South Bend campus.

Students who have completed an associate degree in Medical Laboratory Technology (MLT) will automatically receive 46 credit hours transferred toward the 120-credit hour requirement in recognition of completing an MLT curriculum.

Additionally, students may transfer in courses that meet the General Education or foundational science requirements.

Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards (i.e. GPA requirements, program dismissal, reinstatement, etc.).

Degree Requirements

Students receiving the Bachelor of Science in Medical Laboratory Science degree must complete 120 credits including the following. All courses are 3 credit hours unless otherwise indicated

- IU South Bend Campuswide General Education Requirements (33 cr.)
- Major Coursework (49 cr.)
- Additional courses as needed to meet the 120 credit hour degree requirement

Major Coursework (49 cr.)

- AHLT-R 185 Medical Terminology (2 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
- 300+ biology course
- 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.)
- CLS-B 399 Human Behavior and Social Institutions VT: Clinical Laboratory Management)*
- CLS-C 415 Clinical Molecular Diagnostics and Special Chemistry
- CLS-E 407 Medical Laboratory Science Review (1 cr.)
- CLS-I 411 Clinical Immunodiagnostics
  May count for Campuswide General Education Curriculum
- CLS-M 411 Mycology and Parasitology (2 cr.)
- CLS-M 413 Advanced Clinical Microbiology
- HSC-H 322 Epidemiology and Biostatistics
  May count for Campuswide General Education Curriculum
- HSC-W 314 Ethics and Health Professionals
  May count for Campuswide General Education Curriculum

Free Electives

- CLS-E 406 Supplemental Externship (1-2 cr.)
- Additional courses as needed to meet 120 credit hour degree requirement

School of Nursing

Pictured | **Barbara White, PhD** | *Indiana University, 2016* | Chief Nurse Administrator, Division of Nursing Science; Vera Z. Dwyer Endowed Chair of Nursing Practice; and Associate Professor of Nursing | Vera Z. Dwyer School of Health Sciences

Division of Nursing Science

Barbara White, PhD | Chief Nurse Administrator
Northside 428 | (574) 520-4475 |
healthsciences.iusb.edu

Faculty

- Chief Nurse Administrator | **White**
- Director of BSN Program | **Sofhauser**
- Director of MSN Program | **Vlaeminck**
- Professor | **Sofhauser**
- Associate Professors | **White**
- Assistant Professors |**Imes**
- Clinical Associate Professor | **Haithcox, Vlaeminck**
- Clinical Assistant Professors | **Borders, Borkholder, Casas, Garber, Liechty, Ludy, Muhlstadt, Swintz, Teat**
- Faculty Emeriti | **Basolo-Kunzer, Dobrzykowski, Henry**

Undergraduate Degrees Offered

- Bachelor of Science in Nursing
- RN to BSN

Graduate Degrees Offered

- Master of Science in Nursing

Graduate Certificate Offered

- Master of Science in Nursing Post Masters Certificate

Course Descriptions

Nursing NURS

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Nursing Information

Pictured | **Claudia Yanes** | *Bachelor of Science in Nursing; Bachelor of Science in Speech Language Pathology* | South Bend, Indiana (hometown)
21st Century ScholarClub Affiliation | Latino Student Union

Division of Nursing Science

General Information

The IU South Bend campus offers the Bachelor of Science in Nursing (BSN), for traditional and RN students, as well as the Master of Science in Nursing (MSN) with a Family Nurse Practitioner, Nursing Education, Nursing Administration Major or Post Master Certificate of Family Nursing Practitioner.

Accreditation

The Baccalaureate degree program and the Master's degree program in nursing at IU South Bend are accredited by the Commission of Collegiate Nursing Education (http://www.ccneaccreditation.org/)

Program Memberships

The Division of Nursing Science is an agency member of the American Association of Colleges of Nursing. 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 established at Indiana University in 1922. Students in Indiana University bachelor 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 and graduate 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, MSN programs, and pre-nursing 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 Division of Nursing Science are responsible for planning and 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 that students acquaint themselves with all regulations and remain properly informed throughout their studies.

All provisions of this publication are in effect as soon as a nursing student begins the Nursing Program.

Students interrupting their studies, pursuing part-time study, and those 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 was most recently revised in 2019.

It is the student's responsibility to know, understand, and follow the Code of Ethics for Nurses.

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

Statement of Essential Abilities

The Division of Nursing Science 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 Division of Nursing Science 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 Office of Accessible Educational Services (AES) at (574) 520-4460 prior to enrollment in nursing courses. Documentation of any requested accommodation must be submitted to the Admission, Progression, and Graduation Committee in the Division of Nursing Science for review 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 AES advisors from AES 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. The Office of Accessible Educational Services (AES) is located in the Administration Building, Rooms 167-170.

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 who are outside the United States must meet the requirements of a State Board of Nursing in the United States for eligibility to sit for the National Council Licensing Examination (NCLEX).

Clinical Regulations

Pictured | **Megan Moretti** | *Bachelor of Science in Nursing* | South Bend, Indiana (hometown)

Clinical Regulations

Bachelor of Science in Nursing Program Handbook

The Bachelor of Science in Nursing (BSN) Program Handbook is available electronically on CANVAS and the IU South Bend Division of Nursing Science website. This document is updated (at least) annually to reflect ongoing changes in clinical and program requirements and policies. It is the student's responsibility to refer to the most current regulations.

CPR Requirement

All nursing major students enrolled in clinical classes must present evidence of current CPR certification. The only acceptable program is the American Heart Association's Basic Life Support for Health Care Provider level.

OSHA Regulations

Health requirements include annual education on blood borne pathogens for clinical and HIPAA are required.

See the BSN Program 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 immunizations and laboratory examination requirements of hospitals and other health agencies used for clinical experiences. Specific instructions are distributed prior to clinical assignments. 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 will be 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 Program Handbook.

Criminal Background Checks

Federal mandates for clinical agencies require criminal history inquiries through certified background checks. Students are responsible for applying for the criminal check and all fees associated with the check upon application to the major. Students are also required to sign a Requirement to Disclose form annually.

Health Requirements

Upon Admission to the Nursing Program

As specified in the BSN Handbook and in accordance with the Center for Disease Control (CDC) recommendations and local health facilities requirements, nursing students are required to provide:

- Record of required immunizations including an annual influenza vaccine
- Documentation of acceptable titer or history of disease state
- Urine drug screen

Failure to comply with immunization and health requirements may result in withdrawal from all clinical nursing courses. Students who fail to comply with health requirements will not be allowed to enter the clinical setting.

Applicants are encouraged to begin gathering the necessary documentation to ensure a timely admission.

For Continuing Nursing Students

Nursing students are responsible for making sure they maintain annual TB screening. Immunization status must be updated as necessary. It is the student's responsibility 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, documentation must occur before the student may continue in any clinical courses that semester. Additional requirements may be added as clinical regulations are updated. Clinical agencies have the right to change health and safety stipulations for students practicing in their facilities.

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.

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.

Uniforms
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 Program Handbook.

Name tags 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 an embroidered school emblem on their uniform and name tag. More information can be found in the BSN Program Handbook.

Supplies and Equipment
Students are expected to provide the necessary tools to practice nursing each clinical day including (but not limited to) pen, penlight, stethoscope, and bandage scissors.

Health Insurance
Undergraduate and graduate students are responsible for the financial costs of their own 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 enrolled in nursing courses. Health insurance information is available upon request.

Professional Liability Insurance
All students in the Division of Nursing Science 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.

Course Requirements
Applicants to the Bachelor of Science in Nursing degree program must successfully complete prerequisite courses before admission to the nursing program.

Academic advisors will assist in identifying appropriate courses based on placement exam results and written plans of study for nursing.

Satisfactory/Fail Option
The Division of Nursing Science uses the Satisfactory/Fail option to grade clinical nursing courses. 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. Students with a course failure cannot progress in the nursing program. Grades below 75%, a C-, are course failures in nursing.

Note | This is a School of Nursing policy for nursing courses and is not the same as the IU South Bend policy for grading located elswhere in this publication.

Residency Requirements
A student must complete a minimum of 30 upper-division credit hours in the Indiana University School of Nursing Bachelor of Science in Nursing to be eligible for graduation. A maximum of 6 lower-division nursing credit hours may apply toward this residency requirement. Students must petition the appropriate academic officer to apply those lower-division nursing credit hours toward the residency requirement.

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 for additional information.

IU South Bend Division of Nursing Science 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.

Biomedical Sciences and Social Sciences Requirements
Pictured | **Ariel Watts** | *Bachelor of Science in Nursing* | South Bend, Indiana (hometown)
Student Government Association | Senator
Athletic Participation | IU South Bend Cheer
Volunteer Participation | Back the Bend
Club Affiliations | Black Student Union; Latino Student Union; Sustainability Club; Smash Club; IU South Bend Dart Club

Biomedical Sciences Requirements
- 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 (4-5 cr.)
- PHSL-P 262 Human Anatomy and Physiology II (4-5 cr.)

Social Sciences Requirements
- PSY-P 103 General Psychology; AND
  PSY-P 216 Life Span Developmental Psychology

Bachelor of Science in Nursing

Bachelor of Science in Nursing

Program Description
The Bachelor of Science in Nursing (BSN) degree program offers 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. Graduates of this program are eligible for licensure as a Registered Nurse after successfully passing the National Council Licensure Examination (NCLEX-RN).

Accreditation Information

The Baccalaureate degree program in nursing at IU South Bend is accredited by the Commission of Collegiate Nursing Education (http://www.ccneaccreditation.org/). For the most up-to-date information on the accreditation status, visit the program website.

Admission Information

The Indiana University South Bend nursing program requires two years of prerequisite general education and basic science courses with an additional two years of clinical nursing curriculum. Students are first admitted to the University as pre-nursing students. Once the prerequisite courses are completed, students apply to the BSN program. Students are admitted to nursing twice a year in the fall and spring semesters. Application for Fall admission is available until April 1st. Application for Spring admission is available until November 1st.

Application Requirements

- Cumulative grade point average of no less than 2.50 on a 4.0 scale.
- Application GPA of no less than 2.7 on a 4.0 scale.
- Science GPA of no less than 2.70 on a 4.0 scale.

Completion of all program prerequisite and major courses with a grade of C (2.0) or higher.

Additional Academic Requirements

Application and admission are valid only for the semester designated. 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 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. Once admitted to the nursing program, students are held to the current policies outlined in the BSN program handbook.

Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards (i.e. GPA requirements, program dismissal, reinstatement, etc.).

Pre-clinical students in the Vera Z. Dwyer School of Health Sciences are strongly encouraged to identify and apply a parallel plan. A parallel plan helps you align with the requirements of another academic program, providing a clear path for academic progression if your professional goals change, you encounter challenges meeting program requirements, or your needs shift.

Degree Requirements

Students receiving the Bachelor of Science in Nursing (BSN) degree must complete 120 credits including the following. All courses are 3 credit hours unless otherwise indicated.

- IU South Bend Campus General Education Curriculum (33 cr.)
- Prerequisite Coursework (43 cr.)
- Nursing Major Coursework (59 cr.)

- Required prerequisite and major coursework may count for Campuswide General Education Curriculum
- Courses are 3 credit hours unless otherwise stated

Prerequisite Coursework (43 cr.)

- CHEM-C 102 Elementary Chemistry 2
- ENG-W 131 Reading, Writing, and Inquiry 1
  May count for Campuswide General Education Curriculum
- HSC-H 102 Lifetime Wellness for Health
  May count for Campuswide General Education Curriculum
- HSC-H 322 Epidemiology and Biostatistics
  May count for Campuswide General Education Curriculum
- HSC-L320 Health Care Delivery Systems
- MICR-M 250 Microbial Cell Biology
- MICR-M 255 Microbiology Laboratory (2 cr.)
- NURS-B 231 Communication Skill for the Health Professions
- PHIL-P 102 Critical Thinking and Applied Ethics
  May count for Campuswide General Education Curriculum
- PHSL-P 261 Human Anatomy and Physiology 1 (4 cr.)
- PHSL-P 262 Human Anatomy and Physiology 2 (4 cr.)
- PSY-P 103 General Psychology
  May count for Campuswide General Education Curriculum
- PSY-P 216 Life Span Developmental Psychology
- SOC-S 161 Principles of Sociology
  May count for Campuswide General Education Curriculum

Nursing Major Coursework (59 cr.)

- NURS-C 310 Discipline of Nursing: Theory, Research, and Practice
- NURS-C 315 Nursing Care Fundamentals (4 cr.)
- NURS-C 320 Health Assessment in Nursing (4 cr.)
- NURS-C 322 Pathopharmacology 1 (2 cr.)
- NURS-K 192 Topics in Nursing
- NURS-C 325 Nursing Care of Adults and Older Adults 1 (5 cr.)
- NURS-C 327 Mental Health Nursing Care
- NURS-C 330 Nursing Care of Peripartal Women, Neonates, and the Family
- NURS-C 332 Pathopharmacology 2 (2 cr.)

- NURS-C 405 Nursing Care of Adults and Older Adults 2 (5 cr.)
- NURS-C 410 Nursing Care of Children
- NURS-C 415 Nursing Care of Communities (4 cr.)
- NURS C-418 Nursing Inquiry
  May count for Campuswide General Education Curriculum
- NURS-C 422 Complex Nursing Care Across the Lifespan (5 cr.)
- NURS-C 427 Nursing Leadership and Management (4 cr.)
- NURS-C 430 Nursing Care Synthesis
- NURS-S 483 Clinical Nursing Practice Capstone (3 cr.)

Bachelor of Science in Nursing

Bachelor of Science in Nursing

The Bachelor of Science in Nursing (BSN) degree program offers 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. Graduates of this program are eligible for licensure as a Registered Nurse after successfully passing the National Council Licensure Examination (NCLEX-RN).

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Admission Information

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- Application GPA of no less than 2.7 on a 4.0 scale
- Science GPA of no less than 2.70 on a 4.0 scale
- Completion of all program prerequisite and major courses with a grade of C (2.0) or higher

Additional Academic Requirements

Application and admission are valid only for the semester designated. 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 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. Once admitted to the nursing program, students are held to the current policies outlined in the BSN program handbook.

Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards

(i.e. GPA requirements, program dismissal, reinstatement, etc.).

Pre-clinical students in the Vera Z. Dwyer School of Health Sciences are strongly encouraged to identify and apply a parallel plan. A parallel plan helps you align with the requirements of another academic program, providing a clear path for academic progression if your professional goals change, you encounter challenges meeting program requirements, or your needs shift.

Degree Requirements

Students receiving the Bachelor of Science in Nursing (BSN) degree must complete 120 credits including the following. All courses are 3 credit hours unless otherwise indicated.

- Prerequisite Coursework (40 cr.)
- Nursing Major Coursework (59 cr.)

Prerequisite Coursework (40 cr.)

- CHEM-C 102 Elementary Chemistry 2 (3 cr.)
- ENG-W 131 Reading, Writing, and Inquiry 1 (3 cr.)
  May count for Campuswide General Education Curriculum
- HSC-H 102 Lifetime Wellness for Health (3 cr.)
  May count for Campuswide General Education Curriculum
- HSC-H 322 Epidemiology and Biostatistics (3 cr.)
  May count for Campuswide General Education Curriculum
- HSC-L 320 Health Care Delivery Systems (3 cr.)
- MICR-M 250 Microbial Cell Biology (3 cr.)
- MICR-M 255 Microbiology Laboratory (2 cr.)
- NURS-B 231 Communication Skill for the Health Professions (3 cr.)
- PHSL-P 261 Human Anatomy and Physiology 1 (4 cr.)
- PHSL-P 262 Human Anatomy and Physiology 2 (4 cr.)
- PSY-P 103 General Psychology (3 cr.)
  May count for Campuswide General Education Curriculum
- PSY-P 216 Life Span Developmental Psychology (3 cr.)
- SOC-S 161 Principles of Sociology (3 cr.)
  May count for Campuswide General Education Curriculum

Nursing Major Coursework (59 cr.)

- NURS-C 310 Discipline of Nursing: Theory, Research, and Practice (3 cr.)
- NURS-C 315 Nursing Care Fundamentals (4 cr.)
- NURS-C 320 Health Assessment in Nursing (4 cr.)
- NURS-C 322 Pathopharmacology 1 (2 cr.)
- NURS-C 325 Nursing Care of Adults & Older Adults 1 (5 cr.)
- NURS-C 327 Mental Health Nursing Care (3 cr.)
- NURS-C 330 Nursing Care of Peripartal Women, Neonates, & the Family (3 cr.)
- NURS-C 332 Pathopharmacology 2 (2 cr.)
- NURS-C 405 Nursing Care of Adults & Older Adults 2 (5 cr.)
- NURS-C 410 Nursing Care of Children (3 cr.)
- NURS-C 415 Nursing Care of Communities (4 cr.)
- NURS C-418 Nursing Inquiry (3 cr.)
  May count for Campuswide General Education Curriculum
- NURS-C 422 Complex Nursing Care Across the Lifespan (5 cr.)
- NURS-C 427 Nursing Leadership & Management (4 cr.)
- NURS-C 430 Nursing Care Synthesis (3 cr.)
- NURS-K 192 Topics in Nursing (3 cr.)
- NURS-S 483 Clinical Nursing Practice Capstone (3 cr.)

RN-BSN

Pictured | **Alex Garcia** | *Bachelor of Science in Nursing* | Goshen, Indiana (hometown)

Bachelor of Science in Nursing Program for Registered Nurses

(RN to BSN / RN–BSN)

The IU South Bend School of Nursing RN–BSN online degree completion is a program for Registered Nurses (RN) continuing their education. The BSN degree extends the RN's talents, experiences, and expertise. The curriculum prepares an RN in professional nursing and for graduate studies. The purpose of the bachelor's degree program is to offer a creative curriculum for the education of professional nurses competent in meeting the current and future health needs of society.

The nursing curriculum is 100% online through the statewide Indiana University RN–BSN consortium. The consortium provides a variety of courses and faculty while the IU South Bend campus provides personal advising and support. Please see the website for additional information https://rntobsn.iu.edu/.

Newly admitted and transfer students may register for classes following an advising appointment to guide registration. Students with a declared major are advised by their academic units. To contact an advisor, log into the Student Center at One.IU.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

Degree Requirements

Students receiving the Bachelor of Science in Nursing for Registered Nurses must complete 120 total credit hours including:

- Nursing credits from associate degree (typically 33-35 cr.)
- General Education (30 cr.)
- Nursing required courses (33 cr.)
- Required core classes (27 cr.)
- Electives (6 cr.)
- Free electives (22-24 cr.)
  May be additional nursing elective course, transfered work, or classes of interest taken with IU

- Students may transfer up to 87 credits from an accredited two year or hospital program and up to 90 credit hours from an accredited four year college or university.
- All courses are 3 credit hours, unless otherwise noted.

Degree Requirements >>

RN-BSN Curriculum

Pictured | **Kaitlyn Liebetrau** | *Bachelor of Science in Nursing* | Granger, Indiana (hometown)
Volunteer Activities | St. Joseph Regional Medical Center; Restar Church
Club Affiliations | Students Nurses Association; Chi Alpha

Nursing Course Requirements (27 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 (6 cr.)

Select two of the available Nursing electives. Possibiliities may include:

- NURS-B 344 Comprehensive Nursing Health Assessment
- NURS-B 403 Aging with Dignity
- NURS-K 301 Complementary Health Therapies
- NURS-K 305 New Innovations in Health and Health Care
- NURS-K 310 Self Management and Health Promotion
- NURS-K 434 Current Trends in Global Health Nursing
- NURS-P 345 Pharmacology for Professional Nursing Practice
- NURS-S 410 Emergency Preparedness and Disaster Response
- NURS-S 420 Care Coordination in Transitions of Care

The selection of electives could change. Please check with your academic advisor as to availability and fit into program of study.

Master of Science in Nursing

Program Description

The MSN Program at IU South Bend is part of the IU Regional MSN Consortium. Its courses use web-based and video technologies for maximum convenience.#Serving in education, leadership, advanced, and administrative roles will provide opportunities for enhanced healthcare delivery systems and ultimately improved health for citizens.#Nurses with master's preparation are and will continue to be in strong demand.#Healthcare is a growth industry. Continued regional growth in health care cannot be sustained without advancements in the level of nursing care.

Accreditation Information

The master's degree program at IU South Bend is accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org/). For the most up-to-date information on the accreditation status, visit the program website.

Admission Information

Master of Science in Nursing Admission Criteria:
Admission to the IU Nursing Regional Consortium master's program requires approval by the home campus and is based on the applicant's official transcripts, references, resume, and personal statement. Acceptance into the program is competitive. The following criteria must be met for admission:

- Official transcripts from all post-secondary coursework
- BSN Undergraduate GPA of 2.8 or higher on a 4.0 scale from an NLN
- CNEA, ACEN, or CCNE accredited program
- Copy of current unencumbered RN license, with eligibility to obtain an Indiana license
- Statistics grade (by transcript or current completion at IU campus)
- Personal Statement Essential Abilities
- Criminal Background Check and Urine Drug Screen
- CV/Resume
- References
- Clinical practice

Indiana University South Bend MSN Transfer Credits Policy

Prospective students admitted to the program may petition to transfer up to twelve (12) credit hours of graduate–level coursework, using the following criteria:

1. Core courses and elective courses will be considered for transfer credits.
2. Courses must have been completed within 5 years of the date of the petition with a grade of B– or above.
3. Courses must have been taken at an accredited school.
4. Official transcripts for all requested courses to be reviewed.

Additional Academic Requirements

- Achieve a grade of B- or higher in all courses applied to the MSN degree.
- Complete all MSN 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.

Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards (i.e. GPA requirements, program dismissal, reinstatement, etc.).

Degree Requirements

Students receiving the MSN degree must complete 24 core credits. All courses are 3 credit hours unless otherwise indicated.</p

- NURS-D 615 Performance Improvement and Patient Safety in Health Systems
- NURS-F 570 Advance Health Assessment Across the Lifespan (2 cr.)
- NURS-F 585 Advanced Health Assessment Across the Lifespan Laboratory (1 cr.)
- NURS-I 630 Introduction to Nursing Informatics
- NURS-N 504 Leadership for Advanced Nursing Practice
- NURS-P 505 Population Health
- NURS-R 500 Nursing Research Methods
- NURS-Y 515 Advanced Pathophysiology Across the Lifespan
- NURS-Y 612 Advanced Pathophysiology Across the Lifespan

MSN Family Nurse Practitioner Track

Students receiving the MSN Family Nurse Practitioner (FNP) track must complete an additional 20 credits. All courses are 3 credit hours unless noted below. MSN FNP students must complete 600 clinical hours.

- NURS-F 578 Primary Health Care Nursing of Families
- NURS-F 580 Primary Care I: Acute Illness Processes
- NURS-F 581 Primary Care II: Stable Chronic Illness Processes
- NURS-F 582 Primary Care III: Chronic and Complex Illnesses Processes
- NURS-F 586 Primary Care I: Clinical (1 cr.)
- NURS-F 587 Primary Care II: Clinical (1 cr.)
- NURS-F 588 Primary Care III: Clinical
- NURS-F 589 Primary Health Care Nursing of Families (3 cr)

MSN Nursing Education Track

Students receiving the MSN Nursing Education track must complete an additional 12 credits. All courses are 3 credit hours unless noted below. MSN Nursing Education students must complete 300 practicum hours.

- NURS-T 615 Nursing Curriculum
- NURS-T 617 Evaluation in Nursing
- NURS-T 670 Teaching of Nursing
- NURS-T 679 Track Practicum

MSN Nursing Administration Track

Students receiving the MSN Nursing Administration track must complete an additional 12 credits. All courses are 3 credit hours unless noted below. MSN Nursing Administration students must complete 300 practicum hours.

- NURS-L 530 The Legal Environment
- NURS-L 574 Administrative Management
- NURS-L 671 Financial Management
- NURS-L 579 Track Practicum

Master of Science in Nursing

Post Master's Certificate, Family Nurse Practitioner

Curriculum Sequence (15 cr.)

The curricular sequence for the MSN Family Nurse Practitioner Post Master's Certificate Track is as follows. The faculty and administration reserve the right to change the curricular sequence as needed to maintain program integrity.

Newly admitted students begin coursework January of each year.

- All courses are 3 credit hours, unless otherwise noted.

Semester One

- NURS-F 580 Primary Care I: Acute Illness Processes
  2 cr. lecture; 1 cr. clinical; 75 hours

Semester Two

- NURS-F 581 Primary Care II: Acute and Stable Chronic Illness Processes
  2 cr. lecture; 1 cr. clinical; 75 hours

Semester Three

- NURS-F 582 Primary Care III: Chronic and Complex Illness Processes
  2 cr. lecture; 1 cr. clinical; 75 hours

Semester Four

- NURS-F 578 Primary Health Care Nursing of Families (6 cr.)
  1 cr. lecture; 5 cr. clinical; 375 hours

Master of Science in Nursing

Master of Science in Nursing Post Master Certificate Family Nurse Practitioner Concentration

The Post-MSN graduate certificate option is available if a student already holds an MSN degree and is seeking to become certified in an additional specialty area. Post-MSN certificates are available in the FNP track only. The number of credit hours required to earn the certificate varies based on previous education. Faculty assist students with finding clinical placements. Students complete 600 clinical hours under the guidance of faculty members and preceptors. This degree qualifies graduates

to sit for one of the two national FNP certification exams: ANCC or AANP.

Accreditation Information

The post-graduate APRN certificate program at IU South Bend is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org/). For the most up-to-date information on the accreditation status, visit the program website.

Admission Information

Admission is based on the applicant's official transcripts, references, resume, and personal statement.

The following criteria must be met for admission:

- Official transcripts from all post-secondary coursework.
- BSN Undergraduate GPA of 2.8 or higher on a 4.0 scale from an NLN
- CNEA, ACEN, or CCNE accredited program.
- Completion of three individual courses for Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment.
- Copy of current unencumbered RN license, with eligibility to obtain an Indiana license.
- Personal Statement Essential Abilities.
- Criminal Background Check and Urine Drug Screen.
- CV/Resume
- References
- Clinical practice

Additional Academic Requirements

- Achieve a grade of B– or higher in all courses applied to the MSN degree.
- Complete all MSN 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.

Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards (i.e. GPA requirements, program dismissal, reinstatement, etc.).

Degree Requirements (15 cr.)

Students receiving the MSN Post Master Certificate-FNP must complete 15 credits. All courses are 3 credit hours unless otherwise indicated. MSN FNP students must complete 600 clinical hours.

- NURS-F 578 Primary Health Care Nursing of Families
- NURS-F 580 Primary Care I: Acute Illness Processes
- NURS-F 581 Primary Care II: Stable Chronic Illness Processes
- NURS-F 582 Primary Care III: Chronic and Complex Illnesses Processes
- NURS-F 586 Primary Care I: Clinical (1 cr.)
- NURS-F 587 Primary Care II: Clinical (1 cr.)
- NURS-F 588 Primary Care III: Clinical
- NURS-F 589 Primary Health Care Nursing of Families

Medical Imaging Technology Program

Radiography and Medical Imaging

Pictured | **Maryann Oake, MBA, RT(R) (MR)** | *Indiana Wesleyan University, 2015* | Director of Radiography and Medical Imaging; and Clinical Associate Professor of Radiography and Medical Imaging

Radiography and Medical Imaging

Maryann Oake, MBA, RT(R) (MR) | Director
Northside Hall 403 | (574) 520-4372 |
radiography.iusb.edu

Faculty

- Director | **Oake**
- Clinical Associate Professor/Coordinator in Medical Imaging | **Oake**
- Clinical Associate Professor/Coordinator in Radiography | **Gretencord**
- Clinical Assistant Professor/Coordinator in Radiography | **Langton**

About

Radiography is an art and science which involves the medical imaging of patients to produce a radiograph for the diagnosis of disease. We have two degree programs: Associate of Science in Radiography (ASR) and the Bachelor of Science in Medical Imaging Technology (BSMIT).

Degrees Offered

- Bachelor of Science in Medical Imaging Technology
- Associate of Science in Radiography

General Information about the Radiography Program

- Program Application Deadline
- Required Admission Materials
- Academic Renewal
- Volunteer Experience
- Criminal History Background Checks
- Participation in Clinical Experience
- Drug Policy
- Admission Standards
- Essential Abilities
- Student Policies and Procedures
- ARRT Certification Eligibility
- Clinical Placements
- Withdrawal and Reinstatement
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Preradiography Program Planning

- Program Planning
- Preradiography Program
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- Application Window
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Radiography Program

- About the Radiography Program
- Mission
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- Accreditation
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- Standard of Ethics
- Graduates of the Program
- Indiana State Certification

Admissions and General Information

Pictured | **Yasmine Hernandez** | *Associates of Science in Radiography* | Elkhart, Indiana (hometown)

Admissions and General Information

Program Application Deadline

A maximum of 24 students are admitted each fall semester. The application opens February 1st of each year and closes on April 1st.

Required Admission Materials

Students must apply and be admitted to Indiana University South Bend. After being admitted to the University, students will need to apply to the Radiography Program by completing an application.

Admission to the Clinical/Professional Program is based upon program requirement and the admission rating system for the radiography program. Please see the IU South Bend Radiography Program website for more information.

Academic Renewal

If a student was granted academic renewal by the University, then the student should use the Student Undergraduate Program Summary GPA instead of the Indiana University Undergraduate Summary GPA for their Cumulative GPA.

Volunteer Experience

Although not a requirement, volunteer experience is recommended and is very helpful in making a career choice.

Criminal History Background Checks

A past criminal history may become a significant barrier to service learning placements, clinical practicum rotation placements, or have a negative impact on a graduate's ability to sit for a registry or certification examination or obtain a license to practice. While a conviction of a crime does not automatically disqualify a student from participation in the educational experience, a criminal history may be grounds for denying progression depending on the facts and circumstances surrounding each individual case.

Affiliates of Indiana University agree that the background check that is conducted by the University for compliance with Policy PS-01 is sufficient unless it is specifically stated otherwise in the affiliation agreement. Policy PS-01 states that students are subject to a criminal background check, which includes a sex offender registry check, within the last five years. The background check and sex offender registry checks must be repeated at least every

five years thereafter. Individual programs or units may require more frequent updates.

The School Requirement to Disclose form must be completed and submitted annually if the student is continuing in a course-related service or clinical practicum requirement in a subsequent year(s).

The successful passing of the required Indiana University background check may not be sufficient to pass future background checks for future licensure, certification, or job placement.

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.

Participation in Clinical Experience

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.

Drug Policy

All admitted clinical professional students will be required to have a drug screen prior to attending clinical experience and every year; 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.

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.

Detailed information can be found in policy R-4, Radiography Essential Abilities.

Essential Abilities

The Radiologic Sciences faculty has specified the following nonacademic criteria (essential abilities) which all applicants and enrolled students are expected to meet in order to participate in the Radiologic Sciences programs and professional practice.

Student Policies and Procedures

Please go to healthscience.iusb.edu/programs/index.html for all School of Health Science Policies and Radiography and Medical Imaging Policies.

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.

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 degree program. The number of clinical/professional students admitted each fall semester is dependent upon the number of clinical placements available at affiliated agencies.

A list of all clinical agencies can be found on the Radiography Program's website.

Withdrawal and Reinstatement

Students who leave the Radiography or Medical Imaging Program may be given a second opportunity to complete the program. Students will be considered for reinstatement by the Applied Health Science Council (AHSC) on a case-by-case basis. Being reinstated is not automatic or guaranteed. The program follows the rules and procedures of the American Registry of Radiologic Technologists (ARRT) and the Joint Review Committee on Education in Radiologic Technology (JRCERT) which may impact reinstatement.

Awards

The program faculty recommends graduating students with superior academic performance for degrees awarded with distinction.

Also each year, three awards are given to students that are graduating. The awards include the IU South Bend Outstanding Student Award for Clinical Excellence, the IU South Bend Academic Excellence Award, and the IU South Bend Most Improved Student Award.

Graduation Requirements

Satisfactory completion of 75 credit hours, to include 19 credit hours of general education courses and 56 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.

Radiography Information

Pictured | **Skylar Norris** | *Radiography* | Mishawaka, Indiana (hometown)

Radiography Program

The Radiography Program is a three year program with two years of clinical education and one year of prerequisite courses. The program prepares students 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 practicums are conducted in the radiology departments of area healthcare facilities.

Mission

The mission of the Radiography Program at Indiana University South Bend is committed to serving north-central Indiana and south-west Michigan through the operation of excellence in teaching and learning. The mission of the Radiography Program is to create professional and knowledgeable technologists through a comprehensive education in Radiography. The goals of the Radiography Program are to promote the effectiveness of radiographic skills needed for employment, sound patient care, effective communication, and strong ethical judgement. Through continuous improvement, we will serve our community by educating students with a strong work ethic and values.

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.

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.

Program Goals

At the completion of the Radiography Program

- The student will graduate clinically competent.
- The student will be able to effectively communicate.
- The student will develop and apply effective critical thinking skills.
- The student will develop lifelong learning.

Accreditation

The Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology.

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 this IU South Bend Undergraduate Bulletin.

Students are expected to comply with the:

- Academic Regulations and Policies of Indiana University
- American Registry of Radiologic Technologists *Standard of Ethics*
- IU South Bend Radiography Program Student Handbook and Policies
- IU South Bend Student Code of Conduct

Standard of Ethics

Students preparing to enter the profession of radiography are expected to follow the Standard 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 Standard of Ethics for the Radiologic Technologist. Please see the Radiography Program Student Handbook for details of the Standard of Ethics.

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).

Indiana State Certification

Indiana State certification is required to operate a unit that produces ionizing radiation. The state accepts the ARRT registry for certification.

Preradiography Program

Pictured | **Emily Payne** | *Radiography* | South Bend, Indiana (hometown)
Photo provided by the Vera Z. Dwyer College of Health Sciences

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 go to One.IU | Student Appointment Scheduler (SAS) to schedule an appointment with an advisor.

Minimum Qualifications

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.

Pre-radiography students receiving a deficit grade (C- or below or U/UN/Unsatisfactory) must earn a minimum grade of C (P/Pass or S/Satisfactory). Students who do not successfully complete a minimum grade of C (P/Pass or S/Satisfactory) 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). The Radiography Program follows the IU South Bend grade replacement policy.

Application Window

Students may apply to the program if the required courses are near completion. Applications are provided starting February 1 and are due by April 1 of that year.

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 courses with the best grade counted if a course is repeated (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.

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 2.0 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. Please contact admissions (574) 520-4839 about the transfer process.

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 2.0 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-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 2.0 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).
- **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 2.0 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.
- **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.

Medical Imaging Technology Information

Bachelor of Science in Medical Imaging Technology

The Bachelor of Science in Medical Imaging Technology (BSMIT) program is designed to provide students seeking additional education beyond the Associate Degree in Radiography and offers course work and/or clinical field experience in Computed Tomography (CT), Magnetic Resonance Imaging (MRI), Cardiac Interventional Radiography (CI), Interventional Radiography (VI), and Mammography (M).

The BS MIT Program also offers a nonclinical track to allow registered technologists to earn their bachelor's degree.

The BS curriculum educates the registered radiographer to become well-versed in a specific imaging modality or complete nonclinical work over a variety of medical imaging modalities. Students must graduate from an accredited AS program or have a certificate before joining the BSMIT program.

Admission Information

The BSMIT program builds on the knowledge of registered technologists in good standing with the American Registry of Radiologic Technologists, American Registry for Diagnostic Medical Sonography, or the Nuclear Medicine Technology Certification Board. Individuals interested in advancing their career must hold a professional license before applying to the BSMIT program.

Additional Academic Requirements

Additional academic requirements can be found on the program's website. Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards (i.e. GPA requirements, program dismissal, reinstatement, etc.).

Degree Requirements

Students receiving the Bachelor of Science in Medical Imaging Technology must complete 120 credits including the following. All courses are 3 credit hours unless otherwise indicated.

- Prerequisite Coursework (90 cr.)
- Major Coursework (30 cr.)

Prerequisite Coursework (90 cr.)

- Computer Literacy (3 cr.)
- Diversity in United States Society (3 cr.)
- Critical Thinking (3 cr.)
- Common Core | select from approved 390 or 399 course list (3 cr.)
- Associate of Science Completion (75 cr.)
- Elective (3 cr.)

Major Coursework (30 cr.)

- AHLT-R 405 Advanced Diagnostic Imaging I
- AHLT-R 406 Advanced Diagnostic Imaging II
- AHLT-R 409 Project in Medical Imaging
- AHLT-R 472 Multiplanar Anatomy and Pathology I
- AHLT-R 473 Multiplanar Anatomy and Pathology II
- AHLT-R 480 Clinical Practicum in Advanced Medical Imaging (6 cr.)
  Fall semester
- AHLT-R 480 Clinical Practicum in Advanced Medical Imaging (6 cr.)
  Spring semester
- HSC-W 314 Ethics and Health Professionals
  May count for the Campuswide General Education Curriculum

Bachelor of Science in Medical Imaging Technology

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

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). 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, Multiplanar Anatomy and Pathology, Ethics, 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 starts summer session II and ends the following August for a total of five semesters.

The BSMIT program is flexible in scheduling clinical practicums and allows students to take online courses.

Internships are currently available and are evaluated between the program director and the student.

Academic Advising

Your academic advisor is a critical partner in fostering your success at IU South Bend and beyond. Your advisor will help you explore academic majors and careers, plan your degree, choose classes, learn about internships and study abroad, and much more. To see who is assigned as your advisor, visit your Student Online Advising Record in one.iu.edu. For more information about advising at IU South Bend, visit the website for the Undergraduate Advising Center.

Final responsibility for meeting degree requirements rests with the student.

Questions about advising? Email sbadvise@iu.edu or call (574) 520-4550.

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 (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 School of Health Sciences Campuswide General Education Curriculum (12 cr.)
- Computer Literacy (3 cr.)
- Diversity in United States Society (3 cr.)
- Critical Thinking (3 cr.)
- Common Core | select from approved 390 or 399 course list (3 cr.)
- Associate of Science Completion (75 cr.)
- Clinical Professional Course Requirements (30 cr.)
- Elective (3 cr.); OR
  RADI-R 361 Introduction to Diagnostic Medical Sonography Lab

- 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 or a clinical practicum.
- All courses are 3 credit hours, unless otherwise noted.

Clinical Professional Course Requirements (30 cr.)

Didactic Courses for Medical Imaging Technologist B.S.

- AHLT-R 405 Advanced Diagnostic Imaging I
- AHLT-R 406 Advanced Diagnostic Imaging II
- AHLT-R 409 Project in Medical Imaging
- AHLT-R 472 Multiplanar Anatomy and Pathology I
- AHLT-R 473 Multiplanar Anatomy and Pathology II
- AHLT-R 480 Clinical Practicum in Advanced Medical Imaging (6 cr.)
  Fall semester
- AHLT-R 480 Clinical Practicum in Advanced Medical Imaging (6 cr.)
  Spring semester
- HSC-W 314 Ethics and Health Professionals

Didactic Courses Medical Imaging Technologist B.S.–Ultrasound

- AHLT-R 408 Topics in Radiologic Sciences (2 cr.)
  Fall semester
- AHLT-R 408 Topics in Radiologic Sciences (2 cr.)
  Spring semester
- AHLT-R 480 Clinical Practicum in Advanced Medical Imaging
  Fall semester
- AHLT-R 480 Clinical Practicum in Advanced Medical Imaging
  Spring semester
- AHLT-R 480 Clinical Practicum in Advanced Medical Imaging (6 cr.)
  Summer semester
- RADI-S 420 Medical Sonography Procedures I (4 cr.)
- RADI-S 421 Medical Sonography Procedures II (4 cr.)
- RADI-S 440 Sonographic Physical Principles I
- RADI-S 441 Sonographic Physical Principles II

Medical Imaging Technology Ultrasound

Bachelor of Science in Medical Imaging Technology Ultrasound

Program Description

The Bachelor of Science in Medical Imaging Technology Ultrasound program is designed to provide students seeking additional education beyond the Associate Degree in Radiography and offers course work and/or clinical field experience in ultrasound. The ultrasound program is 15-months and is full-time. Clinical practicums take place in the local community at various healthcare agencies.

Students must graduate from an accredited AS program or have a certificate before joining the ultrasound program. Students may also join the ultrasound program with approval from the program director.

At the end of the ultrasound program, students are eligible to sit for the American Registry for Diagnostic Medical Sonography (ARDMS) credential.

Admission Information

The BSMIT program builds on the knowledge of registered technologists in good standing with the American Registry of Radiologic Technologists or the Nuclear Medicine Technology Certification Board. Individuals interested in ultrasound must hold a professional license before applying unless approved by the program director.

Additional Academic Requirements

- A minimum CGPA of 2.5 is required.
- Essential abilities - Essential abilities for admission and retention have been developed and are utilized by the program. Once admitted, students are expected to meet these program standards.
- Health and Age Requirements - Students are required to show proof that they have met the immunization and health requirements for the Program as well as CPR certification. Additionally, all students must be 18 years or older. Specific information is provided to all accepted students prior to enrolling in clinical coursework.
- Criminal History Check – A criminal history check is required prior to beginning clinical experience. A positive background check may make a student ineligible for clinical coursework.
- Drug Screening Policy-Students are required to have a drug screen prior to attending clinical experience and annually. It may be also be required on demand under certain situations in the clinical site. A positive drug screen will result in removal from the clinical site and possible dismissal from the program.
- Health Insurance Requirement-Students are required to show proof that they have health insurance.

Degree Requirements

Students receiving the Bachelor of Science in Medical Imaging Technology—Ultrasound must complete 120 credits including:

- Pre-Requisite Coursework (87 cr.) to include
- Computer Literacy (3 cr.)
- Diversity in United States Society (3 cr.)
- Critical Thinking (3 cr.)
- Common Core | Select from approved 390 or 399 course list (3 cr.)
- Associate of Science Completion (75 cr.)
- Major Coursework (33 cr.)

Major Coursework (33 cr.)

Courses are 3 credits unless otherwise indicated

- AHLT-R 408 Topics in Radiologic Sciences (2 cr.)
- AHLT-R 408 Topics in Radiologic Sciences (2 cr.)
- AHLT-R 480 Clinical Practicum in Advanced Medical Imaging
- AHLT-R 480 Clinical Practicum in Advanced Medical Imaging
- AHLT-R 480 Clinical Practicum in Advanced Medical Imaging (6 cr.)
- RADI-R 361 Introduction to Diagnostic Medical Sonography
- RADI-S 420 Medical Sonography Procedures I (4 cr.)
- RADI-S 421 Medical Sonography Procedures III (4 cr.)
- RADI-S 440 Sonographic Physical Principles I
- RADI-S 441 Sonographic Physical Principles

Radiography Program

Radiography Program

Radiography is an art and science that involves the medical imaging of patients to produce a radiograph for the diagnosis and treatment of disease. Radiographers are essential members of the healthcare team that produce the highest quality diagnostic images while minimizing patient dose. Radiographers use radiation equipment to produce images of the tissues, organs, bones, and vessels of the body, as prescribed by physicians, to assist in the diagnosis of disease or injury. Graduates are eligible to take the certification examination of the American Registry of Radiologic Technologists (ARRT) to become certified as a Registered Technologist (RT).

A radiographer's job duties involve multiple areas of expertise–trauma, surgery, fluoroscopy, portable/mobile, and general diagnostic radiography. Radiographers interact with other members of the health care team such as radiologists, surgeons, emergency medicine physicians, cardiologists, and nurses. Radiographers can be employed in hospitals and outpatient facilities such as occupational and urgent care centers, clinics, and doctor's offices. Employment may also include education, industry, or marketing and sales.

Accreditation Information

The Radiography Program at Indiana University South Bend is accredited by the

Joint Review Committee on Educaiton in Radiologic Technology
20 North Wacker Drive, Suite 2850
Chicago, Illinois 60606-3182
(312) 704-5300
Email | mail@jrcert.org

For the most up-to-date information on the accreditation, visit the program website

Admission Information

Applicants for the Radiography Program must be high school graduates or the equivalent. They must apply and be admitted to Indiana University South Bend prior to or concurrent with the application for the Radiography Program.

Applicants must complete the program's prerequisite courses before admission to the Radiography Program, which occurs between February 1st and April 1st. Students may apply for the program and still be completing courses in the spring semester the year of anticipated entry. All prerequisite courses must be completed by the end of the spring semester. complete courses in the spring semester of the year of anticipated entry. All prerequisite courses must be completed by the end of the spring semester. The admission rating system and requirements can be found on the program's website

Additional Academic Requirements

Additional academic requirements can be found on the program's website.

Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards (i.e. GPA requirements, program dismissal, reinstatement, etc.).

Pre-clinical students in the Vera Z. Dwyer School of Health Sciences are strongly encouraged to identify and apply a parallel plan. A parallel plan helps you align with the requirements of another academic program, providing a clear path for academic progression if your professional goals change, you encounter challenges meeting program requirements, or your needs shift.

Degree Requirements

Students receiving the Associate of Science in Radiologic Technology must complete 75 credits including the following. All courses are 3 credit hours unless otherwise indicated.

- Prerequisite Coursework (19 cr.)
- Major Coursework (56 cr.)

Prerequisite Coursework (19 cr.)

- AHLT-R 185 Medical Terminology (2 cr.)
- ANAT-A 210 Elementary Human Anatomy
- ANAT-A 211 Human Anatomy Laboratory (2 cr.)
- ENG-W 131 Reading, Writing, and Inquiry I
  Required prerequisite and major coursework may count for the Campuswide General Education Curriculum.
- MATH-M 111 Mathematics in the World; OR
  any other approved Quantitative Reasoning MATH course
- PHSL-P 130 Human Biology
- SPCH-S 121 Public Speaking
  Required prerequisite and major coursework may count for the Campuswide General Education Curriculum.

Major Coursework (56 cr.)

- AHLT-R 100 Orientation to Radiographic Technology (2 cr.)
- AHLT-R 101 Radiographic Procedures I (4 cr.)
- AHLT-R 102 Principles of Radiography 1
- AHLT-R 103 Introduction to Clinical Radiography (2 cr.)
- AHLT-R 180 Radiographic Procedures Laboratory (1 cr.)
  Fall and Spring
- AHLT-R 181 Clinical Experience in Radiography (2 cr.)
- AHLT-R 182 Clinical Experience–Radiography
- AHLT-R 200 Pathology (2 cr.)
- AHLT-R 201 Radiographic Procedures II (4 cr.)
- 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 (1 cr.) See addendum
- AHLT-R 250 Physics Applied to Radiology
- AHLT-R 260 Radiobiology and Protection
- AHLT-R 281 Clinical Experience-Radiography
- AHLT-R 282 Clinical Experience IV
- AHLT-R 283 Clinical Experience V (4 cr.)
- AHLT-R 290 Comprehensive Experience (4 cr.)

Rehabilitation Sciences

School of Rehabilitation Sciences

Elkhart Center | (574) 520-5550

Faculty

- Director of Occupational Therapy Graduate Degree | **Pape**
- Director of Speech Language Pathology Graduate Degree | **Essig**
- Assistant Professor |**Geels, Springle**
- Clinical Director for Speech Language Pathology | **Burch**
- Clinical Associate Professor | **Essig, Pape**
- Clinical Assistant Professor | **Burch, Miller, Tuell**

Graduate Degrees Offered

- Master of Science in Speech-Language Pathology
- Master of Science in Occupational Therapy

Master of Science in Occupational Therapy

Master of Science in Occupational Therapy

Occupational therapists provide science-driven, evidence-based practices addressing everyday occupations performed at home, work, school, daily life, and self-care to maximize health, well-being, and quality of life for individuals, groups, and populations.

The Master of Science in Occupational Therapy degree program consists of didactic coursework and required fieldwork experiences designed to educate students to achieve competence as an entry-level generalist occupational therapy practitioner.

The Master of Science in Occupational Therapy graduate program is designed for students who do not have a degree in occupational therapy but have a baccalaureate degree from a regionally accredited institution and are seeking an entry- level graduate program in occupational therapy.

The purpose of the degree is to provide entry-level occupational therapy education for graduate students who (upon completion of didactic and fieldwork courses) will be eligible to take the National Board for Certification in Occupational Therapy (NBCOT®) for OTR examination.

Accreditation

The entry-level occupational therapy master's degree program at Indiana University South Bend is accredited by

Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)
7501 Wisconsin Avenue, Suite 510E
Bethesda, MD 20814
(301) 652-2682
www.acoteonline.org

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT®). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT® Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT® certification examination or attain state licensure.

The Indiana University South Bend entry-level occupational therapy master's degree program received full accreditation in August 2023 by ACOTE.

On August 8, 2024, ACOTE notified IU South Bend of a change in the accreditation status of the program to *Continuing Accreditation—Probationary*. While the MSOT program at IU South Bend is still recognized as an accredited program by ACOTE, it was found to not meet ACOTE standard A 5.3 (length of program). This standard requires master's programs to be no longer than two full academic years, while the IU South Bend program currently is 2.5 years in length. Previously approved as a 2.5-year program, ACOTE changed the interpretation of this standard in February 2022 and, therefore a probationary status has been invoked. A

curricular plan aligned with the revised interpretation is currently going through university processes with the intent to implement in Fall 2025 and should resolve the program non-compliance issue.

Admission Information

Admission to the IU South Bend Master of Science in Occupational Therapy (MSOT) program is competitive and selective. Submission of an application does not guarantee admission to the program.

The admission cycle is scheduled once per calendar year with the cycle opening in mid-July and closing at the end of September for enrollment the following fall. Submitted applications must be in complete and verified status by the application deadline.

The IU South Bend MSOT program uses the Occupational Therapy Centralized Application Service (OTCAS) to accept and process all applications to the program. Prospective students must create an OTCAS account and submit all required documents through the OTCAS portal only. Direct email communication and documentation submissions to the MSOT program or individual faculty will not be accepted.

Additional information regarding admission criteria can be found on the program's website.

Program Admission Requirements

Applicants who previously enrolled in any occupational therapy graduate program are not eligible for admission into the MSOT program.

1. A completed bachelor's degree in any major (e.g., health sciences, psychology, kinesiology, etc.) from a regionally accredited institution. Students applying to the program but have not yet completed a bachelor's degree are expected to have completed by matriculation into the MSOT program.
2. Undergraduate minimum Grade Point Averages: Cumulative—3.0 and Prerequisite—3.0
3. Completion of all pre-requisite courses with a minimum final grade of "C" or above. Applicants may have no more than two prerequisite courses outstanding at the time of application. The outstanding prerequisite course(s) must be completed with a final grade of 'C' or higher before matriculation into the MSOT program. Final transcripts accounting for any outstanding prerequisite coursework must be received prior to matriculation into the program.

- Prerequisite courses | All prerequisite courses must be completed not more than seven years prior to application deadline. All prerequisite courses must be a minimum of 3 credit hours except for Medical Terminology (minimum of 1 credit)
- Introductory Psychology
- Abnormal Psychology or Psychopathology
- Life Span Development or Human Development Psychology course (Must include study content from birth to end of life).
- Introductory Sociology or Introductory Anthropology
- Statistics* Must include study of descriptive and inferential statistics.
- Human Anatomy with lab
- Human Physiology with lab
- Medical Terminology

4. Acceptance deposit | An applicant who accepts an offer for admission in the MSOT program will be required to submit an acceptance deposit of $100.00 which is posted to their bursar account.
5. Indiana University Graduate Application. To register as an IU South Bend graduate student, an applicant that is accepted in the MSOT program will be required to complete the IU Graduate application at the time of acceptance of offer for admission.
6. International Graduate Student Applicants. International graduate student applicants offered acceptance into the MSOT program may need to fulfill other application requirements including but not limited to English Proficiency Documentation. Assistance is provided through the IU South Bend Office of International Student Services.

Academic Requirements

The MSOT graduate program is designed as a cohort-based, full-time program. Students receiving the Master of Science Occupational Therapy degree must complete 69 credits (55 didactic and 14 clinical fieldwork). Students must complete 24 weeks of Level II fieldwork within 18 months following completion of the didactic portion of the program. The curriculum is designed to allow this progression in a timely manner. Courses must be taken sequentially throughout the program. Student must maintain a cumulative grade point average at or above 3.0 on a 4.0 scale throughout enrollment in the program.

Credit for Previous Courses and/or Previous Work Experience

Because of the unique nature of each graduate occupational therapy curriculum, graduate courses from related graduate programs will not be accepted. Additionally, previous work experience in an occupational therapy paid position will not be accepted.

Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards (i.e. GPA requirements, program dismissal, reinstatement, etc.).

Required Coursework (53 cr.)

All courses are 3 credit hours unless otherwise indicated.

- OCTH-G 540 Introduction to Occupational Therapy: Domain and Process
- OCTH-G 548 Core Skills in Occupational Therapy (2 cr.)
- OCTH-G 551 Rehabilitation in Occupational Therapy Practice
- OCTH-G 554 Mental Health and Functional Cognition in Occupational Therapy
- OCTH-G 555 Hand and Upper Extremity Rehabilitation in Occupational Therapy (4 cr.)
- OCTH-G 556 Population Health and Wellness in Occupational Therapy
- OCTH-G 565 Research Methods in Occupational Therapy (2 cr.)
- OCTH-G 569 Leadership and Professional Advocacy in Occupational Therapy

- OCTH-G 573 Functional Assessment in Occupational Therapy
- OCTH-G 576 Pathophysiology. in Occupational Therapy (2 cr.)
- OCTH-G 577 Neuroscience in Occupational Therapy
- OCTH-G 641 Adaptation and Participation in Occupational Therapy
- OCTH-G 647 Health Planning and Evidence-Based Practice in Occupational Therapy
- OCTH-G 652 Occupational Therapy in Young Children
- OCTH-G 654 Occupational Therapy with Older Adults
- OCTH-G 655 Assistive Technology in Occupational Therapy
- OCTH-G 664 Management and Entrepreneurship in Occupational Therapy
- OCTH-G 761 Ethics and Professionalism in Occupational Therapy (2 cr.)

Clinical (Fieldwork) Courses (14 cr.)

In addition to successful completion of the didactic coursework, students must successfully complete the following clinical fieldwork courses. Further details regarding clinical placements can be found in the program handbook.

- OCTH-G 592 Fieldwork Models and Level I Psychosocial Fieldwork in Occupational Therapy (2 cr.)
- OCTH-G 692 Level I Fieldwork F Pediatric (1 cr.)
- OCTH-G 693 Level I Fieldwork (C) (1 cr.)
- OCTH-G 699 Level II Fieldwork A (5 cr.)
- OCTH-G 799 Level II Fieldwork B (5 cr.)

Master of Science in Occupational Therapy Degree Requirements

Master of Science in Occupational Therapy

Occupational therapists provide science-driven, evidence-based practices addressing everyday occupations performed at home, work, school, daily life, and self-care to maximize health, well-being, and quality of life for individuals, groups, and populations.

The Master of Science in Occupational Therapy degree program consists of didactic coursework and required fieldwork experiences designed to educate students to achieve competence as an entry-–level generalist occupational therapy practitioner.

The Master of Science in Occupational Therapy graduate program is designed for students who do not have a degree in occupational therapy but have a baccalaureate degree from a regionally accredited institution and are seeking an entry- level graduate program in occupational therapy.

The purpose of the degree is to provide entry-level occupational therapy education for graduate students who (upon completion of didactic and fieldwork courses) will be eligible to take the National Board for Certification in Occupational Therapy (NBCOT®) for OTR examination.

Accreditation Information

The entry-level occupational therapy master's degree program at Indiana University South Bend is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652 -2682 and its web address is www.acoteonline.org

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT®). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT® Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT® certification examination or attain state licensure.

The Indiana University South Bend entry–level occupational therapy master's degree program received full accreditation in August 2023 by ACOTE.

On August 8, 2024, ACOTE notified IU South Bend of a change in the accreditation status of the program to CONTINUING ACCREDITATION-PROBATIONARY. While the MSOT program at IUSB is still recognized as an accredited program by ACOTE, it was found to not meet ACOTE standard A 5.3 (length of program). This standard requires master's programs to be no longer than two full academic years, while the IU South Bend program currently is 2.5 years in length. Previously approved as a 2.5-year program, ACOTE changed the interpretation of this standard in February 2022 and, therefore a probationary status has been invoked. A curricular plan aligned with the revised interpretation is currently going through university processes with the intent to implement in Fall 2025 and should resolve the program non-compliance issue.

Master of Science in Speech Language Pathology

Master of Science in Speech-Language Pathology

The graduate program in Speech-Language Pathology is the entry-level degree in the field for students wishing to pursue clinical careers in speech-language pathology. The program is dedicated to educating and training future leaders in the field of speech-language pathology through intercollaborative and community engaged classroom and clinical experiences. Students will develop clinical practices that embrace human dignity, preparing them for the evolving needs of the population.

Accreditation Information

This program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (https://caa.asha.org/). For most up-to-date accreditation information, please refer to the program's website.

Admission Information

Applications for admission are accepted through CSDCAS. Students are evaluated based on the last 60 credit hours of undergraduate study, their prerequisite GPA in coursework related to communication sciences and disorders, personal statement, letters of recommendation, writing sample, and interview. Annual enrollment begins in the fall semester.

Additional information regarding admission criteria can be found on the program's website.

Additional Academic Requirements

Graduate students must maintain at least a 3.0 overall GPA throughout the program. A student may be placed on academic probation if one of the following occurs:

1. The student earns a grade lower than a B- in a course (didactic or clinical)
2. The student earns a single semester GPA lower than 3.0

Students who earn less than a B- in an academic course must repeat the course. Students should refer to the program handbook for detailed academic and clinical policies, ensuring compliance with program requirements and standards (i.e. GPA requirements, program dismissal, reinstatement, etc.).

Degree Requirements (67 cr.)

Students receiving the master's degree in Speech-Language Pathology must complete 67 credits including:

- 41 credit hours of required academic coursework at the master's level
- 26 credit hours of required clinical coursework including on&ndash and off–campus clinical practicums (part– and full–time)
- Pass a comprehensive examination
- Completion of a Capstone project or thesis option
- Optional thesis for a minimum of seven additional credit hours.

Required Coursework

All courses are 3 credit hours unless otherwise indicated.

- SLHS-G 501 Neuroanatomy
- SLHS-G 502 Research Methods and Evidence-Based Practice
- SLHS-G 503 Capstone Research/Research (2 cr.)
- SLHS-G 504 Multicultural Diversity and Counseling
- SLHS-G 505 Clinical Methods in Speech-Language Pathology and Audiology (2 cr.)
- SLHS-G 510 Audiology and the Speech-Language Pathologist (1 cr.)
- SLHS-G 511 Best Practices for School Speech Language Pathologists (1 cr.)
- SLHS-G 512 Medical Speech-Language Pathology (1 cr.)
- SLHS-G 520 Speech Sound Disorders
- SLHS-G 521 Early Childhood Language Disorders and Autism
- SLHS-G 522 School Age Language and Literacy
- SLHS-G 531 Cognitive-Communication Disorders in Brain Injury and Disease
- SLHS-G 535 Cleft Palate and Resonance Disorders (1 cr.)
- SLHS-G 537 Adult Acquired Language Disorders
- SLHS-G 540 Voice Disorders
- SLHS-G 544 Dysphagia
- SLHS-G 550 Fluency Disorders and Management (2 cr.)
- SLHS-G 555 Motor Speech Disorders
- SLHS-G 560 Augmentative and Alternative Communication
- SLHS-G 570 Diagnostic Practicum (1 cr.)
- SLHS-G 575 Clinical Practicum (1 cr.)
- SLHS-G 580 Diagnostic Practicum II (1cr.)
- SLHS-G 585 Clinical Practicum II (1 cr.)
- SLHS-G 600 Optional Thesis (1-3 cr.)
- SLHS-G 610 Professional Regulation and Issues (1 cr.)
- SLHS-G 670 Diagnostic and Clinical Practicum III (2 cr.)
- SLHS-G 680 Fieldwork I (5 cr.)
- SLHS-G 690 Independent Study (1-6 cr.)
- SLHS-G 700 Fieldwork II (9 cr.)

Social Work

Social Work

Otrude Moyo, Ph.D. | Director
DW 2218 | (574) 520-4880 | sw.iu.edu

Faculty

- Professor | **Massat, Moyo**(Director)
- Associate Professor | **Reza**
- Lecturer | **Jacobs, Salazar, Schricker**
- BSW Program Director | **Mrozinske**
- Clinical Assistant Professor of Field Instruction and Coordination | **Evans, Herzog, Peterson**
- Student Services Coordinator and Academic Advisor | **Nate**
- Program Services Coordinator | **Abdulhadi**

Undergraduate Degree Offered

- Bachelor of Social Work

Graduate Degree Offered

- Master of Social Work (Regular Standing)
- Master of Social Work (Advanced Standing–students with a BSW from an accredited program)

Course Descriptions

Social Work SWK

Social Work

Pictured | **Clarita Reynaga** | *Bachelor of Social Work* | Elkhart, Indiana (hometown)
Athletic Partcipation | Cheerleading
Club Affiliations | Latino Student Union

Mission Statement

The mission of the Indiana University School of Social Work is excellence in education, research, and service to promote health, well-being, 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 MSW 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 (LSW). The BSW degree is offered on the Indianapolis (IUPUI), Bloomington (IUB), Gary (IUN), Richmond (IUE) South Bend (IUSB) campuses. Students in the B.S.W. Program must complete all sophomore and junior social work courses and achieve senior standing before enrolling in the senior social work courses. A few social work courses are offered at Columbus and on the Kokomo campus.

Indiana University has a long history of preparing graduates for entry into social work practice. Courses in this area began to be offered in 1911 through the Department of Economics and Sociology. Between 1911 and 1944, various administrative and curricular changes were put into effect, and degree programs at both the undergraduate and graduate levels were offered. In 1944, the Indiana University Division of Social Service was established by action of the Trustees of Indiana University. The organizational status was changed in 1966 when the Graduate School of Social Service was created. In 1973, the name was changed to School of Social Service in recognition of the extent and professional nature of the school's graduate and undergraduate offerings. It became the School of Social Work in 1977 in order to reflect more clearly its identification with the profession.

The school provides opportunities for study leading to the associate, baccalaureate, master's, and doctoral degrees. The Labor Studies Program offers the following degree options: Bachelor of Science in Labor Studies, Associate of Science in Labor Studies, Certificate in Labor Studies and Minor in Labor Studies. The Labor Studies program prepares students to assume leadership roles in the work-place and in communities. The Bachelor of Social Work (BSW) program prepares students for generalist social work practice. The Master of Social Work (MSW) 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.

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.

Bachelor of Social Work

Bachelor of Social Work

This Bachelor of Social Work (BSW) prepares you for entry-level generalist practice. In this program students develop competence in the knowledge, skills, values, and cognitive/affective processes to engage in practice with individuals, small groups, organizations, and communities. The BSW equips students to work with people who are encountering problems related to personal or social circumstances. In addition, BSW graduates may be eligible for advanced standing to the IU South Bend School of Social Work or other MSW programs nationwide. Advanced standing reduces the length and cost of the MSW degree.

Social workers promote social, environmental, and economic justice and are involved with people of many cultures and ethnic backgrounds. They are prepared to work with people to identify strengths 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, etc. They work with individuals or groups, often with the cooperation of several social service agencies to accomplish this goal. Social workers are always advocates for vulnerable people. They work with community leaders and organizations to develop policies that help to build and strengthen the social resources of our society toward the goal of social, economic, and environmental justice.

Degree-seeking undergraduates must complete the major requirements, supportive courses, and general education requirements prior to graduation with a Bachelor of Social Work degree.

The Bachelor of Social Work (BSW) degree requires 120 credit hours. (Students may graduate with more credits due to transfer credit and the need to take support courses such as math and English.) This includes 42-45 hours of general/supportive liberal arts courses, 52 credit hours in social work courses, and 24 hours of indicated supported courses. The remainder of credits are electives and General Education requirements. The School of Social Work requirements sometimes overlap with the GenEd requirements for the IU South Bend campus.

Application Process

Enrollment in the BSW program requires formal admission to the IU School of Social Work based on Council on Social Work 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 (GPA) of 2.5 on a 4.0 scale. Students who earn less than 2.5 may be conditionally admitted until they raise their GPA to 2.5.
- 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, letter of reference, relevant work or volunteer experience, and performance in SWK-S 141 Introduction to Social Work.
- Complete and submit the current B.S.W. application.

Academic Advising

Social Work students are required to meet with their advisor prior to every semester for which they plan to enroll.

Degree Requirements >>

Bachelor of Social Work

Pictured | **Patrycja Maciata** | *Bachelor of Social Work* | La Porte, Indiana (hometown)
Honors Program

Bachelor of Social Work

Degree Requirements

Current students can view their degree pathway in Stellic >>

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.)
- Supportive Courses (24 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.
- All courses are 3 credits, unless otherwise noted.

Major Requirements (52 cr.)

Some of the courses in the BSW Program must be taken in sequence

- 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 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 (6 cr., guided field experience 15 hours per week)
- SWK-S 482 Social Work Practicum II (7 cr., guided field experience 20 hours per week)

Supportive Courses (24 cr.)

- HIST-H 106 American History II
- POLS-Y 103 Introduction to American Politics
- PSY-P 103 General Psychology
- SOC-S 161 Principles of Sociology
- SPCH-S 121 Public Speaking
- SWK-S 204 Writing in Professional Social Work
- 300 or 400–level social science course
  SWK-S 305, SWK-S 313, or CHHS course accepted
- BIOL-Human Biology Class
  Recommend ANTH-N 190

Master of Social Work

Mission Statement

The mission of the Indiana University School of Social Work is excellence in education, research, and service to promote health, well-being, and social, and economic justice in a diverse world.

MSW Mission

The mission of the Indiana University School of Social Work MSW Program is to educate students to be prepared for practice with specialized expertise that includes advocating for social, racial, and economic justice, to be critically thinking, research informed, continuously learning, ethical, and competent social workers at a rural, urban and global level.

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 practices and accountable intervention models. 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 Goals

1. Educate students to be effective and knowledgeable professionals prepared for advanced social work practice.
2. Build upon a liberal arts perspective to prepare students to continue their professional growth and development through learning scholarship and service
3. Educate students to understand and apply the fundamental values and ethics of the social work profession in their practice.
4. Prepare Students for social work practice with diverse populations and with client systems of all sizes.
5. Educate Students about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.
6. Engage in scholarly activity including the discovery, integration, application, dissemination, and evaluation of knowledge for practice.
7. Promote and advocate for social and economic justice.

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 School of Social Work Master of Social Work degree program at the South Bend Campus is an evening program. It offers an Advanced Standing Option for students who hold a Bachelor of Social Work degree from a CSWE-accredited program. Advanced Standing Students complete 30 credits. And a regular Standing Option for Students who hold a bachelor's degree from an accredited college or university. Regular standing students complete 60 credits.

Admission to the IU School of Social Work–South Bend Campus Master of Social Work degree program is handled jointly with the IU School of Social Work in Indianapolis and IU South Bend. Applications are available online, at https://socialwork.iu.edu/msw/.

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. To find an online application go to https://socialwork.iu.edu/msw/

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. The deadline for MSW Applications is July 15^{t}, for a Fall Semester start.

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.

Evening Program, MSW Program Cohorts

Classes in the MSW program are offered in the evening. The MSW program begins in the Fall Semester, with the following cohorts, Advanced Standing Full-time; Advanced Standing Part-time; Regular Standing Full-time; and Regular Standing Part-time. Part-time students are accepted into the MSW program on a three-year schedule. The first year of course work is spread over two years. The final year requires students to take nearly a full-time course load. This means that part-time students must be prepared to complete a two-semester practicum during the day, or a full-time block practicum along with coursework during their final year.

Although the School of Social Work values the knowledge gained from life experiences, no credit can be given for this. Thus, the Master of Social Work curriculum is crafted to deepen your expertise and prepare you with comprehensive professional practice skills. The MSW program encompasses foundational knowledge, clinical and community practice, research and evaluation, and specialization in one of six distinct focus areas: Mental Health & Addictions; and School Social Work are the options available on the South Bend campus.

Field Practicum

Students engaged in advanced standing complete Practicum II (3 credits) Practicum III (3 credits). Students spend a minimum of 600 hours in an organizational setting

that provides them with experiences that support mastery of all nine competencies as operationalized by advanced practice behaviors for roles in engagement, assessment, intervention, and evaluation. Regular standing students complete Practicum I 555 (3-credits-generalist practice, minimum of 300 hours of supervised field education), and field practicum courses 651 -II/652 -III (developing competencies -minimum of 600 hours of supervised field education).

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
- For career information about Licensing and Exam Requirements see: https://socialwork.iu.edu/student-services/
- For Academic Advising, see, https://socialwork.iu.edu/student-services/advising/iusb/

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 (Regular Standing) >>
Program Requirements (Advanced Standing) >>

Master of Social Work

Master of Social Work

Any elective taken outside of the Master of Social Work degree program must be approved in advance.

All classes are 3 credit hours, unless otherwise noted.

Program Requirements (60 cr.)

- SWK-S 502 Research I
- SWK-S 505 Social Policy Analysis and Practice
- SWK-S 506 Introduction to the Social Work Profession (1 cr.)
- SWK-S 507 Diversity, Human Rights, and Social Justice
- SWK-S 508 Generalist Theory and Practice
- SWK-S 509 Social Work Practice II: Organizations, Communities, Society
- SWK-S 517 Assessment in Mental Health and Addictions
- SWK-S 518 Clinical Theory and Practice
- SWK-S 519 Community and Global Theory and Practice
- SWK-S 555 Social Work Practicum I
- SWK-S 618 Social Policies and Services
- SWK-S 623 Practice Evaluation
- SWK-S 651 Social Work Practicum II (4 cr.)
- SWK-S 652 Social Work Practicum III (4 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

SWK-S 600–Level Focus Area Elective (3 cr.)
Spring Semester Option

- SWK-S 619 Social Work Practice with Children and Adolescents; OR
  SWK-S 662 Fiscal Management, Marketing, and Resource Development

Summer Semester Option

- SWK-S 616 Social Work Practice in Schools; OR
  SWK-S 696 Social Work Practice Confronting Loss, Grief, Death, and Bereavement

Master of Social Work

Master of Social Work

Any elective taken outside of the Master of Social Work degree program must be approved in advance. The Master of Social Work Advanced Standing is for students who have attained a Bachelor of Social Work from an accredited program.

All classes are 3 credit hours, unless otherwise noted.

Program Requirements (41 cr.)

- SWK-S 517 Assessment in Mental Health and Addictions
- SWK-S 518 Clinical Theory and Practice
- SWK-S 519 Community and Global Theory and Practice
- SWK-S 618 Social Policies and Services
- SWK-S 623 Practice Evaluation
- SWK-S 651 Social Work Practicum II (4 cr.)
- SWK-S 652 Social Work Practicum III (4 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

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Labor Studies

Labor Studies

Marquita Walker, PhD | Interim Chair
IU School of Social Work, AD 2020T | Indianapolis, Indiana | (317) 278-2066 | labor.iu.edu

Faculty

- Associate Professor | **Walker** (Interim Chair)
- Visiting Lecturer | **Linner**

About the Labor Studies Program

The Department of Labor Studies is a unit of the statewide School of Social Work based at Indiana 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 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

- General Labor Studies Minor
- Bachelor of Science in Labor Studies
- Technical Certificate in Labor Studies Online

Index

Information

General Information

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Certificate and Degree

The Department of Labor Studies offers a minor, certificate and a 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.

Additional Requirements

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 minor, certificate in Labor Studies 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 bachelor's degree, courses within a major area must be in at least two different subjects.

Credit Transfers

Applicants should receive an official notice of admission status and a credit transfer report indicating which courses are accepted at Indiana University. The Department of Labor Studies will then prepare a summary of how these courses apply to the Labor Studies certificate and degree requirements.

At this point, if they have not already done so, students should proceed to plan their program in consultation with their advisor and enroll in courses. Check with the Department of Labor Studies for schedules and directions.

Progress Options

One or more of the methods listed in this section may provide the Labor Studies participant a means of receiving Indiana University credit without taking conventional classroom-based courses. This allows accelerated progress towards a Labor Studies degree.

Credit for Self-Acquired Competencies

Labor Studies participants may apply up to 15 credit hours of Prior Learning Assessments (PLA) to the associate degree) to the Bachelor of Science degree. PLA 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 Department.

In general, the following procedures and limitations govern the award of credit hours for PLA.

- 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 PLA credit may be applied to the Bachelor of Science in Labor Studies

Transfer of Prior Learning Assessments Within the Indiana University System

Prior Learning Assessments credit awarded by the faculty of one Indiana University campus is recorded and explained on the student's permanent record. Such credit will be honored on any other Indiana University campus to which the student may transfer in order to complete the associate or bachelor's degree in Labor Studies. The student should be aware that such credit will not necessarily be honored by other degree programs of Indiana University or by other institutions.

Academic Policies

Institutional academic policies are stated in the front section of this publication. All these policies pertain to students enrolled in Labor Studies; however, the following policies are particularly relevant.

Academic Forgiveness Policy for Former Indiana University Students

Students with academic deficiencies (cumulative grade point average below 2.0 or C average) in coursework done within the Indiana University system may be admitted to the Department of Labor Studies on probation. The student must achieve a 2.0 grade point average for all courses taken at Indiana University before and after admission to the program in order to obtain a degree. Students who have been dismissed from another academic program of Indiana University may not be admitted to the Department of Labor Studies until at least one calendar year has passed from the date of dismissal.

A student prevented from attaining a cumulative 2.0 grade point average because of poor work in a semester at Indiana University that was completed five or more years before enrollment in the Labor Studies program may request the removal of the poor semester from the Department of Labor Studies records. In general, such a request is granted automatically, particularly in those cases where the student would be prevented from graduating because of the one poor semester. All credit earned during this one semester is also removed from the grade point average under this forgiveness policy.

A similar request may be made for the forgiveness of a poor semester completed at Indiana University within five years prior to admission to the Department of Labor Studies. Approval of such requests is usually dependent, however, upon the successful completion of 12 credit hours in Labor Studies. Because all credit earned during the forgiven semester is removed from the grade point average, students are encouraged to consult with their advisor concerning the advisability of this procedure.

This policy is designed to avoid placing an excessive burden on students who, in the past, have made a poor start at Indiana University. It is not intended to permit students with chronically poor performance in the university to stay in school, nor to raise false hopes for students who are not making progress toward a degree.

Academic Forgiveness Policy for Students Dismissed from Other Institutions

Students who have been dismissed from another postsecondary institution may not be admitted to the Labor Studies Program until at least one calendar year has passed since the date of the dismissal.

University regulations require that the admissions office indicate any deficiencies in grade point average (average grade below 2.0 on a 4.0 scale) at another institution on the credit transfer report. The policy is to maintain a student's grade point average based only on work done at Indiana University. These grades must be of average, or C quality (2.0 on 4.0 scale) in order to earn a degree. If a student's cumulative grade point average from another institution is below 2.0, however, the student is admitted on probation.

Graduation

Degrees are awarded every December, May, and August. Participants expecting to graduate must file written notice of intent, citing the degree and expected date of graduation, with the Department of Labor Studies at least three months prior to graduation.

Graduation with Honors

Students completing a minimum of 30 credit hours for the Associate of Science in Labor Studies or 60 credit hours for the Bachelor of Science in Labor Studies at Indiana University will be graduated with honors if they have

attained the appropriate grade averages: 3.90, highest distinction; 3.75, high distinction; 3.50, distinction.

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.

Bachelor of Science in Labor Studies

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 IIU 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; OR
  ENG-W 230 Writing in the Sciences
- One additional 200/300-level writing course with an ENG designation
  ENG-W 132 Elementary Composition 2; OR
  ENG-W 231 Professional Writing Skills; OR
  ENG-W 270 Argumentative Writing
- One economics course (LSTU-L 230 Labor and the Economy meets this requirement)
- One computer class with a CSCI or INFO designation

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; however, it is suggested to take courses in a logical progression (100–level, 200–level, 300–level, etc.).

- LSTU 100/200–level courses (15 cr.)
  Except LSTU-L 190, LSTU-L 199, LSTU-L 290, and LSTU-L 299
- LSTU 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.

Bachelor of Science in Labor Studies

General Labor Studies Minor

The General Labor Studies (LS) Minor provides students a foundation grounded in university-labor relationships and focuses on work, workers, and the workplace. The minor will:

- complement a chosen major
- prepare for career advancement
- provide opportunities to learn more about subjects of interest

Minor Requirements (15 cr.)

- 6 credit hours of 100-200–level Labor Studies courses
- 9 credit hours of 300-400–level Labor Studies courses

Technical Certificate in Labor Studies Online

Technical Certificate in Labor Studies Online (30 cr.)

The certificate provides focused knowledge related to the workplace. It is designed for individuals seeking basic knowledge about labor rights, collective bargaining, labor problems, and more. Students can build their course of study from a rich list of labor studies courses and the guidance of our advisors.

The Technical 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.

Certificate Requirements (30 cr.)

General Education courses must be from one of the three required areas of learning

- Arts and Humanities (3 cr.)
- Social and Behavioral Sciences (3 cr.)
- Sciences and Mathematics (3 cr.)
- Additional from one area above (3 cr.)

Select six from the following:

- LSTU-L XXX Labor Studies with the exception of LSTU-L 190, LSTU-L 199, LSTU-L 290, and LSTU-L 299

Collaborative Online Degree Programs

Pictured | **Kelsea Harris** | *Bachelor of Science in Applied Health Science / Minor in Palliative and Supportive Care* | Angola, Indiana (hometown)

How does it work?

A jointly offered program is one that is offered by more than one IU campus. 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.

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 through IU Online are:

Undergraduate Degrees

- Accounting, Bachelor of Science in
- Actuarial Science, Bachelor of Science in
- Applied Health Science, Bachelor of Science in
- Applied Science, Bachelor of (BAS)
- Applied Statistics, Bachelor of Science in
- Business Administration, Bachelor of Science in
- Computer Science, Bachelor of Science in
- Data Science, Bachelor of Science in
- French, Bachelor of Science in
- General Studies, Bachelor of
- German, Bachelor of Science in
- History, Bachelor of Arts in
- Informatics, Bachelor of Science in
- Medical Imaging Technology, Bachelor of Science in
- Nursing, RN to BSN
- Spanish, Bachelor of Science in
- Sustainability Studies, Bachelor of Arts in

Graduate Degree

- Actuarial Science, Master of Science
- Biology, Master of Arts for Teachers
- Chemistry, Master of Arts for Teachers
- Educational Leadership, Education Specialist
- Educational Technology for Learning, Master of Science in Education
- English, Master of Arts
- French, Master of Arts for Teachers
- German, Master of Arts for Teachers
- History, Master of Arts
- History, Master of Arts for Teachers
- Mathematics, Master of Arts for Teachers
- Master of Liberal Studies
- Political Science, Master of Arts
- Political Science, Master of Arts for Teachers
- Strategic Finance, Master of Science
- Teaching, Learning, and Curriculum, Master of Science in Education

Graduate Certificates

- Alcohol and Drug Counseling
- Biology
- Chemistry
- Communication Studies
- Composition Studies
- Computer Science
- German
- History
- Language and Literature
- Literature
- Mathematics
- Political Science
- Spanish
- Teaching English Learners

What's it like to be an IU Online Student?

Earn an IU education from wherever you are

When you enroll in an IU Online program, you take IU classes, taught by the same faculty who teach on our campuses.

It's the flexible, affordable way to get the IU education you deserve without putting your life—or career—on hold.

Get the support you need to succeed

As a student in an IU Online program, you'll have the opportunity to engage with and seek help from your professors and peers, just as you would in a campus-based program.

You'll also have access to a variety of academic and other support services that you can call on when you need additional assistance. You're an important part of the IU community and we're dedicated to ensuring you have the resources you need to thrive in your online program.

Reap the rewards for decades to come

No matter what field you're in, an IU degree or certificate can improve your chances of earning a promotion or pay raise.

You'll also earn skills that will help you to achieve success for the foreseeable future, whether you're seeking to complete an advanced degree in your current field or switch career paths altogether.

Take the first step toward a more rewarding future

Student Services

IU Online provides quick and easy access to tools, tips, and IU resources to help you succeed, including:

- **Admissions** | Personalized application support for the program that is right for you
- **Onboarding** | An interactive orientation to online learning and all things IU
- **Student Financial Services** | Tailored resources for financial aid and money management
- **Success Coaching** | One-on-one support to reach your academic and personal goals
- **Math and Writing Support** | Direct access to IU-trained math mentors and writing consultants
- **Career Services** | Interactive tools and coaching to accelerate your career
- **Libraries and Research** | Online access to IU library resources and research librarians

- **Technology** | A full suite of software, collaboration tools, cloud storage, and training
- **24/7 Contact Center** | Real-time chat, email, and phone support direct from IU

Bachelor of Science in Accounting

Bachelor of Science in Accounting

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend,** IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

Many online support services are available to assist you as you progress through the program.

Program Description

The IU collaborative online Bachelor of Science in Accounting will provide students with an engaging and flexible program that prepares graduates to enter the accounting profession. The learner-focused program offers an innovative curriculum including a new business analytics course as well as several opportunities for students to professionally prepare for their future. These professional development activities include, but are not limited to, a capstone e-portfolio project, mock interview and internship opportunities, and attendance at professional accounting networking events.

This program is intended to serve students interested in joining the accounting profession immediately following degree completion as well as those students who plan to continue onto graduate school and complete the qualification standards as set by each state to sit for their respective CPA or CMA exams.

This degree will work for a broad spectrum of students including undergraduates, working adults, degree completers, transfer students, among others. Employment trends in the accounting industry indicate strong and sustained demand for applicants who hold a BS in Accounting.

For students interested in pursuing a career in accounting, this degree will fulfill the course requirements to sit for the Uniform Certified Public Accounting (CPA) Exam as well as the Certified Management Accounting (CMA) Exam, but it will not satisfy the 150-credit hour requirement set by most states, including Indiana and Ohio. In most cases, students who complete the 120-credit hour IU collaborative BS in Accounting will need to complete an additional 30 credit hours of applicable coursework to meet national and state minimums. These credits are most often completed as a part of a graduate study in MS Accounting, MBA, and related degree programs.

To earn the Chancellors' Bachelor of Science in Accounting, students must complete the standard campus- and school-specific degree requirements, including general education, of their campus of enrollment, and the 66 credit hours in the accounting major.

Admissions

Admissions requirements vary by campus.

Degree Requirements (120 cr.)

To graduate with the Bachelor of Science in Accounting, you must complete a minimum of 120 credit hours. You may be able to transfer up to 60 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university.

- General Education Courses (33 cr.) to include:

Fundamental Literacies (12 cr.)

- Writing | ENG-W 131 Reading Writing and Inquiry*
- Quantitative Reasoning | MATH-M 118 Finite Mathematics*
- Oral Communication | SPCH-S 121 Public Speaking
- Critical Thinking | See Schedule of Classes for course options

Common Core (12 cr.)

- Art, Aesthetics, and Creativity | One A-190 course from ENG, FINA, MUS, or THTR
- Human Behavior and Social Institutions | BUS-B 399 *
- Literary and Intellectual Traditions | One T-190 course from CMLT, ENG, HIST, MUS, PHIL, or THTR
- The Natural World | One N-190 course from ANTH, AST, BIOL, CHEM, GEOL, or PHYS

Contemporary Social Values (6 cr.)

- Global Cultures | See Schedule of Classes for course options
- Diversity in United States Society | See Schedule of Classes for course options

Extended Literacies (3 cr.)

- Computer Literacy | BUS-K 201 *

Additional General Education Requirements (0 cr.)

- Information Literacy | Tagged Course
- First Year Seminar | Tagged Course

- Basic Business Foundation Courses (24 cr.)
- Basic Business Core Courses (21 cr.)
- Accounting Core Courses (18 cr.)
- Accounting Electives (9 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- All courses are 3 credit hours, unless otherwise stateds
- Courses in the Major Requirement require a grade of “C” or higher (a C- does not fulfill this requirement).
- The Bachelor of Science in Accounting online degree requires a cumulative GPA of 2.0 or higher.

Basic Business Foundation (24 cr.)

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-B 190 Principles of Business Administration; OR
  BUS-W 100 Principles of Business Administration;
- BUS-L 201 Legal Environment of Business
- BUS-X 204 Introduction to Business Writing; OR
  ENG-W 231 Professional Writing Skills; OR
  ENG-W 234 Technical Report Writing; OR
  SPCH-S 223 Business and Professional Communication
- ECON-E 103 Introduction to Microeconomics; OR
  ECON-E 201 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics; OR
  ECON-E 202 Introduction to Macroeconomics
- ECON-E 270 Introduction to Statistical Theory in Economics and Business

Business Core (21 cr.)

- BUS-D 300 International Business: Operations of International Enterprises; OR
  BUS-D 301 International Business Environment; OR
  BUS-Z 302 Managing and Behavior in Organizations
- BUS-F 301 Financial Management
- BUS-K 321 Management of Information Technology
- BUS-K 353 Business Analytics and Modeling
- BUS-M 301 Introduction to Marketing Management
- BUS-P 301 Operations Management
- BUS-W 301 Principles of Management; OR
  BUS-Z 440 Personnel: Human Resources Management

Accounting Core (18 cr.)

- BUS-A 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II
- BUS-A 325 Cost Accounting
- BUS-A 328 Introduction to Taxation
- BUS-A 337 Accounting Information Systems; OR
  BUS-A 411 Accounting Information Systems
- BUS-A 424 Foundations of Auditing

Accounting Electives (9 cr.)

Select three from the following:

- BUS-A 335 Accounting for Government and Not-for-Profit Entities
- BUS-A 338 Accounting Data Analytics
- BUS-A 339 Advanced Income Taxation
- BUS-A 414 Financial Statement Analysis and Modeling
- BUS-A 422 Advanced Financial Accounting
- BUS-A 437 Advanced Management Accounting

Bachelor of Science in Actuarial Science

Bachelor of Science in Actuarial Science

Collaborative Online Degree

This 100 percent online program offered collaboratively by **IU South Bend,** IU East, IU Indianapolis, IU Northwest, and IU Southeast. To earn the Bachelor of Science in Actuarial Science, students must complete general education and college/school requirements according to the campus of residence, as well as the following requirements.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

Many online support services are available to assist you as you progress through the program.

Program Description

Study the key concepts of insurance, risk management, and interest theory. Solve conceptual and computational problems. Learn to price-risk to determine premiums, analyze data, determine suitable models and parameter values, and provide measures of confidence. Calculate present and accumulated values for various streams of cash flow.

The learning outcomes for this BS align with actuarial science core competencies as outlined by professional organizations such as the Society of Actuaries and the American Academy of Actuaries. This program prepares you for success in the first two professional exams in actuarial science, and provides the foundation for subsequent exams.

Target Audience

This mathematically focused degree targets students who are interested in becoming actuaries, insurance analysts, market research analysts, management analysts, financial managers and analysts, and actuarial consultants. Successful degree candidates will exhibit a strong background in calculus-based probability and statistics. Upon completion of this degree program, students will have the skills to pass the first two professional actuarial examinations and will lay the groundwork for the third exam, based upon offered electives. They will, therefore, be well-prepared for a lucrative entry-level position in the insurance and/or financial industry.

Admissions

Admissions requirements vary by campus.

Degree Requirements (120 cr.)

To graduate with the Bachelor of Science in Actuarial Science, you must complete a total of 120 credit hours. You may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university. Course requirements fall into four categories and are defined by student learning outcomes.

- General Education Courses (33 cr.)
- Mathematics Core Courses (31 cr.)
- Actuarial Science Courses (9 cr.)
- Programming/Computer Science Courses (7 cr.)
- Business and Economics Courses (15 cr.)
- Actuarial Science Electives (15 cr.)
- Free Electives (10 cr.)

Mathematics Core (31 cr.)

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 301 Linear Algebra and Applications; OR MATH-M 303 Linear Algebra for Undergraduate
- MATH-M 311 Calculus 3
- MATH-M 313 Elementary Differential Equations with Applications; OR MATH-M 343 Introduction to Differential Equations with Applications I
- MATH-M 447 Mathematical Models and Applications I
- MATH-M 448 Mathematical Models and Applications II

Complete one of the following sequences:

- MATH-M 360 Elements of Probability; AND MATH-M 366 Elements of Statistical Inference **Note** | Students taking the M360/M366 sequence for probabiity and statistics should complete MATH-M 367.
- OR
- MATH-M 463 Introduction to Probability I; AND MATH-M 466 Introduction to Mathematical Statistics **Note** | Students taking the M463/M466 sequence for probabiity and statistics should complete STAT-I 421.

Actuarial Science Core (9 cr.)

- MATH-M 320 Theory of Interest
- MATH-M 445 Probability Theory for Risk Management
- MATH-M 446 Financial Mathematics

Programming/Computer Science Core (7 cr.)

- xCSCI-A 201 Introduction to Programming I (4 cr.)
- MATH-M 367 Introduction to Statistical Programming in R; OR STAT-I 421 Modern Statistical Modeling Using R and SAS

Business and Economics Core (15 cr.)

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-F 301 Financial Management
- ECON-E 103 Introduction to Microeconomics; OR ECON-E 201 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics; OR ECON-E 202 Introduction to Macroeconomics

Actuarial Science Electives (15 cr.)

Select five courses from the following:

- MATH-M 451 The Mathematics of Finance
- MATH-M 485 Life Contingencies I
- STAT-S 352 Data Modeling and Inference
- STAT-S 431 Applied Linear Models I
- STAT-S 432 Applied Linear Models II

- STAT-S 450 Time Series Analysis

Substitute Courses for Actuarial Science Electives

- STAT-I 414 Introduction to Design of Experiments
- STAT-S 412 Statistical Learning Using R
- STAT-S 437 Categorical Data Analysis
- STAT-S 460 Sampling
- STAT-S 470 Exploratory Data Analysis

Graduate Certificate in Alcohol and Drug Counseling

Graduate Certificate in Alcohol and Drug Counseling

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU Bloomington, IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

Many online support services are available to assist you as you progress through the program.

Admissions

Admissions requirements vary by campus.

Certificate Requirements (18 cr.)

Requirements are broken down as follows:

- Addiction Counseling Theories and Techniques (3 cr.)
- Clinical Appraisal and Assessment (3 cr.)
- Clinical Problems and Applications (3 cr.)
- Psychoactive Drugs and Psychopharmacology (3 cr.)
- Diversity (3 cr.)
- Practicum (3 cr.)

- All courses are 3 credit hours, unless otherwise noted.

Certificate Requirements (18 cr.)

Addiction Counseling Theories and Techniques (3 cr.)

Select one from the following:

- EDUC-G 510 Introduction to Alcohol and Drug Counseling
- PSY-G 510 Alcohol and Drug Counseling
- PSY-P 535 Introduction to Addictions Counseling

Clinical Appraisal and Assessment (3 cr.)

Select one from the following:

- EDUC-G 511 Screening and Assessment of Alcohol and Drug Problems
- PSY-G 505 Clinical Appraisal and Assessment
- PSY-P 540 Principles of Psychological Assessment and Prediction

Clinical Problems and Applications

Select one from the following:

- EDUC-G 512 Counseling Approaches with Addictions
- PSY-G 512 Counseling Approaches with Addictions

Psychoactive Drugs and Psychopharmacology

Select one from the following:

- EDUC-G 513 Legal and Illegal Drugs of Abuse
- PSY-G 513 Psychopharmacology and Counseling

Diversity

Select one from the following:

- EDUC-G 575 Multicultural Counseling
- PSY-G 575 Multicultural Counseling
- PSY-I 501 Multicultural Counseling

Practicum

Select one from the following:

- EDUC-G 514 Practicum in Alcohol and Drug Counseling
- EDUC-G 647 Advanced Internship in Counseling
- PSY-G 524 Practicum in Mental Health Counseling
- PSY-G 550 Internship in Mental Health Counseling

Bachelor of Science in Applied Health Science

Pictured | **Kelsea Harris** | Bachelor of Science in Applied Health Science | Angola, Indiana (hometown)

Bachelor of Science in Applied Health Science

Collaborative Online Degree

This 100 percent online, consortia program is taught by IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortia model allows students to take coursework from several campuses and learn from a wide range of faculty.

This program may be of particular interest to transfer students. Students may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year college, and up to 90 credit hours from a regionally accredited four-year college or university. Course requirements fall into four categories and are defined by student learning outcomes. Some requirements, such as general education courses, may be met with transfer credits.

- The Online BSAHS is “student-centered,” appealing to a wide spectrum of traditional and non-traditional students who have an interest in a health sector career but do not wish to pursue clinical degree programs.
- The program allows flexibility for students who are seeking to complete their degrees while meeting their responsibilities to their families and/or employers.
- The degree design offers health workers with previous college credit (including those with associate degrees) a convenient, high-quality option for completing a baccalaureate degree that students can pursue while working full- or part-time.
- The degree provides additional skills and training needed to advance within the student’s chosen profession. It is also appropriate for those who wish to find a new career in the healthcare field.

Bachelor of Science in Applied Health Science Program Learning Outcomes

The Bachelor of Science in Applied Health Science degree at IU South Bend is designed around the following seven program learning outcomes (PLO’s). As a student in this degree, you take courses that prepare you to:

- Utilize problem-solving, critical thinking, and decision-making skills in a variety of health care settings and situations.
- Utilize effective leadership and management strategies in common health care delivery systems and environments.
- Apply evidence-based health care practices for optimum health outcomes.
- Demonstrate accountability within the legal and ethical parameters of the health care system.
- Integrate communication skills into professional roles.
- Utilize information technology in the delivery of health care.

- Explore the historical and contemporary social determinants of health that shape health status, health behavior, and health inequalities.

Admissions
Admissions requirements vary by campus.

Degree Requirements (120 cr.)
To graduate with the BSAHS degree, students must complete General Education (varies by campus), 42 credit hour BSAHS core and one 18 credit hour track, either the Community Health Educator or Health Administration, as well as electives to reach 120 credit hours total. Students should choose electives that best support the BSAHS track they are pursuing, and in consultation with their academic advisor.

- General Education Courses (33 cr.)
- Applied Health Science Core Courses (42 cr.)
- Applied Health Science Track (18 cr.)
- Free Electives (as needed total 120 credit requirement)

- Must attain a cumulative 2.0 GPA for all courses counting towards the degree
- 2.0 for all AHSC courses
- All courses are 3 credits, unless otherwise stated

Applied Health Science Core (42 cr.)
- xAHSC-H 302 Essentials of Healthcare Delivery Systems
- AxHSC-H 303 Leadership and Management in Healthcare
- xAHSC-H 310 Health Policy, Ethics, and Legal Issues (6 cr.)
- xAHSC-H 320 Consumer Health
- xAHSC-H 330 Intercultural Health Communication (6 cr.)
- xAHSC-H 340 Research in Health Sciences
- xAHSC-H 350 Economics of Health Care
- xAHSC-H 360 Population Health, Epidemiology, and Biostatistics (6 cr.)
- xAHSC-H 370 Informatics for the Health Sciences
- AHSC-H 480 Healthcare Grant Writing and Internship (6 cr.)

Applied Health Science Track (18 cr.)
Select one of the following tracks:

Community Health Educator Track
Coursework will provide instruction in the skills necessary to conduct general health and wellness assessments and the techniques of health education. Students majoring in the BSAHS with a concentration in the Community Health Educator track will be able to take the Certified Health Education Specialist Examination (CHES) offered by the National Commission for Health Education Credentialing. Becoming a CHES opens many more opportunities for students in public health.

- AHSC-C 415 Health Assessment, Education, and Promotion (6 cr.)
- AHSC-C 425 Program Assessment, Planning, and Evaluation I (6 cr.)
- AHSC-C 430 Environmental Health
- AHSC-C 435 Program Assessment, Planning, and Evaluation II

Health Administration Track
Coursework will provide instruction in healthcare organization, planning, budgeting, and finance.

- AHSC-A 420 Healthcare Finance (6 cr.)
- AHSC-A 430 Supervision and Resource Management for Health Professionals (6 cr.)
- AHSC-A 440 Health Care Administration and Strategic Planning (6 cr.)

Bachelor of Applied Science

Bachelor of Applied Science

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend,** IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

Many online support services are available to assist you as you progress through the program.

Program Description

The IU Bachelor Science (BS) in Applied Statistics is designed to meet the needs of students who wish to pursue careers in the fields of Statistics, Medical Research and Analysis, Industrial Data Analytics, and Marketing. It may also appeal to individuals working in the financial sector.

According to the U.S. Bureau of Labor Statistics, employment demand and job openings remain strong for graduates pursing STEM occupations in computer science, engineering, and mathematics.

Students transferring into the IU Online BS in Applied Statistics will be able to transfer up to 60 credit hours earned in accredited Associate degree programs, and formal articulation agreements are in place to facilitate transfer into the program from Ivy Tech and Vincennes.

Graduates from the BS in Applied Statistics degree will demonstrate the statistical and computational skills described in the American Statistical Association Curriculum Guidelines for Undergraduate Programs in Statistical Science, and possess strong skills in SQL and familiarity with industrial-leading statistical packages, including SAS or R.

Core skill areas include:

1. Foundational mathematical knowledge in calculus (differentiation, integration and infinite series), linear algebra and calculus-based probability theory (properties of univariate and multivariate random variables, discrete and continuous distributions).
2. The application of statistical methods and theory such as distributions of random variables, likelihood theory, point and interval estimation, hypothesis testing, Bayesian methods and resampling to solve problems.
3. Design of studies, proficiency in data collection and analysis with a focus on data management skills including organization, design, and drawing inferences from data using appropriate statistical methodology.
4. Statistical modeling for problem solving in variety of linear and nonlinear parametric, parametric, and semiparametric regression models, including model building and assessment, as well as skills in applying multivariate methods; and statistical learning and statistical data mining techniques for big data analysis.
5. Statistical computation using statistical tools involving computer programming languages, such as R or SQL, for statistical modeling and data analysis.
6. Data analytics communication that employs statistical ideas and appropriate technical terms in oral and written presentations to provides critically reasoned analysis for professional as well as non-statistical audiences.

Target Audience

This mathematically focused degree targets students who are interested in becoming statisticians, data scientists, business/financial analysts, market research analysts, and database administrators.#With the program's preparation in statistics, probability, and computer programming in R and SAS, graduates of this program are likely to find entry-level positions in industries such as scientific research and development, banking and finance, government and insurance, operations management, and technical consulting services.

Program Goals and Outcomes

Students graduating from the BS in Applied Statistics degree shall demonstrate competence in the statistical and computational skills described in the American Statistical Association Curriculum Guidelines for Undergraduate Programs in Statistical Science.

Core skills include:

Mathematical Foundations

- Students will utilize tools to solve problems in calculus (differentiation, integration, and infinite series), linear algebra, and calculus-based probability theory (properties of univariate and multivariate random variables, discrete and continuous distributions).

Statistical Methods and Theory

- Students will define basic terms and concepts in fundamental statistics theory and methods: distributions of random variables, likelihood theory, point and interval estimation, hypothesis testing, Bayesian methods, and resampling.
- Students will be able to apply these methods properly to solve problems.

Design of Studies and Exploratory Data Analysis

- Students will apply data management skills.
- Students will organize, design, and draw inferences from data, using appropriate statistical methodology.
- Students will adhere to ethical standards with regards to data management.

Statistical Modeling

- Students will apply appropriate modeling methodologies in a variety of linear and nonlinear parametric, parametric, and semiparametric statistical data mining techniques for big data analysis.
- Students will demonstrate flexible problem-solving skills.

Statistical Computation

- Students will use statistical tools involving computer programming languages, such as R, SAS, and

database languages, for statistical modeling and data analysis.

Data Analytics Communication

- Students will communicate and present statistical ideas clearly in oral and written forms using appropriate technical terms and deliver data analysis results to a non-statistical or statistical audience.

This program is for you if you hold an Associate of Applied Science (AAS) from a regionally accredited institution and seek to supplement the technical skills you acquired through your AAS with knowledge and experience that can prepare you for a managerial or supervisory role.

Admissions

Admissions requirements vary by campus.

Degree Requirements (120 cr.)

To graduate with the BAS, you must complete a total of 120 credit hours. You may apply 60 to 64 credit hours from your AAS to Indiana University. You then complete 56-60 credit hours of courses from IU, with at least 30 credit hours at the 300- and 400-level. Requirements are broken down as follows:

1. General Education courses (33 cr.)
   Some of these will likely transfer in from your AAS. You will complete the rest through IU.
2. Applied science courses (60 cr.)
   These will all be transferred in from your AAS.
3. BAS Core courses (12 credit hours)
   Taken at Indiana University. Rather than choosing from a specific list of courses, you will have the flexibility to choose from a range of courses that meet defined learning outcomes. See "BAS Core Courses" below.
4. BAS Track courses (12 cr.)
   Taken at Indiana University. Rather than choosing from a specific list of courses, you will have the flexibility to choose from a range of courses that meet defined learning outcomes. See the "Courses You'll Take" tab.
5. Electives (0-12 cr.) Some will likely transfer in from your AAS. You will complete the rest through IU.

BAS Track Courses

As a BAS student, you must choose from one of the three tracks:

- Health Management
- Sustainability Studies
- Individualized

You take courses related to the track you choose. These include a capstone course that helps you integrate what you have learned.

I. Core Competencies (18 cr.)

Core Learning Outcome 1: Demonstrate knowledge and skills in accounting and bookkeeping (3 cr.)

Select one from the following:

- BUS-A 200 Foundations of Accounting for Non-Business Majors
- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting

Core Learning Outcome 2: Demonstate knowledge and skills in economics

Select one from the following:

- BUS-G 300 Introduction to Managerial Economics and Strategy
- ECON-E 103 Introduction to Microeconomics; OR ECON-E 201 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics; OR ECON-E 202 Introduction to Macroeconomics
- ECON-E 200 Fundamentals of Economics and an Overview
- POLS-Y 359 Economics and Public Management

Core Learning Outcome 3: Demonstrate knowledge and skills in legal, ethical, social, and/or international topics (must be at 300-400 Level)

Select one from the following:

- BUS-B 399 Business and Society; OR BUS-J 404 Business and Society
- BUS-D 300 International Business: Operations of International Enterprises
- BUS-D 301 International Business Environment
- 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
- POLS-Y 379 Ethics and Public Policy
- POLS-Y 403 Legal Issues in Public Bureaucracy
- PHIL-P 306 Business Ethics
- PHIL-P 393 Biomedical Ethics

Core Learning Outcome 4: Demonstrate knowledge and skills in supervision (must be 300-400 Level)

Select one from the following:

- BUS-W 301 Principles of Management
- BUS-Z 300 Organizational Behavior and Leadership; OR BUS-Z 301 Organizational Behavior and Leadership
- BUS-Z 302 Managing and Behavior in Organizations
- POLS-Y 357 Introduction to Nonprofit Management
- POLS-Y 358 Human Behavior and Public Organizations

Core Learning Outcome 5: Demonstrate knowlege and skills in marketing (must be 300–400 Level)

Select one from the following:

- BUS-M 300 Introduction to Marketing
- BUS-M 301 Introduction to Marketing Management

Core Learning Outcome 6: Demonstrate knowledge and kills in communication (must be 300–400 Level)

Select one from the following:

- CMCL-C 427 Cross Cultural Communication
- CMCL-C 440 Organizational Communication
- SPCH-C 380 Organizational Communication
- SPCH-S 440 Organizational Communication
- SPCH-S 427 Cross Cultural Communication

Bachelor of Applied Science Tracks

- Health Management Track >>
- Sustainability Track >>
- Individualized Track >>

Bachelor of Science in Applied Statistics

Bachelor of Science in Applied Statistics

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend,** IU East, xIU Indianapolis, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

Many online support services are available to assist you as you progress through the program.

The IU Bachelor of Science in Applied Statistics is designed to meet the needs of students who wish to pursue careers in the fields of Statistics, Medical Research and Analysis, Industrial Data Analytics, and Marketing. It may also appeal to individuals working in the financial sector.

>According to the U.S. Bureau of Labor Statistics, employment demand and job openings remain strong for graduates pursing STEM occupations in computer science, engineering, and mathematics.

The 120-credit hour transfer-friendly curriculum combines the flexibility of 100% online asynchronous delivery with high quality instruction offered by IU faculty members and is tailored to the particular needs of students who are working and/or have family responsibilities.

Students transferring into the IU Online BS in Applied Statistics will be able to transfer up to 60 credit hours earned in accredited Associate degree programs, and formal articulation agreements are in place to facilitate transfer into the program from Ivy Tech and Vincennes.

Graduates from the BS in Applied Statistics degree will demonstrate the statistical and computational skills described in the American Statistical Association Curriculum Guidelines for Undergraduate Programs in Statistical Science, and possess strong skills in SQL and familiarity with industrial-leading statistical packages, including SAS or R.

Core skill areas include

- Foundational mathematical knowledge in calculus (differentiation, integration and infinite series), linear algebra and calculus-based probability theory (properties of univariate and multivariate random variables, discrete and continuous distributions).
- The application of statistical methods and theory such as distributions of random variables, likelihood theory, point and interval estimation, hypothesis testing, Bayesian methods and resampling to solve problems.
- Design of studies, proficiency in data collection and analysis with a focus on data management skills including organization, design, and drawing inferences from data using appropriate statistical methodology.

- Statistical modeling for problem solving in variety of linear and nonlinear parametric, parametric, and semiparametric regression models, including model building and assessment, as well as skills in applying multivariate methods; and statistical learning and statistical data mining techniques for big data analysis.
- Statistical computation using statistical tools involving computer programming languages, such as R or SQL, for statistical modeling and data analysis.
- Data analytics communication that employs statistical ideas and appropriate technical terms in oral and written presentations to provides critically reasoned analysis for professional as well as non-statistical audiences.

Target Audience

This mathematically focused degree targets students who are interested in becoming statisticians, data scientists, business/financial analysts, market research analysts, and database administrators.#With the program's preparation in statistics, probability, and computer programming in R and SAS, graduates of this program are likely to find entry-level positions in industries such as scientific research and development, banking and finance, government and insurance, operations management, and technical consulting services.

Program Goals and Outcomes

Students graduating from the BS in Applied Statistics degree shall demonstrate competence in the statistical and computational skills described in the American Statistical Association Curriculum Guidelines for Undergraduate Programs in Statistical Science. Core skills#include:

Mathematical Foundations

- Students will utilize tools to solve problems in calculus (differentiation, integration, and infinite series), linear algebra, and calculus-based probability theory (properties of univariate and multivariate random variables, discrete and continuous distributions).

Statistical Methods and Theory

- Students will define basic terms and concepts in fundamental statistics theory and methods: distributions of random variables, likelihood theory, point and interval estimation, hypothesis testing, Bayesian methods, and resampling.
- Students will be able to apply these methods properly to solve problems.

Design of Studies and Exploratory Data Analysis

- Students will apply data management skills.
- Students will organize, design, and draw inferences from data, using appropriate statistical methodology.
- Students will adhere to ethical standards with regards to data management.

Statistical Modeling

- Students will apply appropriate modeling methodologies in a variety of linear and nonlinear parametric, parametric, and semiparametric statistical data mining techniques for big data analysis.
- Students will demonstrate flexible problem-solving skills.

Statistical Computation

- Students will use statistical tools involving computer programming languages, such as R, SAS, and database languages, for statistical modeling and data analysis.

Data Analytics Communication

- Students will communicate and present statistical ideas clearly in oral and written forms using appropriate technical terms and deliver data analysis results to a non-statistical or statistical audience.

Admissions

Admissions requirements vary by campus.

Degree Requirements (120 cr.)

To graduate with the BS in Applied Statistics, you must complete a total of 120 credit hours. You may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university. Course requirements fall into four categories and are defined by student learning outcomes.

- General Education Courses (33 cr.)
- Mathematics Core (22 cr.)
- Probability/Statistics Core (24 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

Mathematics Core (22 cr.)

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 301 Linear Algebra and Applications; OR MATH-M 303 Linear Algebra for Undergraduates
- MATH-M 311 Calculus 3
- MATH-M 447 Mathematical Models and Applications I
- MATH-M 448 Mathematical Models and Applications II

Probability/Statistics Core (24 cr.)

1. Probability and Statistics Foundation (6 cr.)

- STAT-S 352 Data Modeling and Inference
- STAT-S 412 Statistical Learning Using R
- STAT-S 431 Applied Linear Modeling
- STAT-S 437 Categorical Data Analysis
- STAT-S 470 Exploratory Data Analysis

Complete one of the following 6-credit hour sequences

Sequence 1

- MATH-M 360 Elements of Probability;
- MATH-M 366 Elements of Statistical Inference

Sequence 2

- MATH-M 463 Introduction to Probabiity I
- MATH-M 466 Introduction to Mathematical Statistics

2. Programming for Statistics (3 cr.)

- MATH-M 367 Introduction to Statistical Programming in R; OR

STAT-I 421 Modern Statistical Modeling Using R and SAS

3. Complete each of the following (15 cr.)

- STAT-S 352 Data Modeling and Inference
- STAT-S 412 Statistical Learning Using R
- STAT-S 431 Applied Linear Models I
- STAT-S 437 Categorical Data Analysis
- STAT-S 470 Exploratory Data Analysis

Master of Arts for Teachers in Biology

Collaborative Online Degree
Master of Arts for Teachers in Biology

Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU Bloomington, IU East, IUPUI, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

Many online support services are available to assist you as you progress through the program.

The IU Online Master of Arts for Teachers (MAT) in Biology combines coursework in education and biology to prepare you to be a dual-credit instructor at the high school and community college levels.

The educational component of the program teaches you how to apply the science and art of teaching to college-level instruction. Coursework covers instruction and curriculum, assessment, diversity and inclusive teaching, and research.

As a student in the biology component of the program, you study the nature of living organisms at an advanced level. You gain the ability to break down and analyze biological concepts for an undergraduate audience, the ability to develop and analyze hypotheses and experiments, a fluency with scientific literature, and a richer understanding of biology in the natural world around us.

Specific areas of focus include:

- Evolution
- Molecular and cellular biology, including biochemistry, cell biology, molecular and macromolecular biology, immunology, bioinformatics, and molecular genetics
- Organismal biology, including developmental biology, neurobiology, field zoology, marine community ecology, animal nutrition, ornithology, horticulture, and ecology

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

The stackable structure of the MAT in Biology is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in biology to hold either a master's degree in biology or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you need both discipline-specific coursework and a master's degree, the MAT in Biology meets HLC standards.
- If you already hold a master's degree in a discipline other than biology, you can meet HLC standards by completing the Graduate Certificate in Biology.

Admissions
Admissions requirements vary by campus.

MAT Requirements (30 cr.)
Requirements are broken down as follows:

- Biology Component (18 cr.)
- Evolutionary Biology (3 cr.)
- Molecular-Cellular Electives (6 cr.)
- Organismal Electives (6 cr.)
- Capstone Course (3 cr.)
- Education Component (12 cr.)

- All courses are 3 credit hours, unless otherwise noted.

Course Requirements (30 cr.)
Evolutionary Biology (3 cr.)
- BIOL-T 570 Evolution

Molecular-Cellular Biology (6 cr.)
Select two from the following:

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

Organismal Biology (6 cr.)
Select two from the following:

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

Capstone Course (3 cr.)
Select one from the following:

- BIOL-T 585 Model Organisms in Research
- NIOL-T 586 Principles of Ornithology
- BIOL-T 591 History of Life
- BIOL-T 592 Social Implications of Biology

Education Component (12 cr.)
- EDUC-H 520 Education and Social Issues
- EDUC-J 500 Instruction in the Context of Curriculum
- EDUC-P 507 Assessment in Schools
- EDUC-Y 520 Strategies for Educational Inquiry

Graduate Certificate in Biology

Graduate Certificate in Biology

Collaborative Online Degree (18 cr.)
This 100 percent online, consortial program is taught by **IU South Bend**, IU Bloomington, IU East, IUPUI, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

Many online support services are available to assist you as you progress through the program.

As a student in the IU Online Graduate Certificate in Biology, you analyze and explore the nature of life and living organisms at an advanced level. You gain the ability to break down and analyze biological concepts for an undergraduate audience, the ability to develop and analyze hypotheses and experiments, a fluency with scientific literature, and a richer understanding of biology in the natural world around us.

The Graduate Certificate in Biology wil cover the following content areas:

- Evolution
- Ecology/Environmental biology
- Organismal Biology
- Cell / Molecular Biology / Biochemistry
- Genetics / Bioinformatics and Genomics
- Anatomy and Physiology
- Developmental Biology

Many online support services are available to assist you as you progress through the program.

Of Special Interest for Dual-credit and Community College Instructors Needing to Meet HLC Standards
The Graduate Certificate in Biology is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in biology to hold either a master's degree in biology or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in a discipline other than biology, you can meet HLC standards by completing the 18 credit hour Graduate Certificate in Biology.
- If you plan to pursue the IU Online MAT in Biology, you may apply the 18 credit hours from the Graduate Certificate in Biology toward the master's degree.

Admissions
Admissions requirements vary by campus.

Certificate Requirements (18 cr.)
To earn the Graduate Certificate in Biology students will complete six graduate biology courses that meet the distribution and breadth requirements described below for a total of 18 credits.

- Evolutionary Biology (3 cr.)
- Molecular-Cellular Biology (6 cr.)
- Organismal Biology (6 cr.)
- Biology Capstone (3 cr.)

- All courses are 3 credit hours, unless otherwise noted.

Evolutionary Biology (3 cr.)

- BIOL-T 570 Evolution

Molecular-Cellural Biology (6 cr.)

Select two from the following:

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

Organismal Biology (6 cr.)

Select two from the following:

- BIOL-T 582 Advanced Field Zoology
- BIOL-T 583 Problems in Genetics-Higher Organisms
- BIOL-T 585 Model Organisms in Research
  Can be taken only once
- BIOL-T 586 Principles of Ornithology

Biology Capstone (3 cr.)

Select one from the following:

- BIO-T 585 Model Organisms in Research
  Can be taken only once
- BIOL-T 591 History of Life
- BIOL-T 592 Social Implications of Biology

Bachelor of Science in Business Administration

Bachelor of Science in Business Administration

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend,** IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

Many online support services are available to assist you as you progress through the program.

Business administrators handle a company's operational, organizational, and managerial responsibilities, requiring skills in a range of areas. This program may be of special interest to working adults with some college credit, seeking to advance their business career. According to the 2015 National Association of Colleges and Employers Job Outlook Survey, over 80 percent of responding employers plan to hire a graduate with a business-related degree.

The Chancellors' Bachelor of Science in Business Administration (BSBA) exposes you to the core concepts of each business discipline, including economics, management, quantitative business analysis, finance, marketing, information systems, and more. You utilize qualitative and quantitative analysis to identify innovative and creative business solutions and anticipate outcomes. You identify and use appropriate technology and information systems to find and present data effectively. You also learn to recognize the influence of national, international, and intercultural factors on strategic choices.

As a student in the program, you learn to work effectively as both a member and a leader in team problem-solving and decision-making situations, incorporate the perspectives and contributions of individuals from diverse groups to create inclusive work environments, demonstrate professional preparation and conduct to meet professional standards in business settings, and employ multiple mediums of communication in a variety of business settings to express, assimilate, and analyze information and ideas to facilitate collaboration and achieve goals.

Accreditation

The schools of business at Indiana University (IU) Kokomo, IU Northwest, IU South Bend, and IU Southeast are accredited by the Association to Advance Collegiate Schools of Business. The School of Business and Economics at IU East is accredited by the Accreditation Council for Business Schools and Programs, and it is a candidate for the initial AACSB International accreditation. Indiana University is accredited by the Higher Learning Commission.

Admissions

Admissions requirements vary by campus.

Degree Requirements (120 cr.)

Earning the degree Bachelor of Science in Business Administration requires completion of the Business Administration Foundations and Core requirements (63 cr) and campus-specific General Education and Elective credits (up to 57 cr) to reach 120 semester credit hours. A grade of C (2.0) or higher must be attained for all required Business courses.

Requirements are broken down as follows:

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Math Requirement (3 cr.)
- Business Administration Foundations (27 cr.)
- Business Administration Core (36 cr.)
- Electives (24 cr.(

Important Student Milestones

For students early in their program, the Chancellors' BS in Business Administration will use three degree milestones as indicators of student progress. The milestones are tied to introductory level classes which are foundational to the degree. Attainment of these milestones will satisfy pre-requisites for certain higher-level required courses.

- BSBA Mathematics Proficiency Milestone–Represents completion of the general education quantitative reasoning requirement of your home campus of enrollment and a passing grade in MATH-M 118.
- BSBA Gateway Milestone&ndash'Represents 30 credit hours with a cumulative GPA of 2.00 and ENG-W 131 with a grade of C or better.
- BSBA Foundations Milestone–Represents:
- The BSBA Mathematics Proficiency Milestone
- The Business Gateway Milestone
- The social and/or behavioral science general education requirement of your home campus (usually introductory psychology and/or sociology)
- The 9 BSBA Foundation courses

Math Requirements (3 cr.)

- MATH-M 118 Finite Mathematics

Business Administration Foundations (27 cr.)

Fundamentals of Business Administration (3 cr.)

Select one from the following:

- BUS-B 190 Principles of Business Administration
- BUS-W 100 Principles of Business Administration

Microeconomics (3 cr.)

Select one from the following:

- ECON-E 103 Introduction to Microeconomics
- ECON-E 201 Introduction to Microeconomics

Macroeconomics (3 cr.)

Select one from the following:

- ECON-E 104 Introduction to Macroeconomics
- ECON-E 202 Introduction to Macroeconomics

Financial Accounting (3 cr.)

- BUS-A 201 Introduction to Financial Accounting

Managerial Accounting (3 cr.)

- BUS-A 202 Introduction to Managerial Accounting

Business Computing (3 cr.)

- BUS-K 201 The Computer in Business

Legal Environment of Business (3 cr.)

- BUS-L 201 Legal Environment of Business

Statistics for Business (3 cr.)

- ECON-E 270 Introduction to Statistical Theory in Economics and Business

Business Communication (3 cr.)

Select one from the following:

- ENG-W 231 Professional Writing Skills
- ENG-W 232 Introduction to Business Writing
- ENG-W 234 Technical Report Writing
- SPCH-S 223 Business and Professional Communication

Business Administration Core (36 cr.)

Marketing (3 cr.)

- BUS-M 301 Introduction to Marketing Management

Finance (3 cr.)

- BUS-F 301 Financial Management

Operations (3 cr.)

- BUS-P 301 Operations Management

International Business (3 cr.)

Select one from the following:

- BUS-D 300 International Business: Operations of International Enterprises
- BUS-D 301 International Business Environment

Information Systems (3 cr.)

- BUS-K 321 Management of Information Technology

Analytics and Decision Modeling (3 cr.)

Select one from the following:

- BUS-K 302 Introduction to Management Science
- BUS-K 312 Decision Modeling
- BUS-M 353 Business Analytics and Modeling

Entrepreneurism (3 cr.)

Select one from the following:

- BUS-W 311 New Venture Creation
- BUS-W 406 Venture Growth Management

Leadership and Teamwork (3 cr.)

- BUS-Z 302 Managing and Behavior in Organizations

Diversity and Inclusion in the Workplace (3 cr.)

- BUS-Z 440 Personnel: Human Resource Management

Business Ethics (3 cr.)

Select one from the following:

- BUS-B 399 Business and Society
- BUS-J 404 Business and Society
- BUS-W 320 Leadership and Ethics

Professional and Career Skills (3 cr.)
- BUS-X 410 Business Career Planning and Placement

Strategic Management/Capstone (3-4 cr.)
Select one from the following:

- BUS-J 401 Strategic Management
- BUS-J 403 Management Capstone (4 cr.)

Concentrations (18 credits
A concentration is NOT required for degree but can be used to fulfill elective credit. Kokomo does not offer the Economics concentration.

- Accounting
- Economics
- Finance

Bachelor of Science in Business Administration

Bachelor of Science in Business Administration | Concentrations

Accounting (18 cr.)
Required Courses (12 cr.)
- BUS-A 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II
- BUS-A 328 Introduction to Taxation
- BUS-A 337 Accounting Information Systems; OR
  BUS-A 411 Accounting Information Systems

Electives (6 cr.)
Select two 300/400–level courses from the following:

- BUS-A 325 Cost Accounting
- BUS-A 335 Accounting for Government and Not-for-Profit Entities
- BUS-A 338 Accounting Data Analytics
- BUS-A 339 Advanced Income Taxation
- BUS-A 402 Accounting Ethics
- BUS-A 414 Financial Statement Analysis and Modeling
- BUS-A 422 Advanced Financial Accounting
- BUS-A 424 Foundations of Auditing
- BUS-A 425 Contemporary Accounting Theory
- BUS-A 437 Advanced Management Accounting for Decision Making and Control Theory and Applications

Economics (18 cr.)
Required Courses (6 cr.)
- ECON-E 321 Intermediate Microeconomic Theory
- ECON-E 322 Intermediate Macroeconomic Theory

Electives (12 cr.)
Select two 300/400–level courses from the following:

- BUS-F 345 Money, Banking and Capital Markets; OR
  ECON-E 350 Money and Banking
- ECON-E 304 Survey of Labor Economics
- ECON-E 306 Undergraduate Seminar in Economics
- ECON-E 308 Survey of Public Finance
- ECON-E 323 Urban Economics
- ECON-E 333 International Economics; OR
  ECON-E 430 International Economics
- ECON-E 337 Economic Development
- ECON-E 338 Business and Economic Applications of Geographical Information Systems
- ECON-E 351 Law and Economics
- ECON-E 363 Environmental and Natural Resource Economics
- ECON-E 371 Introduction to Applied Econometrics

Finance (18 cr.)
Required Courses (12 cr.)
- xBUS-F 302 Final Decision Making
- xBUS-F 345 Money, Banking, and Capital Markets; OR
  xECON-E 350 Money and Banking
- xBUS-F 420 Equity and Fixed Income Investments
- xBUS-F 494 International Finance

Electives (6 cr.)
Select two 300/400–level courses from the following:

- BUS-A 414 Financial Statement Analysis and Modeling; OR
  BUS-F 414 Financial Statement Analysis
- BUS-F 365 Personal Financial Planning
- BUS-F 410 Financial Institutions and Markets
- BUS-F 423 Topics in Investment
- BUS-F 444 Applications in Financial Management
- BUS-F 446 Bank and Financial Itermediation
- BUS-F 451 Financial Modeling

Marketing (18 cr.)
Required Courses (12 cr.)
- BUS-M 303 Marketing Research
- BUS-M 405 Consumer Behavior
- BUS-M 415 Advertising and Integrated Marketing Communications
- BUS-M 450 Marketing Strategy

Electives (6 cr.)
Select two 300/400–level courses from the following:

- BUS-M 325 Selling
- BUS-M 330 Consultive Selling
- BUS-M 346 Analysis of Marketing Data
- BUS-M 380 Market Analytics
- BUS-M 401 International Marketing
- BUS-M 419 Retail Stragegy
- BUS-M 426 Sales Management
- BUS-M 432 Digital Marketing; OR
  BUS-M 435 Digital Marketing; OR
  BUS-M 460 Digital Marketing
- BUS-M 455 Topics in Marketing
  VT: Customer Relationship Management
- BUS-M 490 Independent Study in Marketing
  VT: Social Media Marketing

Graduate Certificate in Chemistry

Graduate Certificate in Chemistry

Collaborative Online Degree (18 cr.)

This 100 percent online, consortial program is taught by **IU South Bend**, IU Bloomington, IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Many online support services are available to assist you as you progress through the program.

As a student in the IU Online Graduate Certificate in Chemistry, you analyze and explore the chemical processes and principles of organic and inorganic substances. You develop an understanding of multiple subdisciplines of chemistry, and you adopt a methodological approach to problem solving. When you complete the certificate, you will be able to break down chemical concepts and processes, design experiments and assignments to teach chemical concepts, and critically analyze chemistry-related press releases and news.

Specific areas of focus include:

- Inorganic chemistry
- Organic synthesis
- Organic spectroscopy
- Physical chemistry
- Biochemistry
- Environmental chemistry
- Nuclear chemistry

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

The Graduate Certificate in Chemistry is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in chemistry to hold either a master's degree in chemistry or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in a discipline other than chemistry, you can meet HLC standards by completing the 18 credit hour Graduate Certificate in Chemistry.
- If you plan to pursue the IU Online MAT in Chemistry, you may apply the 18 credit hours from the Graduate Certificate in Chemistry toward the master's degree.

Admissions

Admissions requirements vary by campus, but reasonable expectations are a BA or BS degree in science with chemistry coursework that includes a year of general chemistry (with lab) and a year of organic chemistry (with lab).

Certificate Requirements (18 cr.)

Requirements are broken down as follows:

- Chemistry Electives (15 cr.)
- Chemistry Capstone (3 cr.)

- All courses are 3 credit hours, unless otherwise noted.

Certificate Requirements (18 cr.)

Chemistry Electives (15 cr.)

Select five from the following:

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

Chemistry Capstone (3 cr.)

- CHEM-T 590 Chemistry Capstone
  Students must have completed at least 9 hours of graduate chemistry coursework prior to registration in the capstone

Master of Arts for Teachers in Chemistry

Master of Arts for Teachers in Chemistry

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU Bloomington, IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

Many online support services are available to assist you as you progress through the program.

The IU Online Master of Arts for Teachers (MAT) in Chemistry combines coursework in education and chemistry to prepare you to be a dual-credit instructor at the high school and community college levels.

The educational component of the program teaches you how to apply the science and art of teaching to college-level instruction. Coursework covers instruction and curriculum, assessment, diversity and inclusive teaching, and research.

As a student in the chemistry component of the program, you study the chemical processes and principles of organic and inorganic substances in everyday life. You develop a dialogue with multiple sub-disciplines of chemistry, and you adopt a methodological approach to problem solving. You will learn how to break down chemical concepts and processes, design experiments and assignments to teach chemical concepts, and critically analyze chemistry-related press releases and news.

Specific areas of focus include:

- Inorganic chemistry
- Organic synthesis
- Organic spectroscopy
- Physical chemistry
- Biochemistry
- Environmental chemistry
- Nuclear chemistry

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

The stackable structure of the MAT in Chemistry is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in chemistry to hold either a master's degree in chemistry or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you need both discipline-specific coursework and a master's degree, the MAT in Chemistry meets HLC standards.
- If you already hold a master's degree in a discipline other than chemistry, you can meet HLC standards by completing the Graduate Certificate in Chemistry.

Admissions

Admissions requirements vary by campus, but reasonable expectations are a BA or BS degree in science with chemistry coursework that includes a year of general chemistry (with lab) and a year of organic chemistry (with lab).

MAT Requirements (30 cr.)

Requirements are broken down as follows:

- Chemistry Component (15 cr.)
- Chemistry Capstone (3 cr.)
- Education Component (12 cr.)

- Courses must be completed with a grade of a B or higher
- Minimum GPA of 3.0 is required.
- All courses are 3 credit hours, unless otherwise noted.

Degree Requirements (30 cr.)

Chemistry Component (15 cr.)

Select five from the following:

- CHEM-T 510 Inorganic Chemistry
- CHEM-T 520 Organic Synthesis
- CHEM-T 530 Organic Spectroscopy
- CHEM-T 540 Physical Chemistry
- CHEM-T 550 Introductory Biochemistry
- CHEM-T 560 Environmental Chemistry
- CHEM-T 570 Nuclear Chemistry
- CHEM-T 580 Physical Biochemistry

Chemistry Capstone (3 cr.)

- CHEM-T 590 Chemistry Capstone

Education Component (12 cr.)

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

Graduate Certificate in Communication Studies

Graduate Certificate in Communication Studies

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IUPUI, IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

Many online support services are available to assist you as you progress through the program.

The IU Online Graduate Certificate in Communication Studies provides graduate-level instruction in communication strategies, practices, and techniques. It teaches practical communication skills needed in professional, academic, and personal contexts, such as presenting information, arguing a position, promoting a cause, presenting information via social media, designing targeted messages, and managing relations and conflicts.

As a student in the program, you develop innovative strategies for teaching communication, employ effective and ethical communication practices, and apply critical perspectives to production and consumption of media messages.

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

The Graduate Certificate in Communication Studies is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses to hold either a master's degree in their area of instruction or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in another discipline, you can meet HLC standards by completing the 18 credit hour Graduate Certificate in Communication Studies.
- If you plan to pursue the IU Online MA in English, you may apply the 18 credit hours from the Graduate Certificate in Communication Studies toward the master's degree.

Admissions

Admissions requirements vary by campus.

Certificate Requirements (18 cr.)

Requirements are broken down as follows:

- Communication Pedagogy (3 cr.)
- Communication in Context (9 cr.)
- Communication in Media (3 cr.)
- Communication Study Elective (3 cr.)

- All courses are 3 credit hours, unless otherwise noted

Core Courses (18 cr.)

Communication Pedagogy (3 cr.)

- CMCL-C 545 Pedagogy in Communication and Culture

Communication in Context (9 cr.)

Select three from the following:

- CMCL-C 500 Introduction to Graduate Studies and Research
- CMCL-C 550 Advanced Family Communication
- CMCL-C 592 Advanced Health Communication
- CMCL-C 593 Topics in Communication
- CMCL-C 594 Communication and Conflict Management in Organizations
- CMCL-C 610 Identity and Difference
- COMM-C 510 Health Provider–Consumer Communication
- COMM-C 528 Group Communication and Organizations
- COMM-C 544 Advanced Relational Communication
- ENG-R 546 Rhetoric and Public Culture (4 cr.)
- JOUR-J 522 Political Communication
- SPCH-S 502 Introduction to Communication Theory
- SPCH-S 627 Studies in Cross-Cultural Communication
- SPCH-S 633 Studies in Interpersonal Communication
- SPCH-S 640 Studies in Organizational Communication

Communication in Media (3 cr.)

Select one from the following:

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

Communication Studies Elective (3 cr.)

- Complete an additional course selected from course list above

Graduate Certificate in Composition Studies

Graduate Certificate in Composition Studies

Collaborative Online Degree

This 100 percent online, consortialprogram is taught by **IU South Bend**, IU Bloomington, IUPUI, IU East, IU Kokomo, IU Northwest, , and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

As a student in the IU Online Graduate Certificate in Composition Studies, you explore the core principles of writing and literature. You learn to teach students to craft sound arguments using close attention to logic, context, and audience. You also develop a fluency with the current debates, schools, and theories of writing instruction.

Areas of focus include:

- Contemporary theory on the pedagogy of composition and literature
- Linguistic structures and history of the English language
- Reading strategies and literary analysis, with attention to close reading, style, form, genre, and rhetorical practices
- Approaches to composition and writing instruction, including the identification and evaluation of sources, use of evidence, generation of ideas, and the development and organization of argument
- Developing archival research skills and facility with electronic resources
- Developments, trends, and frontiers in the digital humanities

Your IU Online Graduate Certificate in Composition Studies prepares you for such careers as:

- Composition dual-credit teacher (high school)
- Composition instructor (community college)

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

The Graduate Certificate in Composition Studies is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses to hold either a master's degree in their area of instruction or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in another discipline, you can meet HLC standards by completing the 20 credit hour Graduate Certificate in Composition Studies.
- If you plan to pursue theIU Online MA in English, you may apply the 20 credit hours from the Graduate Certificate in Composition Studies toward the master's degree.

Admissions

Admissions requirements vary by campus.

Certificate Requirements (20 cr.)

To enroll in this program, you must possess either a Bachelor of Arts in English (or related bachelor's degree in education with an English specialization, concentration, or outside area) or two years of secondary teaching experience in literature or composition classes. To earn the Graduate Certificate in Composition Studies, you must complete a total of 20 credit hours.

If you choose to pursue the IU Online MA in English, these certificate courses may apply to ("stack into") your degree requirements. Admission to the Certificate in Composition Studies does not constitute admission into any of the face-to-face graduate programs in English at the participating campuses.

Certificate Requirements (20 cr.)

Introductory Course in Graduate Composition Studies (4 cr.)

Select one from the following:

- ENG-W 500 Teaching Composition: Issues and Approaches (4 cr.)
- ENG-W 509 Introduction to Writing and Literacy Studies (4 cr.)

Stylistics (4 cr.)

Select one from the following:

- ENG-G 660 Stylistics (4 cr.)
- ENG-L 646 Readings in Media, Literature, and Culture (4 cr.)

Applied Writing Pedagogy (4 cr.)

Select one from the following:

- ENG-W 510 Computers in Composition (4 cr.)
- ENG-W 553 Theory and Practice of Composition
- ENG-W 590 Teaching Composition: Theories and Applications (4 cr.)
- ENG-W 620 Advanced Argumentative Writing (4 cr.)

Writing Pedagogy for College Instructors (4 cr.)

Select one from the following:

- ENG-W 501 Practicum on the Teaching of Composition in College (4 cr.)
- ENG-W 600 Topics in Rhetoric and Composition (4 cr.)

Rhetoric Seminar or Capstone (4 cr.)

Select one from the following:

- ENG-R 546 Rhetoric and Public Culture (4 cr.)
- ENG-W 600 Topics in Rhetoric and Composition (4 cr.)
- ENG-W 682 Special Topics in Rhetoric and Composition (4 cr.)

Bachelor of Science in Computer Science

Pictured | **Ahmed Awad Atta Elfadil** | *BS, Data Science / Minor in Philosophy* | South Bend, Indiana (hometown)

Bachelor of Science in Computer Science

Collaborative Online Degree

IU South Bend, in conjunction with the other IU campuses, offers a collaborative online Bachelor of Science in Computer Science degree. This degree, offered exclusively online, is intended for distance education students. The courses are taught by various IU campuses on a rotational basis. This is a degree 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 BS in Computer Science enables you to go beyond being a user and to learn to develop technological solutions to problems that range from everyday 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.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

Many online support services are available to assist you as you progress through the program.

Admissions

Admissions requirements vary by campus.

Academic Advising

Students should contact the department office (info@cs.iusb.edu or (574) 520-5835) 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 can 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 cs.iusb.edu or contact the department at info@cs.iusb.edu or (574) 520-5835.

Degree Requirements (120 cr.)

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

- IU South Bend Campuswide General Education Curriculum (33 cr.) | 9 credits are satisfied by courses from the Major:
- MATH-M 215 Calculus I (5 cr.)
  Fulfills Fundamental Literacies: Quantitative Reasoning
- CSCI-C 250 Discrete Stuctures
  Fulfills Fundamental Literacies: Critical Thinking
- CSCI-C 101 Computer Programming I; OR
  CSCI-C 155 Problem Solving and Programming I (4 cr.)
  Fulfills Extended Literacies: Computer Literacy
- Mathematics Core (16 cr.)
- Computer Science Core (40 cr.)
- Science Core (8-10 cr.)
- Electives (6 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- A minimum of 30 credit hours at the 300– or 400–level.
- Core requirements must be completed with a grade of C- or higher; cannot be used to satisfy the requirements for another major or minor
- All courses are 3 credits, unless otherwise noted.

Mathematics Core (16 cr.)

- xMATH-M 215 Calculus I (5 cr.); AND
  MATH-M 216 Calculus II (5 cr.)
- xMATH-M 301 Linear Algebra and Applications; OR
  xMATH-M 303 Linear Algebra for Undergraduate
- xMATH-K 300 Statistical Techniques for Health Professions; OR
  xMATH-K 310 Statistical Techniques

Computer Science Core (40 cr.)

- CSCI-C 155 Programming I (4 cr.)
- CSCI-C 255 Problem Solving and Programming II (4 cr.)

Data Structures (4 cr.)

- CSCI-C 243 Introduction to Data Structures (4 cr.); OR
  CSCI-C 343 Data Structures (4 cr.)

Algorithms (3 cr.)

- CSCI-C 455 Analysis of Algorithms I

Operating Systems (3 cr.)

- CSCI-C 435 Operating Systems 1; OR
  CSCI-C 436 Operating Systems 2

Computer Structures (4 cr.)

- CSCI-C 335 Computer Structures (4 cr.)

Programming Languages (3 cr.)

- CSCI-C 311 Programming Languages

Discrete Structures (3 cr.)

- CSCI-C 241 Distrete Structures for Computer Science; OR
  CSCI-C 251 Foundations of Digital Computing

Software Engineering (3 cr.)

- CSCI-C 308 System Analysis and Design; OR
  CSCI-C 330 Object-Oriented Systems Analysis and Design I

Computer Networks or Computer Security (3 cr.)

Topics not selected can be used as electives

- CSCI-A 347 Computer and Network Security Essentials
- CSCI-A 437 Computer Security
- CSCI-A 447 Advanced Networking Systems Administration
- CSCI-C 437 Computer Security
- CSCI-B 438 Fundamentals of Computer Networks
- CSCI-B 451 Security in Computing; OR
  CSCI-C 490 Seminar in Computer Science
  VT: Security of Networked Systems

Database Systems (3 cr.)

- CSCI-C 442 Database Systems

Capstone or Internship (3 cr.)

- COAS-S 399 Internship; OR
  CSCI-Y 398 Internship in Professional Practice

Science Core (8-10 cr.)

Complete one of the following five sets of courses; must include one lecture and one lab

Chemistry (8 cr.)

- CHEM-C 105 Principles of Chemistry
  Or equivalent
- CHEM-C 106 Principles of Chemistry II
  Or equivalent
- CHEM-C 125 Experimental Chemistry I (2 cr.)
  Or equivalent

Biology (10 cr.)

- BIOL-L 101 Introduction to Biological Sciences I (5 cr.)
  Or equivalent
- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
  Or equivalent

Physics (8-10 cr.)

- PHYS-P 201 General Physics 1 (5 cr.)
  Or equivalent
- PHYS-P 202 General Physics 2 (3-5 cr.)
  Or equivalent

Geology (8-10 cr.)

- GEOL-G 101 Introduction to Earh Science
- GEOL-G 102 Introduction to Earth Science: Laboratory (1 cr.)
- GEOL-X XXX Two additional GEOL classes to total 8-10 credits

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Electives (6 cr.)

Select two from the following:

Computing Theory

- CSCI-B 401 Fundamentals of Computing Theory

Artificial Intelligence

- CSCI-C 463 Artificial Intelligence

Graphics

- CSCI-C 481 Interactive Computer Graphics

Data Mining

Select one from the following:

- CSCI-C 490 Data Mining
- INFO-I 421 Applications of Data Mining

Free Electives (3 cr.)

Complete one of the following:

- CSCI-B 424 Parallel and Distributed Programming
- CSCI-B 439 Network Security
- CSCI-C 407 Introduction to Digital Forensics
- CSCI-C 431 Assemblers and Compilres I (3-4 cr.)
- CSCI-C 458 Intelligent Robots
- CSCI-C 490 Seminar in Computer Science
  Variable Titles
- CSCI-P 422 Web Enterprise Systems

Bachelor of Science in Data Science

Pictured | **Ahmed Awad Atta Elfadil** | *BS, Data Science / Minor in Philosophy* | South Bend, Indiana (hometown)

Bachelor of Science in Data Science

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU East, IUPUI, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

Many online support services are available to assist you as you progress through the program.

In the Information Age, enormous amounts of data are generated every day in a range of areas, including social media, search engines, insurance companies, healthcare organizations, hospitals, defense, and retail. Data science is now a rapidly growing, high-paying field.

As a student in the IU Online Bachelor of Science (BS) in Data Science, you collect, organize, and analyze data to make meaningful conclusions. You write programs to perform data analysis on large, complex datasets. You evaluate the social, legal, and ethical issues that arise from the mass collection of data.

- Data acquisition and storage
- Data exploration and curation
- Data modeling and analysis
- Data visualization and presentation
- Data ethics and governance

Admissions

Admissions requirements vary by campus.

Degree Requirements (120 cr.)

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

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Data Science Core (30 cr.)
- Computer Science (11 cr.)
- Mathematics (9 cr.)
- Statistics (9 cr.)
- Professional Communication (6 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- A minimum of 33 credit hours at the 300– or 400–level
- Core Requirements must be completed with a grade of C or higher; cannot be used to satisfy the requirements for another major or minor)
- A minimum CGPA of 2.0 is required
- All courses are 3 credits, unless otherwise noted.

Data Science Core (30 cr.)

- CSCI-C 442 Database Systems
- CSCI-N 317 Computation for Scientiic Applications
- INFO-I 308 Information Representation
- INFO-I 415 Introduction to Statistical Learning; OR PBHL-B 420 Introduction to Statistical Learning
- INFO-I 416 Cloud Computing for Data Science
- INFO-I 421 Applications of Data Mining
- INFO-I 453 Computer and Information Ethics
- INFO-I 491 Capstone Project Internship; OR INFO-I 492 Senior Thesis
- NEWM-N 328 Visualizing Information
- PBHL-B 352 Fundamentals of Data Management in R

Computer Science (11 cr.)

- CSCI-A 204 Introduction to Programming (4 cr.) Taught using Python
- CSCI-A 205 Computer Programming (4 cr.) Taught using Python
- CSCI-A 310 Data Structures Taught using Python

Mathematics (9 cr.)

- MATH-M 220 Calculus for Data Science I
- MATH-M 230 Calculus for Data Science II
- MATH-M 301 Linear Algebra and Applications; OR MATH-M 303 Linear Algebra for Undergraduates

Statistics (9 cr.)

- CSCI-C 337 Introductory Statistical Analysis with R; OR PBHL-B 304 Biostatistics for Health Data Scientists: A Computational Approach
- PBHL-B 275 Probability Without Tears and Without Calculus Taught using Python
- PBHL-B 384 Classical Biostatistical REgression Methods (R-Based)

Professional Communication (6 cr.)

Select one from the following:

- CMCL-C 122 Interpersonal Communication
- COMM-C 180 Introduction to Interpersonal Communication
- COMM-C 223 Business and Professional Communication
- SPCH-S 122 Interpersonal Communication
- SPCH-S 223 Business and Professional Communication

Select one from the following:

- ENG-W 230 Writing in the Sciences
- ENG-W 231 Professional Writing Skills
- ENG-W 233 Intermediate Expository Writing
- ENG-W 234 Technical Report Writing
- ENG-W 270 Argumentative Writing

Graduate Certificate in District Level Administration in Urban Settings

Graduate Certificate in District Level Administration in Urban Settings

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, Indiana University Purdue University Indianapolis, IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

Many online support services are available to assist you as you progress through the program.

The IU Online Graduate Certificate in History provides graduate-level instruction to students interested in obtaining advanced skills and knowledge in this area.

As a student in this certificate program, you gain a depth of knowledge in a variety of historical subjects, practice historical interpretation, think critically, employ research and analysis methods, and communicate concepts and ideas with precision and clarity.

Upon successful completion of the program, you will have:

- Effective oral and written historical communication skills.
- The ability to perform research.
- The ability to construct original historical arguments.
- The ability to effectively teach dual-credit history courses.

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

The Graduate Certificate in History is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in history to hold either a master's degree in history or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in a discipline other than history, you can meet HLC standards by completing the 18 credit hour Graduate Certificate in History.
- If you plan to pursue the IU Online MA in History or the IU Online MAT in History, you may apply the 18 credit hours from the Graduate Certificate in History toward the master's degree.

Admissions

Admissions requirements vary by campus.

Certificate Requirements (24 cr.)

Requirements are broken down as follows:

- Required Courses (21 cr.)
- Internship (3 cr.)

- All courses are 3 credit hours, unless otherwise noted.

Required Courses (21 cr.)

- EDUC-A 615 Advanced School Law
- EDUC-A 653 The Organizational Context of Education
- EDUC-A 671 Planning and Change in Educational Organizations
- EDUC-A 672 Moral Dimensions of Leadership
- EDUC-A 675 Leadership in Special Education; OR
  EDUC-J 655 Seminar in Multicultural and Global Education; OR
  EDUC-T 531 Organizational Change in Cultural and Linguistical Diverse Schools
- EDUC-J 630 Curriculum Theory and Practice
- EDUC-T 550 Cultural and Community Forces and the Schools

Internship (3 cr.)

- EDUC-A 785 Internship in Educational Leadership

EdS in Educational Leadership

EdS in Educational Leadership

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU East, IUPUI, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

The overall curriculum for the IU collaborative EdS in Educational Leadership meets NELP district-level standards. At the course level, it aligns with Indiana Department of Education standards for the Building-Level Administrator and District-Level Administrator licensure requirements.

Many online support services are available to assist you as you progress through the program.

Education Specialist

As a teacher, you have valuable experience that gives you a unique understanding of the challenges that students and schools face. Build upon those experiences as an administrator.

The IU Online EdS in Educational Leadership prepares you to take on leadership roles in your school, district, or educational organization. In this program, you are trained to:

- Promote the current and future success and well-being of all students.
- Apply your knowledge and skills to collaboratively lead, design, and implement a district mission, vision, and process.
- Foster continuous improvement at the district level which reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
- Advocate for ethical decisions and cultivate professional norms and culture.
- Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.
- Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.
- Engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.
- Develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.
- Cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

Of Special Interest for K-12 Teachers Wanting to Transition to the Role of Administrator

- Applicants with a bachelor's degree plus two years of classroom experience can enter the program directly and earn the degree after completing 60 hours of graduate coursework in educational leadership.
- Applicants with an advanced post-baccalaureate degree can apply up to 30 credit hours of coursework toward the requirements of this program.
- Applicants holding a post-baccalaureate degree from Indiana University may apply up to 36 credit hours.

Admissions

Admissions requirements vary by campus.

Degree Requirements (60 cr.)

To earn the EdS in Educational Leadership, you must complete 60 credit hours:

- Building-Level Administrator Requirements (24 cr.)
- District-Level Administrator Requirements (27 cr.)
- Electives and Leadership Seminar (9 cr.)

Building-Level Administrator Requirements (24 cr.)

Mission, Vision, and Improvement of Schools

- EDUC-A 500 Introduction to Educational Leadership

Ethics and Profesional Norms

- EDUC-A 624 Educational Leadership: The Principal K-12

Equity, Inclusiveness, and Cultural Responsiveness

Select one of the following:

- EDUC-A 608 Legal and Ethical Perspectives on Education
- EDUC-H 520 Education and Social Issues

Learning and Instruction

- EDUC-J 500 Instruction in the Context of Curriculum

Community and External Leadership

- EDUC-A 510 School Community Relations

Operations and Management

Select one of the following:

- EDUC-A 630 Economic Dimensions of Education
- EDUC-A 635 Public School Budgeting and Accounting

Building Professional Capacity

- EDUC-A 515 Instructional Leadership, Supervision, and Development

Internship

- EDUC-A 695 Practicum in Educational Leadership

District-Level Administrator Requirements (33 cr.)

Mission, Vision, and Improvement of Schools

- EDUC-A 671 Planning and Change in Educational Organizations

Ethics and Professional Norms

- EDUC-A 672 Moral Dimensions of Leadership

Equity, Inclusiveness, and Cultural Responsiveness

Select one of the following:

- EDUC-A 675 Leadership in Special Education
- EDUC-T 531 Organizational Change in Cultural and Linguistical Diverse Schools

Learning and Instruction
- EDUC-J 630 Curriculum Theory and Practice

Community and External Leadership
- EDUC-J 655 Sesminar in Multicultural and Global Education

Operations Management
- EDUC-A 653 Organizational Context of Education

Policy, Governance, and Advocacy
Select one of the following:

- EDUC-A 560 Political Perspectives of Education
- EDUC-A 615 Advanced School Law

Internship
- EDUC-A 785 Internship in Educational Leadership

Leadership Seminar/Project/Thesis (3 cr.)
- EDUC-A 670 Topical Seminar in Educational Leadership

Electives and Leadership Seminar (9 cr.)
Select three from the following:

- EDUC-A 530 Statistical Data for Educational Leaders
- EDUC-A 590 Independent Study in Educational Leadership
- EDUC-A 629 Continuous School Improvement and Data-Informed Decision Making
- EDUC-P 507 Assessment in Schools
- EDUC-P 540 Learning and Cognition in Education
- EDUC-Y 502 Intermediate Statistics Applied to Education
- EDUC-Y 510 Action Research I

Master of Science In Educational Technology for Learning

Master of Science in Educational Technology for Learning

Collaborative Online Degree
This 100 percent online, consortial program is taught by **IU South Bend**, IU Bloomington, IU East, IUPUI, IU Kokomo, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Technology is rapidly revolutionizing society, making it imperative that educators learn to use digital tools to strengthen their teaching and improve student learning.

The IU Online Master of Science in Education (MSEd) in Educational Technology for Learning will engage you in a technology-infused curriculum that requires you to use and evaluate a wide variety of digital tools used in educational environments. As a student in the program, you will consider how you can teach differently in today's technology-enhanced environments. You will develop new technology skill sets and be able to determine which technologies to apply in order to achieve your pedagogical goals.

As the United States strives to develop a globally competitive workforce, demand is high for educators who can engage learners in 21st Century skills and mindsets. The MSEd in Educational Technology for Learning curriculum connects theory to practice, preparing you to design learning experiences that promote creativity and active learning through the integration of digital tools.

Admissions
Admissions requirements vary by campus.

Degree Requirements (36 cr.)

Requirements are broken down as follows:

- Foundations Coursework (9 cr.)
- Inquiry and Research (9 cr.)
- Technology in Education Core (12 cr.)
- Education Technology Electives (6 cr.)

- All courses are 3 credit hours, unless otherwise noted.

Degree Requirements (36 cr.)
Foundations Coursework (9 cr.)
Instruction in the Curriculum (3 cr.)
- EDUC-J 500 Instruction in the Context of the Curriculum

Assessment (3 cr.)
- EDUC-P 507 Assessment in Schools

Diversity and Inclusive Teaching (3 cr.)
Select one from the following:

- EDUC-H 520 Education and Social Issues
- EDUC-J 511 Methods of Individualizing Instruction
- EDUC-T 531 Organizational Change in Cultural and Linguistically Diverse Schools

Inquiry and Research (9 cr.)

- EDUC-W 590 Individual Research in Computer Education
  Students must complete EDUC-Y 510 and EDUC-Y 520 prior to registration in EDUC-W 590
  Students should plan to complete EDUC-W 590 in their final semester of enrollment
- EDUC-Y 510 Action Research I
- EDUC-Y 520 Strategies for Educational Inquiry

Technology in Education Core (12 cr.)

- EDUC-W 515 Technology Leadership and Professional Development
- EDUC-W 531 Technology or Teaching and Learning
- EDUC-W 540 Technology-Infused Curriculum
- EDUC-W 550 Current Technology Trends

Education Technology Electives (6 cr.)

Select two from the following:

- EDUC-K 510 Assistive Technology in Special Education
- EDUC-R 505 Workshop in Instructional Systems Technology;
  VT: Computer-Based Teaching Methods
- EDUC-R 547 Computer Mediated Learning
- EDUC-W 505 Profesional Development Conference: Specific Topics
- EDUC-W 520 Planning for Technology Infrastructure

Master of Arts in English

Master of Arts in English

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU Bloomington, IU East, IUPUI, IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

Many online support services are available to assist you as you progress through the program.

The IU Online Master of Arts (MA) in English provides broad training in the primary areas of English studies.

As a student in the program, you explore the core principles of writing and literature pedagogy, the linguistic structure and history of English literature, and a wide variety of reading strategies associated with genre and close reading. You gain skills and knowledge to conduct archival research, develop analytical and presentation skills through the focused study of literature in a seminar format, and acquire an appreciation of current trends in the field of digital humanities.

Specific areas of focus include:

- Linguistic structures and history of the English language
- Reading strategies and literary practices, such as close reading, analysis of style, form and genre, and rhetorical practices
- Approaches to composition and writing instruction, including the identification and evaluation of sources, use of evidence, generation of ideas, and the development and organization of argument
- Fostering discussion and developing presentation skills in a seminar setting
- Developing archival research skills and facility with electronic resources
- Developments, trends, and frontiers in the digital humanities

The MA in English has a two-part "stackable" structure.

- You first complete an online, 20 credit hour Graduate Certificate in Literature, Composition Studies, or Language and Literature. The certificate allows you to acquire specialized knowledge.
- After you successfully complete one of the certificates, you take an additional 16 credits of master's-level coursework that extends the breadth and depth of your knowledge.

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

The stackable structure of the MA in English is ideal for dual-credit and community college teachers who need to meet the Higher Learning Commission's instructor qualification standards. These standards require teachers to hold either a master's degree in their area of instruction

or a master's degree in another discipline plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in a discipline other than your discipline of instruction, you can meet HLC's standards by completing one of the online certificates.
- If you need both discipline-specific coursework and a master's degree, the MA in English meets HLC standards and provides a comprehensive program of study in English.

Admissions

Admissions requirements vary by campus.

Degree Requirements (36 cr.)

Students pursuing the collaborative M.A. in English will complete a two-part degree program that includes a 20-credit stand-alone graduate certificate chosen from the following three options, Literature, Language & Literature, or Composition Studies (Part I), and 16 credits of additional master's degree coursework (Part II).

Required courses for the online MA in English will run using the ENG subject code and carry 4 credits.

- English Graduate Certificate (select from Literature, Literature and Language, or Composition Studies) (20 cr.)
- Core Skills and Methods of Advanced Literature Study (8 cr.)
- Electives (8 cr.)

- All courses are 4 credit hours, unless otherwise noted.

Graduate Certificate (20 cr.)

Select one Graduate Certificate from the following:

Option 1. Graduate Certificate in Literature

1. Introductory Course | Teaching Literature at the College Level

- ENG-L 503 Teaching of Literature in College

2. History, Methods, and Practice of Literary Study

- ENG-L 553 Studies in Literature

3. Course on the History and Development of the English Language or English Literature

Select one of the following:

- ENG-D 600 History of the English Language
- ENG-G 655 History of the English Language
- ENG-L 639 English Fiction To 1800
- ENG-L 641 English Literature 1790-1900
- ENG-L 660 Studies In British and American Literature
- ENG-L 681 Genre Studies

4. Electives

- Select two ENG-L courses at the 500/600 level In addition to ENG-L 503 and ENG-L 553

Option 2. Graduate Certificate in Language and Literature

1. Introductory Course | Graduate Composition Studies

Select one of the following (4 cr.)

- ENG-W 500 Teaching Composition: Issues and Approaches
- ENG-W 509 Introduction to Writing and Literacy Studies

2. Introductory Course | Teaching Literature at the College Level

- ENG-L 503 Teaching of Literature in College

3. Course on the History and Development of the English Language or English Literature
Select one of the following (4 cr.):

- ENG-D 600 History of the English Language
- ENG-G 655 History of the English Language
- ENG-L 639 English Fiction to 1800
- ENG-L 641 English Literature 1790-1900
- ENG-L 660 Studies in British and American Literature
- ENG-L 681 Genre Studies

4. Writing Pedagogy for College Instructors

Select one of the following (4 cr.)

- ENG-W 508 Graduate Creative Writing for Teachers
- ENG-W 554 Practicum on the Teaching of Creative Writing
- ENG-W 600 Topics in Rhetoric and Composition
- ENG-W 682 Special Topics in Rhetoric and Composition

5. Elective

Option 3. Graduate Certificate in Composition Studies

1. **Introductory Course | Graduate Composition Studies**

Select one of the following (4 cr.)

- ENG-W 500 Teaching Composition: Issues and Approaches
- ENG-W 509 Introduction to Writing and Literacy Studies

2. Stylistics

Select one of the following (4 cr.)

- ENG-G 660 Stylistics
- ENG-L 646 Readings in MEdia, Literature, and Culture

3. Applied Writing Pedagogy

Select one of the following (4 cr.)

- ENG-W 510 Computers in Composition
- ENG-W 553 Theory and Practice and Exposition
- ENG-W 590 Teaching Composition: Theories and Applications
- ENG-W 620 Advanced Argumentative Writing

4. Writing Pedagogy for College Instructors

Select one of the following (4 cr.)

- ENG-W 501 Practicum on the Teaching of Composition in College
- ENG-W 600 Topics in Rhetoric and Composition

5. Rhetoric Seminar or Capstone

Select one of the following (4 cr.)

- ENG-R 546 Rhetoric and Puglic Culture
- ENG-W 600 Topics in Rhetoric and Composition
- ENG-W 682 Special Topics in Rhetoric and Composition

Additional Coursework (16 cr.)

Core Skills and Methods of Advanced Literary Study (8 cr.)

Select two from the following:

- ENG-G 500 Introduction to the English Language
- ENG-L 506 Introduction to Methods of Criticism and Research
- ENG-L 646 Readings in Media, Literature, and Culture
- ENG-R 546 Rhetoric and Public Culture
- ENG-W 509 Introuction to Writing and Literacy Studies

Electives (8 cr.)

Select two from the following

- ENG-W 609 Directed Writing Projects
  By permission only
- Any two ENG-X 500/600 course

Bachelor of Science in French

Bachelor of Science in French

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU East, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

Many online support services are available to assist you as you progress through the program.

Did you know that French is the official language for many international organizations and in 29 countries? The Bachelor of Science in French offers a rigorous curriculum that can develop your language proficiency, cultural facility, and professional competence in French.

As a student in the program, you choose from among three tracks:

- French for Medical Communication (15 cr.)
- French for Business (15 cr.)
- French for Cultural Tourism (15 cr.)

The tracks allow you to apply your command of the French language and knowledge of Francophone culture in a variety of real-world settings.

If you decide to pursue an advanced degree, the solid liberal arts foundation and suite of core French coursework will prepare you for admission to a wide variety of professional graduate programs.

Admissions

Admissions requirements vary by campus.

Degree Requirements (120 cr.)

Students receiving the Bachelor of Science in French must complete 120 total credit hours (up to 60 credit hours can be transferred) including:

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- French Component (30 cr.)
- Applied French Track (15 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- A minimum of 33 credit hours at the 300– or 400–level.
- Major requirements must be completed with a grade of C or higher
- A minimum CGPA of 2.0 is required
- All courses are 3 credits, unless otherwise noted.

French Component (30 cr.)

Intermediate French I (3 cr.)

- FREN-F 200 Second-Year French I: Language and Culture; OR
  FREN-F 203 Second-Year French I

Intermediate French I (3 cr.)

- FREN-F 204 Second-Year French II; OR

FREN-F 250 Second-Year French II: Language and Culture

Advanced French Grammar (3 cr.)

- FREN-F 313 Advanced French Grammar and Composition I; OR
  FREN-F 328 Advanced French Grammar and Composition

Spoken French (3 cr.)

- FREN-F 315 French Conversation and Diction 1; OR
  FREN-F 316 French Conversation and Diction 2

Upper-Level Coursework in French–Applied and Cultural (12 cr.)

Select 4 from the following

- FREN-F 300 Lectures et Analyses Litteraires
- FREN-F 306 Chefs-d'œuvre de la Literature Francaise II
- FREN-F 330 Introduction to Translating French and English
- FREN-F 350 Topics in Francophone Culture
- FREN-F 363 Introduction à la France Moderne
- FREN-F 391 Studies in French Film
- FREN-F 415 La Culture Francophone
- FREN-F 450 Colloquium in French Studies
- FREN-F 463 Civilization Francaise 1
- FREN-F 475 Advanced Oral Practice I
- FREN-F 480 French Conversation
- FREN-Y 396 Study Abroad

Capstone and Career-Professional Preparation (3 cr.)

- FREN-F 496 Foreign Study in French

Applied French Track (12 cr.)

Select one of the following tracks

Option 1: Medical Communication in French (12 cr.)

- AHLT-B 311 Systems of Health Care Delivery; OR
  BUS-H 320 Systems of Health Care Delivery
- AHLT-R 185 Medical Terminology (2 cr.); OR
  HIM-M 195 Medical Terminology
- CMCL-C 427 Cross Cultural Communication; OR
  SPCH-S 427 Cross Cultural Communication
- SPEA-H 452 Health Disparities

Option 2: French for Business (12 cr.)

- BUS-D 300 International Business: Operations of International Enterprises; OR
  BUS-D 301 International Business Environment
- CMCL-C 427 Cross Cultural Communication; OR
  SPCH-S 427 Cross Cultural Communication
- SPCH-S 333 Public Relations
- SPCH-S 335 Media and Health

Minor in Francophone Culture for Travel (12 cr.)

- CMCL-C 427 Cross Cultural Communication; OR
  SPCH-S 427 Cross Cultural Communication
- TESM-T 107 Tourism Planning and Development
- TESM-T 207 Tourism, Policy, and Sustainability
- TESM-T 208 Tourism Geography
- TESM-T 234 Cultural Heritage Tourism
  BS French students may petition to replace one of the Applied French track courses. Interested students should consult their academic advisor.

Bachelor of General Studies

Pictured | **Madison Youngman** | *Bachelor of General Studies, Arts and Humanities* | Bremen, Indiana (hometown)
Indiana Army National Guard

Bachelor of General Studies

Online Degree
Degree Map | Arts and Humanities
Degree Map | Science and Mathematics
Degree Map | Social and Behavioral Sciences

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.

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 (Courses will also satisfy either Arts and Sciences Foundation requirements or General Electives, counting toward the required 120 credit hours.)
- Additional Bachelor of General Studies Requirements (Courses will also satisfy either Arts and Sciences Foundation requirements or General Electives, counting toward the required 120 credit hours.)
- Arts and Sciences Foundation Requirements (69 cr.)
- General Electives (51 cr.)

- A minimum of 30 credit hours at the 300– or 400–level.
- A minimum of 30 credit hours through IU South Bend.
- A maximum of 30 credit hours may be applied toward the degree for successful completion of external examinations such as AP, CLEP, DSST, and Excelsior University (UExcel). Credit awarded based on external exams is considered transfer credit.
- Additional transfer credit may be applied toward the degree for: 1) noncollegiate or company-sponsored training programs, as recommended and certified by the American Council on Education (ACE) or the National College Credit Recommendation Service (NCCRS), and 2) educational experiences gained during military service by submitting the Joint Services Transcript to Admissions.

- IU special credits may be applied toward the degree by passing certain university departmental examinations.
- A maximum of six graduate credit hours may be applied toward the degree (courses numbered 500+).
- A maximum of 24 credit hours in any single Arts and Sciences discipline and a maximum of 30 credit hours in any one of the professional schools of the university may be applied to the degree. This ensures that the Bachelor of General Studies key objective that students earn a broad-based, multidisciplinary education is fulfilled.

Additional Bachelor of General Studies Requirements

- GNST-G 203 Introduction to General Studies | Prerequisite: Admission to General Studies or program consent. Must be completed either prior to or within the first 12 credit hours after admission to the Bachelor of General Studies degree program. Minimum grade of C (2.0) or higher is required.
- **Intensive Writing** | Writing clear English is one of the defining characteristics of a liberal arts graduate. Complete one class from the approved course list for CLAS Intensive Writing. This course may be taken any time after completing ENG-W 131 with a grade of C or higher. Minimum grade of C- or higher is required.
- GNST-G 400 Senior Capstone Seminar | Must be completed during the final semester prior to graduation. This course gives students the opportunity to assess their degree in the light of university degree requirements and their personal and professional goals. Minimum grade of C (2.0) or higher is required.

Arts and Sciences Foundation (69 cr.)

The Arts and Sciences Foundation requires completing credits in:

- the three foundational areas (Arts and Humanities; Science and Mathematics; and Social and Behavioral Sciences)
- a concentration in the student's foundational 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.
A minimum grade point average of 2.0 is required for the 30 credits in the foundational area of concentration.

The credits in the three foundational areas (A, B, and C) must be completed in at least two separate disciplines within each foundational area.

The distribution of Arts and Sciences disciplines into areas A, B, C, and D is determined by the specific discipline and its correlating subject code. For example, History (HIST) is a discipline used to fulfill Area A. Arts and Humanities; and Biology (BIOL) is a discipline used to fulfill Area B. Science and Mathematics. See the assigned distribution of disciplines under each area A, B, C, and D as follows:

A. Arts and Humanities (12 cr.)

African American Studies (AFAM: A150) | American Studies (AMST) | Art History (AHST) | Classical Studies (CLAS) | Communication and Culture (CMCL) | 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 and Gender Studies (WGS: B260, B342, H260, L207, P394, W201) | World Languages (EALC, FREN, GER, SPAN, etc.)

Courses that meet the following General Education requirements:

- **Common Core** | Arts, Aesthetics and Creativity (A190, A390, A399)
- **Common Core** | Literary and Intellectual Traditions (T190, T390)

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 and Gender Studies (WGS: N200) | Zoology (ZOOL)

Courses that meet the following General Education requirements:

- **Common Core** | The Natural World (N190, N390)
- 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 and Gender Studies (WGS: E391, P391, P460, S310, S338, S349, S410, W201, W240, W301)

Courses that meet the following General Education requirements:

- **Common Core** | Human Behavior and Social Institutions (B190, B399)

Concentration Area (18 cr.)

Concentration area courses must be earned in at least two separate disciplines in one of the three foundational areas A, B, or C.

D. Arts and Sciences Electives (15 cr.)

Arts and Sciences electives may be earned in any of the three foundational 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 and Sciences (COAS) | General Studies (GNST) | Gerontology (GERN) | Honors (HON) | International Studies (INTL) | Sustainability (SUST) | Women's and Gender Studies (WGS courses not used above)

E. General Electives (51 cr.)

Certain courses offered by professional schools (as listed below) may be used in areas A, B, C, or D depending on

course content and as specifically noted above, under each of those areas.

General electives may be selected from the disciplines of areas A, B, C, or D, or from any of the professional schools of the university as follows:

Allied Health (AHLT) | Applied Health Science (AHSC) | 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) | Palliative Care (PALC) | Public and Environmental Affairs (SPEA) | Social Work (SWK) | Speech Language Pathology (SLHS) | Undistributed (UNDI)

Bachelor of Science in German

Bachelor of Science in German

Collaborative Online Degree

This online program is taught by **IU South Bend**, IU East, and IU Southeast. This model allows you to take coursework from multiple campuses and benefit from the expertise and experience of a diverse faculty. Please note that, although the program is delivered 100 percent online, some classes require your attendance on specific days and times.

Many online support services are available to assist you as you progress through the program.

Germany is a powerhouse of the European Union both in terms of population and economic stability, meaning that anyone wanting to pursue international business is at a significant advantage if they speak German.

The IU Online Bachelor of Science in German provides a rigorous curriculum that develops language proficiency, cultural facility, and professional competence in German. The curriculum includes quality coursework and extensive practice and application in the German language and German culture and will be of particular interest to individuals in the fields of business, science, education, the arts, and the social sciences.

As a student in the program, you complete one of two tracks:

- German for Science and Technical Communication (15 credit hours)
- German for Genealogical Research and Cultural Tourism (15 credit hours)

These tracks combine six credits of upper-level German coursework (counting towards both upper-level German language and track requirements) with three distinct courses taught English for nine credits. These English language courses are drawn from the fields of Sustainability, Communications, and Tourism, Events, and Sports Management and will provide contexts and strategies to prepare students to use their German fluency in a variety of specific communication situations.

If you decide to pursue an advanced degree, the solid liberal arts foundation and suite of core German coursework will prepare you for admission to a wide variety of professional graduate programs.

Admissions

Admissions requirements vary by campus.

Degree Requirements (120 cr.)

Students receiving the Bachelor of Science in German must complete 120 total credit hours (up to 60 credit hours can be transferred) including:

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Core Courses (30 cr.)
- Required Track in German (15 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- A minimum of 33 credit hours at the 300– or 400–level.
- Major requirements must be completed with a grade of C or higher
- A minimum CGPA of 2.0 is required
- All courses are 3 credits, unless otherwise noted.

Core Courses (30 cr.)

Intermediate German I (3 cr.)

- GER-G 200 Intermediate German I; OR
  GER-G 203 Second Year German 1

Intermediate German II (3 cr.)

- GER-G 204 Second Year German 2; OR
  GER-G 250 Intermediate German II

Contemporary German (3 cr.)

- GER-G 362 Introduction to Contemporary Germany

German Writing and Conversation I (3 cr.)

- GER-G 310 Deutsch: Mittelsufe II; OR
  GER-G 313 Writing German 1

German Writing and Conversation II (3 cr.)

- GER-G 311 Composition and Conversation; OR
  GER-G 314 Writing German 2

Applied and Cultural Electives in German (15 cr.)

German Literature

- GER-G 305 Introduction to German Literature: Types; OR
  GER-G 307 Selected Works of Contemporary German Literature; OR
  GER-G 415 Perspectives on German Literature

German Translation

- GER-G 345 Introduction to Practical Translation Techniques I; OR
  GER-G 346 Introduction to Practical Translation Techniques II

German Cinema

- GER-G 370 German Cinema; OR
  GER-G 418 German Film and Popular Culture

German Linguistics

- GER-G 465 Structure of German

German Cultural History

- GER-G 363 Introduction to German Cultural History

Capstone and Career/Professional Preparation

- GER-G 497 Capstone in German

Applied German Tracks (15 cr.)

Select one of two track options

German for Scientific and Technical Communication (15 cr.)

German Translation

- xGER-G 345 Introduction to Practical Translations Techniques I
- GER-G 346 Introduction to Practical Translation Techniques II

Contemporary Germany

- GER-G 464 German Culture and Society

Sustainability

- BIOL-L 325 Ecological Principles (4 cr.); OR
  BIOL-L 333 Environmental Science

Cross Cultural Communication

- CMCL-C 427 Cross Cultural Communication; OR
  SPCH-S 427 Cross Cultural Communication

Technical Report Writing

- ENG-W 234 Technical Report Writing

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

German Cultural History

- GER-G 464 German Culture and Society

German Translation

Students complete an additional translation course not previously completed for the core

- GER-G 345 Introduction to Practical Translation Techniques; OR
  GER-G 346 Introduction to Practical Translation Techniques II

German Genealogy

- GER-G 413 German for Genealogy

German History

- HIST-B 418 German Nation and Volk

Cultural Heritage Tourism

- TESM-T 234 Cultrual Heritage Tourism

Master of Arts for Teachers in German

Master of Arts for Teachers in German

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU Bloomington, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

Many online support services are available to assist you as you progress through the program.

The IU Online Master of Arts for Teachers (MAT) in German combines coursework in education and history to prepare you to be a dual-credit instructor at the high school and community college levels.

The educational component of the program teaches you how to apply the science and art of teaching to college-level instruction. Coursework covers instruction and curriculum, assessment, diversity and inclusive teaching, and research.

As a student in the history component of the program, you focus on the historiographic trends and historical context necessary to properly analyze current events. You gain a depth of knowledge in a variety of historical subjects while learning the most effective methods to teach those subjects to an undergraduate audience. You learn to perform historical research and construct original arguments while assessing the validity of the historical sources you use.

Areas of focus include:

- Historical methodology
- Early America
- The 19th century
- Modern US history
- Comparative history

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

The stackable structure of the MAT in German is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in history to hold either a master's degree in history or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you need both discipline-specific coursework and a master's degree, the MAT in German meets HLC standards.
- If you already hold a master's degree in a discipline other than history, you can meet HLC standards by completing the Graduate Certificate in German.

Admissions

Admissions requirements vary by campus.

MAT Requirements (30 cr.)

Requirements are broken down as follows:

- Graduate German Content Area (18 cr.)
- Grauate Education Content Area (12 cr.)

- All courses are 3 credit hours, unless otherwise noted.

German Component (18 cr.)

- GER-T 510 Teaching and Learning Approaches for German as a Foreign Language
- GER-T 520 Grammar and Writing
- GER-T 530 Film, Media, and Popular Culture
- GER-T 540 Germany and the United States
- GER-T 550 German Literature and Thought
- GER-T 560 Culture and Society

Education Component (12 cr.)

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

Graduate Certificate in German

Graduate Certificate in German

Collaborative Online Degree

This 100 percent online program is taught by **IU South Bend**, IU Bloomington, IU East, IUPUI, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Many online support services are available to assist you as you progress through the program.

IU Online's Graduate Certificate in German offers advanced-level instruction in the German language. This program may be of special interest to K–12 German teachers, or anyone looking to improve their mastery of the language.

As a student in this program, you enhance your language proficiency and teaching techniques; study current research on effective pedagogical strategies and foreign language instruction; and enhance your intercultural competence in order to promote student engagement with the Hispanic world.

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

The Graduate Certificate in German is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses to hold either a master's degree in their area of instruction or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

If you hold a master's degree in another discipline, you can meet HLC standards by completing the 18-credit hour Graduate Certificate in German.

Admissions

Admissions requirements vary by campus.

Certificate Requirements (18 cr.)

To earn a Graduate Certificate in German, you must complete 18 credit hours.

Required Courses (18 cr.)

- GER-T 510 Teaching and Learning Approaches for German as a Foreign Language
- GER-T 520 Grammar and Writing
- GER-T 530 Film, Media, and Popular Culture
- GER-T 540 Germany and the United States
- GER-T 550 German Literature and Thought
- GER-T 560 Culture and Society

Bachelor of Arts in History

Bachelor of Arts in History

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU East, IUPUI, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Many online support services are available to assist students as they progress through the program.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

By studying the past, we are better able to understand and communicate the importance of issues in our contemporary world. Individuals trained in history develop strong research and critical skills, creative methods for recognizing patterns of information, and techniques for clear and persuasive writing.

The IU Online Bachelor of Arts (BA) in History explores geographic regions of the world in both modern and pre-modern time periods to identify historical geography, historical actors, events of significance, and social movements with emphasis on exploring historical themes that span multiple places and periods.

You examine diverse human cultures by describing cultural variation within and between nations, such as race, gender, age, sexuality, language, religion, ethnicity, class, region, or beliefs and values about politics, nationality, economy, and social organization.

As a student in this program, you formulate historical interpretations that effectively make use of such interpretive tools as historical context, historiography, multiple perspectives, and continuity and change over time. You learn to search and retrieve relevant primary and secondary historical sources from a variety of repositories and use those sources to craft historical interpretations, narratives, and arguments. You also use critical thinking to create clear and argumentative thesis statements and well-crafted paragraphs that follow a logical order.

Admissions

Admissions requirements vary by campus.

Degree Requirements (120 cr.)

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

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- History Foundation Courses (6 cr.)
- Introductory-Level History (6 cr.)
- Sophomore Seminar (3 cr.)
- Advanced Study in History (18 cr.)
- History Capstone Course (3 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 highter.
- All coures are 3 credit hours, unless otherwise noted

Major Requirements

History Foundations Courses (6 cr.)

Complete a two-part History Foundations course sequence

- HIST-H 105 American History I; AND
  HIST-H 106 American History II
- HIST-H 108 Perspectives on the World to 1800; AND
  HIST-H 109 Perspectives on the World 1800 to Present
- HIST-H 113 History of Western Civilization I; AND
  HIST-H 114 History of Western Civilization II

Introductory Level History (6 cr.)

Select two courses from the following

- HIST-A 100 Issues in United States History
- HIST-A 200 Issues in United States History
- HIST-A 207 Introduction to Native American History
- HIST-E 100 Introduction to African History
- HIST-F 100 Issues in Latin American History
- HIST-G 100 Issues in Asian History
- HIST-H 101 The World in the Twentieth Century I
- HIST-H 105 American History I
- HIST-H 106 American History II
- HIST-H 108 Perspectives on the World to 1800
- HIST-H 109 Perspectives on the World 1800 to Present
- HIST-H 113 History of Western Civilization I
- HIST-H 114 History of Western Civilization II
- HIST-H 243 Environmental History

Sophomore Seminar

- HIST-J 216 Sophomore Seminar in History

Advanced Study in History (18 cr.)

Complete six History courses at the 300/400 level (**18 cr**). These six courses must include classes in 3 different regions as denoted by the course prefix. Upper-level History courses the following subject code-prefix combinations to identify regions:

- HIST-A United States
- HIST-B Western Europe
- HIST-D Russia/Eastern Europe
- HIST-E Africa
- HIST-F Latin America
- HIST-G East Asia

Capstone (3 cr.)

- HIST-J 496 Proseminar in History

Master of Arts in History

Master of Arts in History

Collaborative Online Degree

This 100-percent online program is taught by **IU South Bend**, IU East, IU Bloomington, IUPUI, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Many online support services are available to assist you as you progress through the program.

By studying the past, we are better able to understand and communicate the importance of issues in our contemporary world. The IU Online Master of Arts (MA) in History explores geographic regions of the world in both modern and pre-modern time periods to identify historical actors, events of significance, and social movements.

As a student in the program, you gain graduate-level historical knowledge, critical thinking skills, and techniques for clear and persuasive writing. You learn to recognize historiographic trends and their meanings, perform research, and construct original historical arguments. Your studies will culminate in at least one semester-long research project of original scholarship.

Specific areas of focus include:

- Early America (1400–1800)
- The long 19^{t} century in the US (1800–1917)
- Modern United States (1917–present)
- The US and the world
- European history
- Latin American history
- Asian history
- African history

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

The stackable structure of the MA in History is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in history to hold either a master's degree in history or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you need both discipline-specific coursework and a master's degree, the MA in History meets HLC standards.
- If you already hold a master's degree in a discipline other than history, you can meet HLC standards by completing the Graduate Certificate in History.

Admissions

Admissions requirements vary by campus.

Master of Arts in History Requirements (30 cr.)

Requirements are broken down as follows:

- Historical Methdology (3 cr.)
- Digital and Public History (3 cr.)
- Major Field (12 cr.)

- Minor Field (6 cr.)
- Historical Research (3 cr.)
- History Capstone (3 cr.)

- All courses are 3 credit hours, unless otherwise noted.

Historical Methodology (3 cr.)
- HIST-T 510 Historical Methodology

Digital and Public History (3 cr.)
- HIST-T 570 Introduction to Digital and Public History

Major Field (12 cr.)
Select one of the following options:

Option 1 | United States History
Select four from the following:

- HIST-T 520 Teaching College History
- HIST-T 530 Early America, 1400-1800
- HIST-T 540 The Long Nineteenth Century, 1800-1917
- HIST-T 550 Modern United States, 1917-Present
- HIST-T 560 The United States and the World: Comparative History

Options 2 | World History
Students may repeat any one of the major courses once for credit.

- HIST-T 531 European History
- HIST-T 541 Latin American History
- HIST-T 551 Asian History
- HIST-T 561 African History
  Pending Final Approval
- HIST-T 571 World History
  Students in the World History major may repeat any one of the major courses once for credit provided the repeated course has a different. Students cannot count a third enrolment in a particular course in the MA History (even if all three versions have different topics). This ensures that students cover at least two regions when completing the World History major.

Minor Courses (6 cr.)
- Select two from the list of courses listed for the other major

Historical Research (3 cr.)
- HIST-T 590 Research Seminar in History

Capstone (3 cr.)
Select one from the following:

- HIST-T 590 Research Seminar in History
- HIST-T 591 Research Seminar in Digital and Public History
- HIST-T 592 Thesis (Pending Final Approval)

Master of Arts for Teachers in History

Master of Arts for Teachers in History

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU Bloomington, IU East, IUPUI, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

Many online support services are available to assist you as you progress through the program.

The IU Online Master of Arts for Teachers (MAT) in History combines coursework in education and history to prepare you to be a dual-credit instructor at the high school and community college levels.

The educational component of the program teaches you how to apply the science and art of teaching to college-level instruction. Coursework covers instruction and curriculum, assessment, diversity and inclusive teaching, and research.

As a student in the history component of the program, you focus on the historiographic trends and historical context necessary to properly analyze current events. You gain a depth of knowledge in a variety of historical subjects while learning the most effective methods to teach those subjects to an undergraduate audience. You learn to perform historical research and construct original arguments while assessing the validity of the historical sources you use.

Areas of focus include:

- Historical methodology
- Early America
- The Nineteenth century
- Modern United States history
- Comparative history

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

The stackable structure of the MAT in History is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in history to hold either a master's degree in history or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you need both discipline-specific coursework and a master's degree, the MAT in History meets HLC standards.
- If you already hold a master's degree in a discipline other than history, you can meet HLC standards by completing the Graduate Certificate in History.

Admissions

Admissions requirements vary by campus.

MAT Requirements (30 cr.)

Requirements are broken down as follows:

- Graduate United States History (15 cr.)
- History Capstone (3 cr.)
- Education Component (12 cr.)

- All courses are 3 credit hours, unless otherwise noted.

Graduate United States History (15 cr.)

Select five from the following:

- HIST-T 510 Historical Methodology
- HIST-T 520 Teaching College History
- HIST-T 530 Early America, 1400-1800
- HIST-T 540 The Long Nineteenth Century, 1800-1917
- HIST-T 550 Modern United States, 1917-Present
- HIST-T 560 The United States and the World: Comparative History

History Capstone (3 cr.)

- HIST-T 590 Research Seminar in History

Education Component (12 cr.)

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

Graduate Certificate in History

Graduate Certificate in History

Collaborative Online Degree (18 cr.)

This 100 percent online, consortial program is taught by **IU South Bend**, IU Bloomington, IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

Many online support services are available to assist you as you progress through the program.

The IU Online Graduate Certificate in History provides graduate-level instruction to students interested in obtaining advanced skills and knowledge in this area.

As a student in this certificate program, you gain a depth of knowledge in a variety of historical subjects, practice historical interpretation, think critically, employ research and analysis methods, and communicate concepts and ideas with precision and clarity.

Upon successful completion of the program, you will have:

- Effective oral and written historical communication skills.
- The ability to perform research.
- The ability to construct original historical arguments.
- The ability to effectively teach dual-credit history courses.

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

The Graduate Certificate in History is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in history to hold either a master's degree in history or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in a discipline other than history, you can meet HLC standards by completing the 18 credit hour Graduate Certificate in History.
- If you plan to pursue the IU Online MA in History or the IU Online MAT in History, you may apply the 18 credit hours from the Graduate Certificate in History toward the master's degree.

Admissions

Admissions requirements vary by campus.

Certificate Requirements (18 cr.)

Requirements are broken down as follows:

- United States History Courses (15 cr.)
- Capstone (3 cr.)

- All courses are 3 credit hours, unless otherwise noted.

Course Requirements (18 cr.)

United States History Courses (15 cr.)

Select five from the following:

- HIST-T 510 Historical Methodology
- HIST-T 520 Teaching College History
- HIST-T 530 Early America, 1400-1800
- HIST-T 540 The Long Nineteenth Century, 1800-1917
- HIST-T 550 Modern United States, 1917-Present
- HIST-T 560 The United States and the World: Comparative History

History Capstone (3 cr.)

- HIST-T 590 Research Seminar in History

Bachelor of Science in Informatics

Bachelor of Science in Informatics

Collaborative Online Degree

IU South Bend, in conjunction with the other IU campuses, offers a collaborative online Bachelor of Science in Informatics degree. This degree, offered exclusively online, is intended for distance education students. The courses are taught by various IU campuses on a rotational basis.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

Many online support services are available to assist you as you progress through the program.

As technology becomes increasingly pervasive in our lives, there's a growing need for skills in managing the digital world, and in understanding the social impact of computing and the big picture of how people and technology connect. Informatics focuses on putting information technology to work solving today's problems in healthcare, privacy, security, education, poverty, and the environment. Your Bachelor of Science (BS) in Informatics will prepare you to develop technology solutions that address and anticipate the needs of today's world.

Every student in the online informatics program must complete a track (formerly referred to as a cognate) which is an area of specialization. Currently there are several tracks available, but student should check with an academic advisor to determine what additional tracks are available.

Admissions

Admissions requirements vary by campus.

Degree Requirements (120 cr.)

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

Requirements are broken down as follows:

- IU South Bend Campuswide General Education Curriculum (33 cr.) | 3 credits are satisfied by a course from the Major.
- Courses required for the Online Bachelor of Science in Informatics fulfill the Quantitative Reasoning requirement.
- Core Requirements (58-61 cr.)
- Core Courses (39 cr.)
- Informatics Track (15-18 cr.)
- Electives (9 cr.)
- Supporting Requirements (16-22 cr.)
- Mathematics Requirements (6 cr.)
- Physical and Life Sciences Requirements (10 cr.)
- World Languages Requirements (0-6 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- Minimum of 30 credit hours at the 300– or 400–level.

- Core requirements must be completed with a grade of C or higher; they cannot be used to satisfy the requirements for another major or minor.
- Courses required for the major must be completed with a grade of C or higher.
- A minimum CGPA of 2.0 is required.
- Students may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year college and up to 90 credits from a regionally accredited four-year college or university.
- All courses are 3 credit hours, unless otherwise designated.

Core Requirements (58-61 cr.)

Informatics Core Courses (39 cr.)

- 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 Problem Solving and Programming 2
- INFO-C 300 Human Computer Interaction
- INFO-C 307 Data Representation and 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

Informatics Electives (9 cr.)

Select three courses from the following:

- INFO-C 342 Mobile Application Development
- INFO-C 416 Applied Cloud Computing
- INFO-C 421 Applications of Data Mining
- INFO-C 453 Computer and Information Ethics
- INFO-I 303 Organizational Informatics
- INFO-I 310 Multimedia Arts and Technology
- INFO-I 441 Interaction Design Practice
- INFO-I 459 Media and Technology Entpreneurship
- Any 300– or 400–level online INFO or CSCI course

Informatics Track (15-18 cr.)

The Bachelor of Science 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 track 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.

List of Informatics Tracks

- Business
- Health Information Management
- Legal Informatics
- Enterprise Resource Planning (ERP)
- Sustainability
- Web Development

Business (18 cr.)

Accounting

Select one course from the following:

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting

Management

- BUS-J 404 Business and Society

Marketing

Select one course from the following:

- BUS-M 300 Introduction to Marketing
- BUS-M 301 Introduction to Marketing Management

Human Resources

- BUS-Z 440 Personnel–Human Resource Management

Finance

Select one course from the following:

- BUS-F 301 Financial Management
- BUS-F 302 Financial Decision Making

Operations

Select one course from the following:

- BUS-P 301 Operations Management
- BUS-P 421 Supply Chain Management

Health Information Management (15-18 cr.)

Medical Terminology

Select one course from the following:

- AHLT-M 195 Medical Terminology
- AHLT-M 330 Medical Terminology
- HIM-M 195 Medical Terminology
- HIM-M 330 Medical Terminology

Health Information Management

Select one course from the following:

- AHLT-M 192 Introduction to Health Information Management and Reimbursement (2-3 cr.)
- AHLT-M 392 Introduction to Health Information Management and Reimbursement (2-3 cr.)
- HIM-M 101 Introduction to Health Records
- HIM-M 108 Introduction to Health Information Management

Healthcare Standards

Select one course from the following:

- HIM-M 301 Health Quality and Information Management
- HIM-M 325 Health Information Requirements and Standards I

Health Information

Select one course from the following:

- HIM-M 107 Computer Applications in Health Information Technology
- HIM-M 425 Quantitative Analysis of Health Information

Complete one of the following two learning outcomes:

Option 1. Pathophysiology and Pharmacology

- HIM-M 350 Pathophysiology and Pharmacology for Health Information Management I
- HIM-M 351 Pathophysiology and Pharmacology for Health Information Management II
- HIM-M 410 Computer Systems and Healthcare

Option 2. Electronic Health Records

- HIM-M 410 Computer Systems in Healthcare

Legal Informatics (15 cr.)

The Legal Informatics Cognate consists of the following five courses:

- INFO-C 401 Foundations in Legal Informatics
- INFO-C 402 Legal and Social Informatics of Security
- INFO-C 403 Electronic Discovery
- INFO-C 404 Litigation Support Systems and Courtroom Presentations
- INFO-C 405 Technology and the Law

Enterprise Resource Planning (ERP) Track (18 cr.)

Accounting

- BUS-A 201 Introduction to Financial Accounting

Information Systems

- BUS-K 321 Management of Information Technology

Functional Areas of Business

Select two courses from the following:

- BUS-F 301 Financial Management
- BUS-M 300 Introduction to Marketing
- BUS-P 301 Operations Management
- BUS-P 421 Supply Chain Managment

ERP Operations

- BUS-K 301 Enterprise Resource Planning

ERP Programming and Configuration

Select one course from the following:

- BUS-K 440 Business Intelligence
- BUS-S 435 Advanced Topics in Computer Information Systems

Sustainability (15 cr.)

Foundations

- SUST-S 301 Foundations of Sustainability Studies

Science

Select one course from the following:

- AHLT-H 331 Environmental Health
- GEOG-G 315 Environmental Conservation
- GEOL-G 185 Global Environmental Change
- GEOL-G 400 Energy Sources and Needs
- GEOL-G 476 Climate Change Science

Social Sciences

Select one course from the following:

- BUS-B 399 Business and Society
- GEOG-G 338 Geographic Information Systems
- PHIL-P 306 Business Ethics
- POLS-Y 308 Urban Politics
- SOC-S 308 GLobal Society
- SUST-B 399 Human Behavior and Social Institutions
- VT: Just Food: Sustainable Food Systems

Practicum

- SUST-S 490 Sustainability Practicum

Elective

- Complete one additional course from either Science or Social Sciences, Cultural, or Economics courses listed above

Web Development (15 cr.)

Core Learning Outcome 1 | Student will be able to design and implement client-side web applications

Select one course from the following (or with the approval of the program director)

Prerequisite: INFO-C 112, or INFO-I 101, or Instructor consent

- CSCI-N 341 Introduction to Client-Side Web Programming
- INFO-I 213 Web Site Design and Development

Core Learning Outcome 2 | Student will be able to implement data-driven server-dide web applications

Select one course from the following (or with the approval of the program director) Prerequisite Core Learning Outcome 1

- CSCI-N 342 Server-Side Programming for the Web
- INFO-C 313 Server-Side Web Development Pending approval

Core Learning Outcome 3 | Student will be able to apply principles of web design

Select one course from the following (or with the approval of the program director) Prerequisite Core Learning Outcome 1

- FINA-P 323 Introduction to Web Design P: FINA-P 273
- INMS-N 442 Integrated Web Design 1
- NEWM-N 450 Usability Principles for New Media Interfaces

Core Learning Outcome 4 | Student will demonstrate the ability to design and develop advanced web applications

Select one course from the following (or with the approval of the program director) Prerequisite Core Learning Outcome 1 and Outcome 2; or INFO-C 413

- INFO-I 425 Web Services in Information Systems P: INFO-C 211, INFO-C 313, INFO-C 413, ,or INFO-I 231
- NEWM-N 315 Advanced Multi-Device Web Development
- NEWM-N 413 Advanced Web Application Development
- Other possible courses: Web Security Electives

Free Electives

- Students must complete at least 120 credit hours to graduate. Elective courses are taken to reach the 120 credit hour requirement. Any course not specifically required can be taken as an elective.

Graduate Certificate in Language and Literature

Graduate Certificate in Language and Literature

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU Bloomington, IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Many online support services are available to assist you as you progress through the program.

The IU Online Graduate Certificate in Language and Literature provides training in the core principles of writing and literature. As a student in this program, you learn to teach students how to craft sound arguments using close attention to logic, context, and audience. You also develop a fluency with the current debates, schools, and theories of writing instruction.

Specific areas of focus include:

- Contemporary theory on the pedagogy of composition and literature
- Linguistic structures and history of the English language
- Reading strategies and literary analysis, with attention to close reading, style, form, genre, and rhetorical practices
- Approaches to composition and writing instruction, including the identification and evaluation of sources, use of evidence, generation of ideas, and the development and organization of argument
- Fostering discussion and developing presentation skills in a seminar setting
- Developing archival research skills and facility with electronic resources
- Developments, trends, and frontiers in the digital humanities

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

The Graduate Certificate in Language and Literature is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses to hold either a master's degree in their area of instruction or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

If you hold a master's degree in another discipline, you can meet HLC standards by completing the 20 credit hour Graduate Certificate in Language and Literature.

- If you plan to pursue the IU Online Master of Arts in English, you may apply the 20 credit hours from the Graduate Certificate in Language and Literature toward the master's degree.

Admissions

Admissions requirements vary by campus.

Certificate Requirements (20 cr.)

Requirements are broken down as follows:

- Core Courses (16 cr.)
- Electives (4 cr.)

- If you choose to pursue the IU Online Master of Arts in English, these certificate courses may apply to ("stack into") your degree requirements. Admission to the Graduate Certificate in Literature does not constitute admission into any of the face-to-face graduate programs in English at the participating campuses.
- All courses are 4 credit hours, unless otherwise noted.

Core Courses (16 cr.)

Introductory Course: Graduate Composition Studies (4 cr.)

Select one from the following:

- ENG-W 500 Teaching Composition: Issues and Approaches
- ENG-W 509 Introduction to Writing and Literacy Studies

Introductory Course: Teaching Literature at the College Level (4 cr)

- ENG-L 503 Teaching of Literature in College

History and Development of English Language and Literature

Select one from the following:

- ENG-D 600 History of the English Language
- ENG-G 655 History of the English Language
- ENG-L 639 English Fiction to 1800
- ENG-L 641 English Literature 1790-1900
- ENG-L 660 Studies in British and American Literature
- ENG-L 681 Genre Studies

Writing Pedagogy for College Instructors

- ENG-W 508 Graduate Creative Writing for Teachers
- ENG-W 554 Practicum on the Teaching of Creative Writing (2 cr.)
- ENG-W 600 Topics in Rhetoric and Composition
- ENG-W 682 Special Topics: Rhetoric and Composition

Elective (4 cr.)

- Any 500/600–level course in English literature; advisor-approved

Master of Arts for Teachers in Mathematics

Master of Arts for Teachers in Mathematics

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

Many online support services are available to assist you as you progress through the program.

The IU Online Collaborative Master of Arts for Teachers in Mathematics combines graduate-level instruction in algebra, analysis, geometry, differential equations and applications, and statistics with graduate education coursework preparing graduates to be dual-credit instructor in high schools as well as mathematics instructors in community colleges. This program may be of special interest to dual credit instructors of finite mathematics, calculus, and other introductory college-level mathematics courses.

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

The stackable structure of the MAT in Mathematics is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in mathematics to hold either a master's degree in mathematics or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you need both discipline-specific coursework and a master's degree, the MAT in Mathematics meets HLC standards.
- If you already hold a master's degree in a discipline other than mathematics, you can meet HLC standards by completing the Graduate Certificate in Mathematics.

Admissions

Admissions requirements vary by campus.

MAT Mathematics Degree Requirements

To earn the MAT in Mathematics, students must complete a total of 30 credit hours, including 18 credit hours in Mathematics and 12 credit hours in Education courses.

- Mathematics Component (18 cr.)
- Three courses in three different core areas which are:

- Algebra
- Analysis
- Topology/Geometry
- Differential Equations and Applications
- Probability/Statistics

- Three additional courses in any area; therefore, students may complte the same course number multiple times with different topics

Degree Requirements (30 cr.)

Mathematics Component (18 cr.)

- MATH-T 601 Topics in Algebra
  Topics may include: Introduction to Algebra, Survey in Algebra, and Number Theory
- MATH-T 610 Topics in Analysis
  Topics may include: Real Variables 1, Complex Variables, Fourier Analysis
- MATH-T 620 Topics in Topology/Geometry
  Topics may include: Topology 1 and Geometry
- MATH-T 640 Topics in Applications
  Topics may include: Numerical Analysis I, Numerical Analysis II, Operations Research–Modeling Approach, and Modeling and Asset PricingN
- MATH-T 650 Topics in Probability/Statistics
  Topics may include Theory of Probability 1 and Applied Regression Analysis
- Repeat one of the above courses

Education Component (12 cr.)

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

Master of Liberal Studies

Master of Liberal Studies

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

Many online support services are available to assist you as you progress through the program.

The Master of Liberal Studies (MLS) provides graduate instruction in three areas: arts and humanities, social sciences, and natural sciences. Students in the program obtain advanced skills and knowledge in these areas and an ability to approach problems with an interdisciplinary perspective.

The program is open to students who have completed an undergraduate degree with a minimum 3.0 grade point average.

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

The MLS may hold special appeal for community college, dual-credit, or other post-secondary instructors who have completed specialized coursework via an IU Online graduate certificate in biology, communication studies, composition studies, chemistry, history, language and literature, literature, mathematics, or political science. As many as 18 to 20 credits from these certificates will apply to MLS degree requirements.

The combination of discipline-specific certificate courses, plus the unique interdisciplinary core and capstone experience of the MLS, will help these instructors integrate new concepts and approaches into their teaching, thereby improving the quality of instruction and learning outcomes for their students.

The Higher Learning Commission (HLC) requires all high school teachers who teach dual-credit or other college-level courses to hold a master's degree in the field, or to have a master's degree in another area, plus at least 18 credit hours of graduate coursework in the discipline. Because this program enables students to complete a master's degree and discipline-specific coursework, it fulfills this requirement.

Additionally, the program allows students to transfer up to 20 previously earned credits from IU graduate certificate programs. Students who have earned credits from a different accredited college or university may transfer up to 6 credits.

Admissions

Admissions requirements vary by campus.

MLS Requirements (34-36 cr.)

Requirements are broken down as follows:

- Core courses (12-13 cr.)

- Electives/certificates (12-20 cr.)
- Capstone experience (3-9 cr.)

- All courses are 3 credit hours, unless otherwise noted.

Degree Requirements (34-36 cr.)

Core Courses (12-13 cr.)

- LBST-D 510 Introduction to Graduate Liberal Studies (4 cr.); AND
  COAS-Q 510 Topics in Information Literacy (1 cr.)
  COAS-Q 510 waived for certificate students by petition
- LBST-D 501 Humanities Seminar
- LBST-D 502 Social Sciences Seminar
- LBST-D 503 Science Seminar

MLS Electives (12-20 cr.)

Select one Option from the following:

Option A | Select 4-5 courses from the following (12-15 cr.):

Students in the M.L.S. must take at least four electives for a minimum of 12 credits; however, students who plan to complete an “Applied Project” or “Public Intellectual Project,” may need to take an additional (fifth) M.L.S. elective to reach the 34 overall credits required to complete the M.L.S.

- LBST-D 511 MLS Humanities Elective
- LBST-D 512 MLS Social Science Elective
- LBST-D 513 MLS Science Elective

Option B (18-20 cr.) | Completion of an approved IU Graduate Certificate (18-20 cr.)

The M.L.S. is designed to be “stackable” with IU Graduate Certificates. In practice this means students are eligible to apply the 18-20 credit hours of certificate credits towards satisfaction of the M.L.S. elective requirement. Students interested in “stacking” the M.L.S. with an IU Graduate Certificate may enter the M.L.S. after completing an IU Graduate Certificate or they can apply for admission to the M.L.S. while continuing to work towards completion of the certificate. The certificate is a stand-alone credential with separate admission procedures and will be awarded when requirements are completed independent of a student’s progress in the M.L.S. An M.L.S. stacked with an IU Graduate Certificate will require a minimum of 34 graduate credits hours, including the 13 credit M.L.S. core and at least 3 credit hours earned for the M.L.S. capstone project.

- Graduate requirements are listed separately in this bulletin
- Graduate certificates approved to stack with the collaborative Master of Liberal Science include:

- Biology
- Chemistry
- Communication Studies
- Composition Studies
- English Composition Studies
- German
- History
- Language and Literature
- Literature
- Mathematics
- Politicial Science
- Spanish

Capstone Experience Options (3-9 cr.)

Students complete one of the following approved M.L.S. Capstone Experience/Project options:

Formal Thesis (6-9 cr.)

Original research or analysis encompassing literature from at least 2 different disciplinary perspectives. The thesis must be written in scholarly format, with the appropriate citation format and extensive references. The literature review developed for the thesis proposal should serve as the initial component of the thesis. Typical thesis length: 50 or more pages.

Required Course Sequence for Thesis

- LBST-D 601 Graduate Project Proposal Seminar; AND
  LBST-D 602 Graduate Project (3-6 cr.)

Peer-Reviewed Publication

Students may focus their capstone project work toward a peer-reviewed publication in a professional forum. Examples include articles in professional journals, investigative journalism published in a major newspaper, or a book published by a reputable press. The publication must be accompanied by an explanatory essay encompassing material from at least 2 different disciplinary perspectives. The essay must be written in scholarly format, with appropriate citation format and appropriate references. The literature review developed for the thesis proposal may serve as the basis of the explanatory essay. Typical length of explanatory essay**:** 20 to 35 pages

Required Course Sequence for Thesis

- LBST-D 601 Graduate Project Proposal Seminar; AND
  LBST-D 602 Graduate Project (3-6 cr.)

Creative Project

Students who are focusing their MLS program on a creative field may complete a creative project for their MLS thesis. Creative work may include writing, art, performance, etc. The creative work must be accompanied by an explanatory essay encompassing material from at least two different disciplinary perspectives. The essay must be written in scholarly format, with appropriate citation format and appropriate references. The literature review developed for the thesis proposal may serve as the basis of the explanatory essay. Typical length of explanatory essay: 20 to 35 pages

Required Course Sequence for Thesis

- LBST-D 601 Graduate Project Proposal Seminar; AND
  LBST-D 602 Graduate Project (3-6 cr.);

Applied Project

Students may focus their research project on their current place of employment, internship, or practicum. The applied project should be designed to benefit both the student and the employer and can be focused narrowly on a specific issue or problem relevant to the employer. Complete literature review and effectively designed method will

support the value of the project. Typical length: 50 or more pages.

Required Course Sequence for Thesis

- LBST-D 602 Graduate Project (3-6 cr.); OR LIBS-D 602 Graduate Project (3-6 cr.)

Public Intellectual Project

The Public Intellectual option offers students the opportunity to work within a learning community made up of other students and led by a faculty facilitator to explore the variety of genre through which public intellectuals communicate, and to create their own portfolio of public intellectual work to be submitted for completion of the MLS degree.

Required Course for Public Intellectual Project

- LBST-D 600 Public Intellectual Practicum

Graduate Certificate in Literature

Graduate Certificate in Literature

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU Bloomington, IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Many online support services are available to assist you as you progress through the program.

As a student in the IU Online Graduate Certificate in Literature, you explore the core principles of literature. You learn to teach students how to read and analyze texts and contexts and to write literary analysis. You also develop a fluency with current literary debates and theories of instruction.

Specific areas of focus include:

- Contemporary theory on the pedagogy of composition and literature
- Linguistic structures and history of the English language
- Reading strategies and literary analysis, with attention to close reading, style, form, genre, and rhetorical practices
- Approaches to composition and writing instruction, including the identification and evaluation of sources, use of evidence, generation of ideas, and development and organization of argument
- Fostering discussion and developing presentation skills in a seminar setting
- Developing archival research skills and facility with electronic resources
- Developments, trends, and frontiers in the digital humanities

Your IU Online Graduate Certificate in Literature prepares you for such careers as:

- Literature dual-credit teacher (high school)
- Literature instructor (community college)

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

The Graduate Certificate in Literature is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses to hold either a master's degree in their area of instruction or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in another discipline, you can meet HLC standards by completing the 20 credit hour Graduate Certificate in Literature.
- If you plan to pursue the IU Online Master of Arts in English, you may apply the 20 credit hours from the Graduate Certificate in Literature toward the master's degree.

Admissions

Admissions requirements vary by campus.

Certificate Requirements (20 cr.)

Requirements are broken down as follows:

- Teaching Literature at the College Level (4 cr.)
- History, Methods, and Practice of Literary Study (4 cr.)
- History and Development of the English Language or English Literature (4 cr.)
- Electives (8 cr.)

- If you choose to pursue the IU Online Master of Arts in English, these certificate courses may apply to ("stack into") your degree requirements. Admission to the Graduate Certificate in Literature does not constitute admission into any of the face-to-face graduate programs in English at the participating campuses.
- All courses are 4 credit hours, unless otherwise noted.

Certificate Requirements (20 cr.)

Introductory Course: Teaching Literature at the College Level (4 cr.)

Teaching Literature at the College Level (4 cr.)

- ENG-L 503 Teaching of Literature in College

History, Methods, and Practice of Literary Study

- ENG-L 553 Studies in Literature

History and Development of the English Language or English Literature

Select one from the following:

- ENG-D 600 History of the English Language
- ENG-G 655 History of the English Language
- ENG-L 639 English Fiction to 1800
- ENG-L 641 English Literature 1790-1900
- ENG-L 660 Studies in British and American Literature
- ENG-L 681 Genre Studies

Electives (8 cr.)

- Any two ENG-L courses at the 500/600–level

Graduate Certificate in Mathematics

Graduate Certificate in Mathematics

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU, IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

Many online support services are available to assist you as you progress through the program.

The IU Online Collaborative Graduate Certificate in Mathematics provides graduate-level instruction in algebra, analysis, geometry, differential equations and applications, and statistics. This program may be of special interest to instructors of finite mathematics, calculus and other introductory college-level mathematics courses who wish to learn to integrate new mathematical concepts and approaches into teaching.

Of Special Interest for Dual-Credit and Community College Instructors

The Graduate Certificate in Mathematics is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in mathematics to hold either a master's degree in mathematics or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in a discipline other than mathematics, you can meet HLC standards by completing the 18 credit hour Graduate Certificate in Mathematics
- If you plan to pursue the IU Online MAT in Mathematics, you may apply the 18 credit hours from the Graduate Certificate in Mathematics toward the master's degree.

Admissions

Admissions requirements vary by campus.

Certificate Requirements (18 cr.)

The curriculum for the Graduate Certificate in Mathematics uses five topics course numbers with titles aligned to the standard categories covered by the program.

To earn the Graduate Certificate in Mathematics, students must complete six courses overall divided into two requirements.

- Three courses in three different core areas which are:

- Algebra
- Analysis
- Topology/Geometry
- Differential Equations and Applications
- Probability/Statistics

- Three additional courses (9 credits) in any area; therefore, students may complete the same course number multiple times with different topics.

Certificate Requirements (18 cr.)

Core Areas (9 cr.)

Select three from the following:

- MATH-T 601 Topics in Algebra
  Topics may include: Introduction to Algebra, Survey in Algebra, and Number Theory
- MATH-T 610 Topics in Analysis
  Topics may include: Real Variables 1, Complex Variables, Fourier Analysis
- MATH-T 620 Topics in Topology/Geometry
  Topics may include: Topology 1 and Geometry
- MATH-T 640 Topics in Applications
  Topics may include: Numerical Analysis I, Numerical Analysis II, Operation Research – Modeling Approach, and Modeling and Asset Pricing
- MATH-T 650 Topics in Probability/Statistics
  Topics may include: Theory of Probability 1 and Applied Regression Analysis

Additional Courses (9 cr.)

- Three additional courses in any area; therefore, students may complete the same course number multiple times with different topics. (9 cr.)

Bachelor of Science in Medical Imaging Technology

Bachelor of Science in Medical Imaging Technology

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IUPUI, IU Kokomo, and IU Northwest. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

Many online support services are available to assist you as you progress through the program.

The IU Online Collaborative Bachelor of Science in Medical Imaging Technology (MIT) is geared to working professionals who are already certified in a medical imaging related field. Complement your technical certification and learn to communicate effectively, think critically, and apply problem-solving skills in the healthcare environment so that you can pursue opportunities in healthcare leadership roles, healthcare education, research, and graduate school.

Admissions

Admissions requirements vary by campus.

Core Courses (30 cr.)

Imaging 1 (3 cr.)

- MIT-R 470 Advanced Diagnostic Imaging I

Imaging 2 (3 cr.)

- MIT-R 471 Advanced Diagnostic Imaging II

Multiplanar Anatomy and Pathology I (3 cr.)

- MIT-R 472 Multiplanar Anatomy and Pathology I

Multiplanar Anatomy and Pathology II (3 cr.)

- MIT-R 473 Multiplanar Anatomy and Pathology II

Topics (3 cr.)

- MIT-R 474 Advanced Topics in Medical Imaging

Research (3 cr.)

- MIT-R 475 Research and Methods in Medical Imaging

Professional Development (12 cr.)

Non-clinical students will complete one to four courses, depending on eSpecial credit considerations:

- MIT-R 402 Medical Imaging Informatics
- MIT-R 413 Introduction to Imaging Technology Leadership
- MIT-R 416 Trends in Medical Imaging Technology I
- RADI-R 418 The Teaching Technologist: Clinical Instruction

Clinical Practicum/Internship (12 cr.)

- AHLT-R
- RADS-R

eSpecial Credit may take the place of Professional Advancement courses for students holding additional

credentials. Program Directors can evaluate additional transfers should a student request permission.

- MIT-R 431 Second Certification (Professional Credential) (1-12 credits)
- RADI-R 431 Second Certification (Professional Credential) (1-12 credits)

Master of Arts for Teachers in Political Science

Master of Arts for Teachers in Political Science

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU Bloomington, IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

Many online support services are available to assist you as you progress through the program.

The IU Online Master of Arts for Teachers (MAT) in Political Science combines coursework in education and political science to prepare you to be a dual-credit instructor at the high school and community college levels.

The educational component of the program teaches you how to apply the science and art of teaching to college-level instruction. Coursework covers instruction and curriculum, assessment, diversity and inclusive teaching, and research.

As a student in the political science component of the program, you study major political figures, philosophies, and movements throughout history in order to understand the political events of today. You complete coursework in subfields of political science (and the central questions they address) so that you can teach students to critically evaluate political institutions, analysis, and schools of thought. You also gain a crucial understanding of American political institutions and behaviors in comparison to political climates around the world.

Specific areas of focus include:

- Empirical theory and the scope of political science
- Political science research methods
- Political theory and political thought
- Political behavior, opinion, and identities
- Government and political institutions
- American politics in a comparative perspective

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

The stackable structure of the MAT in Political Science is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in political science to hold either a master's degree in political science or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you need both discipline-specific coursework and a master's degree, the MAT in Political Science meets HLC standards.
- If you already hold a master's degree in a discipline other than political science, you can meet HLC

standards by completing the Graduate Certificate in Political Science.

Admissions
Admissions requirements vary by campus.

MAT Requirements (30 cr.)
To earn the MAT in Political Science, students must complete a six course/18 credit Political Science component and a four course/12 credit Education component for a total of ten courses/30 credit hours:

- Political Science Component (18 cr.)
- Education Component (12 cr.)

- All courses are 3 credit hours, unless otherwise noted.

Degree Requirements (30 cr.)
Political Science Component (18 cr.)
- POLS-P 570 Introduction to the Study of Politics
- POLS-Y 567 Public Opinion: Approaches and Issues; OR
  POLS-Y 575 Political Data Analysis I
- POLS-Y 657 Comparative Politics; OR
  POLS-Y 757 Comparative Politics
- POLS-Y 661 American Politics
- POLS-Y 675 Political Philosophy

Select one from the following:

- POLS-Y 524 Research Design for Public Affairs
- POLS-Y 580 Research Methods in Political Science
- STAT-S 512 Statistical Learning and Data Analytics
- STAT-S 520 Introduction to Statistics

Education Component (12 cr.)
- EDUC-H 520 Education and Social Issues
- EDUC-J 500 Instruction in the Context of Curriculum
- EDUC-P 507 Assessment in Schools
- EDUC-Y 520 Strategies for Educational Inquiry

Graduate Certificate in Political Science

Graduate Certificate in Political Science

Collaborative Online Degree
This 100 percent online, consortial program is taught by **IU South Bend**, IU Bloomington, IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

Many online support services are available to assist you as you progress through the program.

The IU Online Collaborative Graduate Certificate in Political Science provides instruction in the study of political philosophy, American politics, comparative politics, public opinion, and research methods. You will study major political figures, philosophies, and movements throughout history in order to understand the political events of today.

Of Special Interest for Teachers/Instructors Needing to Meet HLC Dual-Credit Standards
The Graduate Certificate in Political Science is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in political science to hold either a master's degree in political science or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in a discipline other than political science, you can meet HLC standards by completing the 18 credit hour Graduate Certificate in Political Science.
- If you plan to pursue the IU Online MAT in Political Science, you may apply the 18 credit hours from the Graduate Certificate in Political Science toward the masters degree.

Admissions
Admissions requirements vary by campus.

Certificate Requirements (18 cr.)
All courses are 3 credit hours, unless otherwise noted.

- POLS-Y 567 Public Opinion: Approaches and Issues; OR
  POLS-Y 575 Political Data Analysis I
- POLS-P 570 Introduction to the Study of Politics
- POLS-Y 657 Comparative Politics; OR
  POLS-Y 757 Comparative Politics
- POLS-Y 661 American Politics
- POLS-Y 675 Political Philosophy

Select one from the following:

- POLS-Y 524 Research Design for Public Affairs
- POLS-Y 580 Research Methods in Political Science
- STAT-S 512 Statistical Learning and Data Analysis

- STAT-S 520 Introduction to Statistics

Master of Arts in Political Science

Master of Arts in Political Science

Collaborative Online Degree

This 100 percent online program is taught by **IU South Bend**, IU East, IU Bloomington, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Many online support services are available to assist you as you progress through the program.

The IU Online Master of Arts in Political Science offers instruction in the approaches and methods political scientists use to analyze and explain political institutions and behavior.

Students in program will:

1. Develop a sophisticated understanding of the approaches and methods Political Scientists use to analyze and explain political institutions and behavior.
2. Read, interpret, and evaluate literature in the discipline.
3. Focus their studies to develop advanced understanding in one of two tracks, American Politics or World Politics.

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

The stackable structure of the Master of Arts in Political Science is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in political science to hold either a master's degree in political science or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you need both discipline-specific coursework and a master's degree, the Master of Arts in Political Science meets HLC standards.
- If you already hold a master's degree in a discipline other than political science, you can meet HLC standards by completing the Graduate Certificate in Political Science.

Admissions

Admissions requirements vary by campus.

Requirements (30 cr.)

To earn the IU Online Collaborative MA in Political Science, students must complete six core courses including the capstone and one of two available tracks—either American Politics or World Politics—for a total of ten courses/30 credit hours.

Requirements are broken down as follows:

- Political Science Core Courses (15 cr.)
- Political Science Track Courses (12 cr.)
  Students are required to complete on of the following 12-credit tracks:
  - American Politics

- World Politics

- Political Science Capstone (3 cr.)

- All courses are 3 credit hours, unless otherwise noted.

Core Courses (18 cr.)

- POLS-P 570 Introduction to the Study of Politics
- POLS-Y 529 National Political Institutions
- POLS-Y 575 Political Data Analysis I

Select one of the following methods courses:

- POLS-Y 524 Research Design for Public Affairs
- POLS-Y 580 Research Methods in Political Science
- STAT-S 512 Statistical Learning and Data Analysis
- STAT-S 520 Introduction to Statistics

Select one of the following comparative politics courses:

- POLS-Y 657 Comparative Politics
- POLS-Y 757 Comparative Politics

Capstone

- POLS-Y 600 Capstone in Political Science

Political Science Tracks (12 cr.)

Select one of the following tracks:

Option 1 | American Politics

- POLS-Y 567 Public Opinion: Approaches and Issues
- POLS-Y 661 American Politics
- POLS-Y 675 Political Philosophy
- One additional graduate POLS course chosen from the World Politics list; OR
  a second enrollment in POLS-Y 661 with a different topic

Option 2 | World Politics

- POLS-Y 508 Topics in World Politics
- POLS-Y 530 Globalization and the International Political Economy
- POLS-Y 657 Comparative Politics; OR
  POLS-Y 757 Comparative Politics
- POLS-Y 669 International Relations

Bachelor of Science in Spanish

Pictured | **Miles Tracy** | *Pre-Engineering; World Language Studies, Spanish; International Studies Certificate* | Indianapolis, Indiana (hometown)
Athletics | Men's Basketball

Bachelor of Science in Spanish

Collaborative Online Degree

This program may be completed 100 percent online. Courses that fulfill the degree are also offered in traditional classroom, hybrid and web delivery, and study abroad. The program is taught by **IU South Bend**, IU East, IUPUI, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Many online support services are available to assist you as you progress through the program.

Did you know that Spanish is the official language in 21 countries around the world? And that here in the US, about 13.5 percent of the population speaks Spanish at home? IU Online's Bachelor of Science in Spanish offers a rigorous curriculum that develops your language proficiency, cultural facility, and professional competence in Spanish.

Tailor your degree to your professional interests by choosing one of four tracks:

- Spanish for Business (18 credit hours)
- Spanish for Medical Communication (18 credit hours)
- Hispanic Cultures for Travel and Tourism (18 credit hours)
- Hispanic Cultures in the US (18 credit hours)

The tracks allow you to apply your command of the Spanish language and knowledge of Hispanic culture in a variety of real-world settings.

If you decide to pursue an advanced degree, the solid liberal arts foundation and suite of core Spanish coursework will prepare you for admission to a wide variety of professional graduate programs.

Admissions

Admissions requirements vary by campus.

Degree Requirements (120 cr.)

Students receiving the Bachelor of Science in Spanish must complete 120 total credit hours (up to 60 credit hours can be transferred) including:

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Spanish Component (30 cr.)
- Applied Spanish Track (18 cr.)
- Capstone (3 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- A minimum of 33 credit hours at the 300– or 400–level.
- Major requirements must be completed with a grade of C or higher

- A minimum CGPA of 2.0 is required
- All courses are 3 credits, unless otherwise noted.

Spanish Component (30 cr.)

Intermediate Spanish I (3 cr.)

- SPAN-S 200 Second-Year Spanish I; OR SPAN-S 203 Second Year Spanish 1

Intermediate Spanish II

- SPAN-S 204 Second Year Spanish 2; OR SPAN-S 250 Second-Year Spanish II

Spanish Conversation (3 cr.)

- SPAN-S 275 Hispanic Culture and Conversation; OR SPAN-S 317 Spanish Conversation and Diction Class

Spanish Grammar and Composition (3 cr.)

Select one from the following:

- HISP-S 308 Composition and Conversation in Spanish
- SPAN-S 311 Spanish Grammar
- SPAN-S 312 Written Composition in Spanish
- SPAN-S 313 Writing Spanish 1

Literary Analysis in Spanish (3 cr.)

Select one from the following:

- SPAN-S 301 The Hispanic World 1
- SPAN-S 302 The Hispanic World 2
- SPAN-S 360 Introduction to Hispanic Literature

Applied and Cultural Spanish (15 cr.)

Select five from the following, including at least two also listed for one of the requirements for the Applied Spanish tracks:

- SPAN-S 315 Spanish in the Business World
- SPAN-S 318 Writing Spanish for Heritage Speakers
- SPAN-S 319 Spanish for Health Care Personnel
- SPAN-S 323 Introduction to Translating Spanish and English
- SPAN-S 326 Introduction to Spanish Linguistics
- SPAN-S 363 Introduction to Hispanic Culture
- SPAN-S 370 Service Learning in Spanish
- SPAN-S 381 Hispanic Civilization I: Pre-History to Renaissance Cultural and Literary Expressions
- SPAN-S 382 Hispanic Civilization II: Baroque to Independence Cultural and Literary Expressions
- SPAN-S 383 Hispanic Civilization III: Modern Cultural and Literary Expressions
- SPAN-S 384 Hispanic Civilization IV: Contemporary Cultural and Literary Expressions
- SPAN-S 390 Special Topics in Spanish
- SPAN-S 410 Contemporary Hispanic Culture and Conversation
- SPAN-S 411 Spain: The Cultural Context
- SPAN-S 412 Spanish America: The Cultural Context
- SPAN-S 413 Hispanic Culture in the United States
- SPAN-S 423 The Craft of Translation
- SPAN-S 426 Introduction to Spanish Linguistics
- SPAN-S 429 Medical Interpreting Spanish/English
- SPAN-S 440 Hispanic Sociolinguistics
- SPAN-S 468 Varieties of Spanish
- SPAN-S 493 Internship Program in Spanish
- SPAN-S 495 Hispanic Colloquium

Spanish Capstone (3 cr.)

- SPAN-S 498 Capstone Seminar in Spanish

Applied Spanish Track (18 cr.)

Each track consists of six classes. The first two courses also count towards the upper-level requirement in the Spanish major. The remaining four courses are topical courses taught in English that relate to the focus of the track.

Select one of the following tracks:

Medical Communication in Spanish (18 cr.)

- AHLT-B 311 Systems of Health Care Delivery; OR BUS-H 320 Systems of Health Care Delivery
- AHLT-R 185 Medical Terminology; OR HIM-M 195 Medical Terminology
- CMCL-C 427 Cross Cultural Communication; OR SPCH-S 427 Cross Cultural Communication
- SPAN-S 319 Spanish for Health Care Personnel
- SPAN-S 429 Medical Interpreting Spanish/English
- SPEA-H 452 Health Disparities

Spanish in the Business World (18 cr.)

- BUS-D 300 International Business: Operations of International Enterprises; OR BUS-D 301 International Business Environment
- CMCL-C 427 Cross Cultural Communication; OR SPCH-S 427 Cross Cultural Communication
- SPAN-S 315 Spanish in the Business World
- SPAN-S 323 Introduction to Translating Spanish and English; OR SPAN-S 410 Contemporary Hispanic Culture and Conversation
- SPCH-S 333 Public Relations
- SPCH-S 335 Media and Health

Hispanic Culture for Travel and Tourism (18 cr.)

Select two from the following:

- SPCH-S 427 Cross Cultural Communication
- TESM-T 207 Tourism, Policy, and Sustainability
- TESM-T 208 Geography of Tourism
- TESM-T 234 Cultural Heritage Tourism

Select two from the following:

- SPAN-S 363 Introduction to Hispanic Culture
- SPAN-S 370 Service Learning in Spanish
- SPAN-S 390 Special Topics in Spanish
- SPAN-S 495 Hispanic Colloquium

Hispanic Culture in the United States (18 cr.)

Select two from the following (taught in Spanish):

- SPAN-S 318 Writing Spanish for Heritage Speakers
- SPAN-S 363 Introduction to Hispanic Culture
- SPAN-S 412 Spanish America: The Cultural Context
- SPAN-S 440 Hispanic Sociolinguistics
- SPAN-S 468 Varieties of Spanish

Select four from the following (taught in English):

- LATS-L 228 An Interdisciplinary Look at United States Latino/a Identities
- LATS-L 350 Contemporary Issues in Latino Studies
- LATS-L 396 Social and Historical Topics in Latino Studies
- SPAN-S 231 Spanish-American Fiction in Translation
- SPAN-S 260 Introduction to Hispanic Film
- SPAN-S 284 Women in Hispanic Culture
- SPAN-S 290 Topics in Hispanic Culture
- SPAN-S 303 The Hispanic World
- SPAN-S 390 Special Topics in Spanish

Graduate Certificate in Spanish

Graduate Certificate in Spanish

Collaborative Online Degree

This 100 percent online program is taught by **IU South Bend**, IU Bloomington, IU East, IUPUI, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Many online support services are available to assist you as you progress through the program.

IU Online's Graduate Certificate in Spanish offers advanced-level instruction in the Spanish language, as well as Hispanic culture, literature, and linguistics. This program may be of special interest to K–12 Spanish teachers, or anyone looking to improve their mastery of the language.

As a student in this program, you enhance your language proficiency and teaching techniques; study current research on effective pedagogical strategies and foreign language instruction; and enhance your intercultural competence in order to promote student engagement with the Hispanic world.

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

The Graduate Certificate in Spanish is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses to hold either a master's degree in their area of instruction or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

If you hold a master's degree in another discipline, you can meet HLC standards by completing the 18-credit hour Graduate Certificate in Spanish.

Admissions

Admissions requirements vary by campus.

Certificate Requirements (18 cr.)

To earn a Graduate Certificate in Spanish, you must complete 18 credit hours.

Required Courses (18 cr.)

- SPAN-T 510 Second Language Acquisition for Spanish Teaching
- SPAN-T 520 Spanish Writing and Grammar
- SPAN-T 530 Spanish through Cultural Expressions
- SPAN-T 540 Spanish Phonetics
- SPAN-T 550 Hispanic Studies
- SPAN-T 560 Hispanic Sociolinguistics

Master of Science in Strategic Finance

Master of Science in Strategic Finance

Collaborative Online Degree

This 100-percent online program is taught by **IU South Bend**, IU East, IU Bloomington, IUPUI, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Many online support services are available to assist you as you progress through the program.

The Chancellors' Master of Science in Strategic Finance (MSSF) is designed to advance the careers of financial professionals in the private sector and public accounting. The MSSF develops knowledge, skills, and abilities in cost management, financial management, business analysis and valuation, financial statement analysis as well as decision modeling and simulation.

Additional topics covered include fraud in financial management and advanced corporate financial strategy. Elective courses focus on enhancing the financial professional's abilities in specific areas, such as investment management, international financial management and taxation and auditing.

The Chancellors' Master of Science in Strategic Finance has three tracks that a student can select from investments, managerial finance or accounting.

Students can earn an MS in Strategic Finance degree in 12-24 months depending on full or part time study. In addition, to better serve the needs of working adults, courses are offered online in an asynchronous format.

Target Audience

This program will target primarily two groups of students – traditional undergraduates who are seeking a graduate degree in Strategic Finance after college and adult learners with a bachelor's degree returning to earn a graduate degree who have professional experience.

These students may be pursuing this graduate degree for various reasons, some of which are depicted by the three tracks in the MSSF program. Students who wish to pursue a CPA may count the 30 credits in the M.S. Strategic Finance towards their completion of their 150-hour requirement. Some students wish to pursue a CFA designation to enhance their career potential and will therefore select the Investments track. Students who wish to pursue a career in strategic finance may select the Managerial Finance track.

Admissions

Admissions requirements vary by campus.

Master of Science in Strategic Finance (30 cr.)

Requirements are broken down as follows:

- Strategic Finance Core (24 cr.)
- MSF TRack (6 cr.)

- All courses are 3 credit hours, unless otherwise noted.

Degree Requirements (30 cr.)

Strategic Finance Core (24 cr.)

- BUEA-F 510 Financial Management; OR
  BUNW-C 517 Financial Management Analysis; OR
  BUSE-C 522 Financial Management
- BUKO-A 511 Financial Accounting Theory and Practice I; OR
  BUSE-E 589 Intermediate Accounting I
- BUSE-A 507 Modeling and Simulation
- BUSE-E 577 Financial Statement Analysis- A Case Based Approach
- BUSE-E 594 Business Analysis and Valuation
- BUSB-C 502 The Legal and Ethical Environment of Business; OR
  BUSE-E 597 Fraud Issues in Business
- BUSE-E 595 Advanced Corporate Finance; OR
  BUSB-F 542 Strategic Financial Management

Select one of the following:

- BUKO-D 542 Advanced Managerial Accounting
- BUNW-A 513 Accounting for Decision Making
- BUSB-F 503 Decision Making Tools in Accounting
- BUSE-A 505 Strategic Cost Management

Track Courses (6 cr.)

Select one of the following tracks:

Investment Track

- BUNW-F 517 Speculative Markets and Investment Strategy; OR
  BUSB-F 517 Financial Markets and Institutions; OR
  BUSE-E 567 Portfolio Management and Investment Analysis

Select one from the following

- BUKO-C 555 Investment Management
- BUNW-F 524 Investment Management
- BUSB-F 514 Investment Management
- BUSE-E 557 Investment Management

Accounting Track

- BUKO-A 528 Introduction to Taxation; OR
  BUSE-H 546 Advanced Corporate Taxation
- BUKO-A 534 Auditing Theory and Practice; OR
  BUSE-G 533 Auditing

Managerial Finance Track

Select two from the following

International Finance (one of the following):

- BUKO-F 571 International Corporate Finance
- BUSB-F 530 International Finance
- BUSE-E 568 International Financial Management; OR
  BUEA-F 511 International Financial Management

Marketing and Investments (two of the following):

- BUNW-F 517 Speculative Markets and Investment Strategy
- BUSB-F 517 Financial Markets and Institutions
- BUSE-E 567 Portfolio Management and Investment Analysis

Investment Management (one of the following):

- BUKO-C 555 Investments
- BUNW-F 524 Investment Management
- BUSB-F 514 Investment Management
- BUSE-E 557 Investment Management

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Bachelor of Arts in Sustainability Studies

Bachelor of Arts in Sustainability Studies

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Many online support services are available to assist you as you progress through the program.

Sustainability studies is quickly becoming one of the most important fields as the global population faces increasingly pressing environmental challenges. As a student in the Bachelor of Arts in Sustainability Studies, you study climate, energy, geography, history, sociology, and economics to understand the complex environmental problems of today. You learn modern conservation methods and techniques and adopt a transformative mindset so that you can become an effective agent of change.

When you complete the program, you will be able to:

- Identify fundamental environmental, social, and economic concepts associated with sustainability.
- Synthesize historical and contemporary and scientific and ethical arguments to develop a systems approach to sustainable practices.
- Use skills of persuasion, audience analysis, and aesthetic expression to advance rhetoric and argument, media communications, public relations, and political/community organizing related to sustainability.
- Apply quantitative and qualitative tools and metrics to design innovative sustainable practices and assess their impact.
- Demonstrate professional skills of leadership and collaboration through experiential learning (civic engagement, service learning, research, or internship) in order to apply sustainable solutions in real-life settings.

Admissions

Students who meet the admission standards of their home campus will be admitted directly into the Bachelor of Arts in Sustainability Studies major.

Degree Requirements (120 cr.)

To earn the BA in Sustainability Studies, students must complete 120 overall credit hours, statewide general education, any additional campus and school requirements, and the requirement of the 42-43 credit hour BA in Sustainability major, which are as follows:

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- The College of Liberal Arts and Sciences additional requirements (14-23 cr.).
- Major Requirements (42 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)

- Courses required for the major must be completed with a grade of C- or higher.
- A minimum CGPA of 2.0 i required
- All courses are 3 credit hours unless otherwise noted

Major Requirements (42 cr.)

- SUST-C 301 Fundamentals of Sustainability Studies

Scientific Foundations of Sustainability (6-7 cr.)

Select one from the following:

- BIOL-L 100 Humans and the Biological World
- GEOG-G 107 Physical Systems of the Environment
- GEOG-G 108 Physical Systems of the Environment Laboratory (2 cr.)
- GEOG-G 110 Human Geography in a Changing World
- GEOL-G 101 Introduction to Earth Science
- GEOL-G 185 Global Environmental Change

Select two from the following:

- BIOL-L 325 Ecological Principles (4 cr.)
- BIOL-L 333 Environmental Science
- GEOL-G 400 Energy: Sources and Needs
- GEOL-G 476 Climate Change Science
- SUST-C 330 Scientific Foundations of Sustainability

Social and Behavioral Foundations of Sustainability (6 cr.)

Select two from the following:

- AAAD-A 301 Community Planning and Development
- GEOG-G 315 Environmental Conservation
- POLS-Y 308 Urban Politics
- POLS-Y 346 Politics in the Developing World
- SOC-S 308 Global Society
- SUST-C 340 Social and Behavioral Approaches to Sustainability

Arts and Humanities and Sustainability (3 cr.)

Select one from the following:

- ENG-L 301 English Literature Survey I
- ENG-L 390 Children's Literature
- SUST-C 350 Sustainability in the Arts and Humanities

Methods and Techniques for Sustainability Studies (6 cr.)

Select two from the following:

- ECON-E 270 Introduction to Statistical Theory in Economics and Business
- GEOG-G 338 Geographic Information Systems
- GEOG-G 438 Advanced Geographic Information Systems
- SOC-S 261 Research Methods in Sociology
- SOC-S 262 Statistics for Sociology

Written Communication (3 cr.)

Select one from the following:

- ENG-W 230 Writing in the Sciences
- ENG-W 231 Professional Writing Skills
- ENG-W 234 Technical Report Writing
- ENG-W 250 Writing in Context
  VT: Writing Nature
- ENG-W 270 Argumentative Writing

Business and Economics of Sustainability (3 cr.)

Select one from the following:

- GEOG-G 314 Urban Geography
- GEOG-G 320 Population Geography
- GEOG-G 369 Geography of Food
- GEOG-G 478 Global Change, Food, and Farming Systems
- PHIL-P 306 Business Ethics
- SUST-C 360 Business and Economics of Sustainability

Sustainability Electives (6 cr.)

- Two additional courses selected from the list of eligible courses. Electives cannot be used to satisfy other BA in Sustainability requirements

Sustainability Capstone (3 cr.)

- SUST-C 490 Sustainability Practicum

Graduate Certificate in Teaching English Learners

Graduate Certificate in Teaching English Learners

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU Bloomington, Indiana University Purdue University Indianapolis, IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

Many online support services are available to assist you as you progress through the program.

The IU Online Graduate Certificate in Teaching English Learners provides graduate-level instruction to students interested in obtaining advanced skills and knowledge in this area.

As a student in this certificate program, you gain a depth of knowledge in a variety of historical subjects, practice historical interpretation, think critically, employ research and analysis methods, and communicate concepts and ideas with precision and clarity.

Upon successful completion of the program, you will have:

- Effective oral and written historical communication skills.
- The ability to perform research.
- The ability to construct original historical arguments.
- The ability to effectively teach dual-credit history courses.

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

The Graduate Certificate in History is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in history to hold either a master's degree in history or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in a discipline other than history, you can meet HLC standards by completing the 18 credit hour Graduate Certificate in History.
- If you plan to pursue the IU Online MA in History or the IU Online MAT in History, you may apply the 18 credit hours from the Graduate Certificate in History toward the master's degree.

Admissions

Admissions requirements vary by campus.

Certificate Requirements (18 cr.)

Requirements are broken down as follows:

- Required Courses (18 cr.)

- All courses are 3 credit hours, unless otherwise noted.

Required Courses (15 cr.)

Summer 2

- EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education

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Fall (take concurrently)

- EDUC-L 521 Language and Literacy Foundations for Teaching English as a New Language
- EDUC-L 570 Practicum in Language and Literacy (1 cr.)

Spring (take concurrently)

- EDUC-L 503 Assessment Literacy for Cultural and Linguistic Diversity
- EDUC-L 571 Practicum in English as a New Language Assessment (1 cr.)

Summer 1

- EDUC-L 522 English as a New Language Instructional Methods
- EDUC-L 572 Practicum in English as a New Language Pedagogy (1 cr.)

Master of Science In Education in Teaching, Learning, and Curriculum

Master of Science In Education in Teaching, Learning, and Curriculum

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IU Bloomington, IU East, IUPUC, IUPUI, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Technology is rapidly revolutionizing society, making it imperative that educators learn to use digital tools to strengthen their teaching and improve student learning.

The IU Online Master of Science in Education (MSEd) in Educational Technology for Learning will engage you in a technology-infused curriculum that requires you to use and evaluate a wide variety of digital tools used in educational environments. As a student in the program, you will consider how you can teach differently in today's technology-enhanced environments. You will develop new technology skill sets and be able to determine which technologies to apply in order to achieve your pedagogical goals.

As the United States strives to develop a globally competitive workforce, demand is high for educators who can engage learners in 21st-century skills and mindsets. The MSEd in Educational Technology for Learning curriculum connects theory to practice, preparing you to design learning experiences that promote creativity and active learning through the integration of digital tools.

Admissions

Admissions requirements vary by campus.

Degree Requirements (30 cr.)

Requirements are broken down as follows:

- Core Requirements (15 cr.)
- Teacher, Learning, and Curriculum Track (12 cr.)
- Capstone (3 cr.)

- All courses are 3 credit hours, unless otherwise noted.

Core Requirements (15 cr.)

- EDUC-E 555 Human Diversity in Education; OR EDUC-J 655 Seminar in Multicultural and Global Education
- EDUC-J 500 Instruction in the Context of the Curriculum
- EDUC-J 501 Strategies for Teaching, Learning, and Curriculum
- EDUC-J 502 Assessment and Evaluation
- EDUC-Y 520 Strategies for Education Inquiry

Teaching, Learning, and Curriculum Tracks (12 cr.)

Each track is composed of a set of four interdisciplinary courses offered across teaching, learning, and curriculum that reflect the anticipated needs and interests of MSEd in Teaching, Learning, and Curriculum students. Courses will be taught by curriculum and instruction faculty with faculty in different specializations offering courses on occasion.

Select one from the following:

Early Childhood Care and Education (12 cr.)

- EDUC-E 506 Curriculum in Early Childhood
- EDUC-E 525 Advanced Curriculum Study in Early Childhood
- EDUC-P 515 Child Development
- One course selected from one other TLC Track

STEM and Arts Innovations (12 cr.)

- EDUC-Q 528 Making for Learning
- EDUC-S 504 Introduction to STEM Teaching
- EDUC-Z 501 Art Methods for Non-Art Specialist Educators
- One course selected from one other TLC Track

Teacher Leadership and Instructional Coaching (12 cr.)

- EDUC-A 510 School Community Relations
- EDUC-A 629 Continuous School Improvement and Data-Informed Decision-Making
- EDUC-J 503 Teacher Leadership and Instructional Coaching
- One course selected from one other TLC Track

Educating Exceptional Learners (12 cr.)

- EDUC-K 553 Classroom Management and Behavior Support
- EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education
- EDUC-W 551 Educational Foundations for High Ability Students
- One course selected from one other TLC Track

Capstone (3 cr.)

- EDUC-J 597 Teaching, Learning, and Curriculum Capstone

Certificate in Labor Studies

Certificate in Labor Studies

Collaborative Online Degree

This certificate is 100 percent online.This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Many online support services are available to assist you as you progress through the program.

Admissions

Admissions requirements vary by campus.

Certificate Requirements (30 cr.)

Requirements are broken down as follows:

- Arts and Humanities (3 cr.)
- Social and Behavioral Sciences (3 cr.)
- Sciences and Mathematics (3 cr.)
- Additional from one area above (3 cr.)

Select six from the following:

- LSTU-L XXX Labor Studies with the exception of LSTU-L 190, LSTU-L 199, LSTU-L 290, and LSTU-L 299

Master of Science in Actuarial Science

Master of Science in Actuarial Science

Collaborative Online Degree

This is a 100 percent online degree program offered collaboratively by **Indiana University South Bend**, Indiana University East, Indiana University Indianapolis, and Indiana University Northwest. An accelerated master's degree program in Actuarial Science is also available.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

Many online support services are available to assist you as you progress through the program.

Program Description

The IU Online Collaborative Master of Science Degree in Actuarial Science is a rigorous program of study that combines advanced mathematical and technological knowledge with critical thinking and problem-solving skills. Graduates will be qualified to work in the insurance industry and other businesses involved in risk analysis, risk management, and statistical modeling. This degree will provide students with the skills needed to pass the advanced professional actuarial examinations and be well-prepared for lucrative mid-career positions in the insurance and/or financial industry.

The program is designed to prepare you for the Society of Actuaries (SOA) exams SRM (Statistics for Risk Modeling), FAM (Fundamentals of Actuarial Mathematics), and one of ALTAM (Advanced Long Term Actuarial Models) or ASTAM (Advanced Short Term Actuarial Models).

Admissions

To be accepted to this program, you must have:

- Baccalaureate degree in Actuarial Science or equivalent preparation that meets the core requirements of a B.S. Actuarial Science.
- Transcripts from all colleges and universities attended must be provided. Transcripts not required from IU Campuses.
- 3.0 minimum undergraduate GPA

You may submit a 250-word personal statement explaining your background and reasons for entering the program. This statement should include your career goals, a summary of relevant work experience, and a discussion of any deficiencies in your academic record that do not meet program admission standards.

Degree Requirements (30 cr.)

To earn the MS in Actuarial Science, you must complete 30 credit hours. Requirements are broken down as follows:

- Core Courses (15 cr.)
- Actuarial Specialization (3 cr.)
- Electives (12 cr.)

Core Courses (15 cr.)

- MATH-A 600 Statistics for Risk Modeling I

Pending approval
- MATH-A 601 Statistics for Risk Modeling I
  Pending approval
- MATH-A 605 Fundamentals of Long-Term Actuarial Mathematics
- MATH-A 606 Fundamentals of Short-Term Actuarial Mathematics
- MATH-A 699 Capstone in Actuarial Sciences
  Pending approval

Actuarial Specialization (3 cr.)

Select one of the following:

- MATH-A 610 Advanced Long-Term Actuarial Mathematics
  MATH-A 611 Advanced Short-Term Actuarial Mathematics
  Pending approval

Electives (12 cr.)

Select four of the following:

- MATH-M 451 The Mathematics of Finance
- MATH-M 485 Life Contingencies
- STAT-S 431 Applied Linear Models I; OR
  STAT-S 531 Applied Linear Models II
- STAT-S 432 Applied Linear Models II; OR
  STAT-S 532 Applied Linear Models II
- STAT-S 450 Time Series Analysis

Master of Arts for Teachers in German

Master of Arts for Teachers in Computer Science

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend** and IU Northwest. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

Many online support services are available to assist you as you progress through the program.

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

The stackable structure of the MAT in German is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in history to hold either a master's degree in history or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you need both discipline-specific coursework and a master's degree, the MAT in Computer Science meets HLC standards.
- If you already hold a master's degree in a discipline other than history, you can meet HLC standards by completing the Graduate Certificate in Computer Science.

Admissions

Admissions requirements vary by campus.

MAT Requirements (30 cr.)

Requirements are broken down as follows:

- Computer Science Component (18 cr.)
- Graduate Education Content Area (12 cr.)

- All courses are 3 credit hours, unless otherwise noted.

Computer Science Component (18 cr.)

- CSCI-T 500 Computer Science Foundations
- CSCI-T 510 Introduction to Computing and Programming
- CSCI-T 520 Introduction to Software Systems
- CSCI-T 530 Introduction to Informatics
- CSCI-T 540 Introduction to Data Science
- CSCi-T 550 Introduction to Cybersecurity

Education Component (12 cr.)

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

Bachelor of Science in Medical Imaging Technology

Bachelor of Science in Medical Imaging Technology

Collaborative Online Degree

This 100 percent online, consortial program is taught by **IU South Bend**, IUPUI, IU Kokomo, and IU Northwest. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

Many online support services are available to assist you as you progress through the program.

The IU Online Collaborative Bachelor of Science in Medical Imaging Technology (MIT) is geared to working professionals who are already certified in a medical imaging related field. Complement your technical certification and learn to communicate effectively, think critically, and apply problem-solving skills in the healthcare environment so that you can pursue opportunities in healthcare leadership roles, healthcare education, research, and graduate school.

Medical Imaging Technology Program Outcomes

The Bachelor of Science in Medical Imaging Technology program seeks to:

- Identify the various features of advanced modalities.
- ustify positions concerning healthcare issues.
- Communicate effectively across multiple contexts.
- Apply critical thinking skills

Medical Imaging Technology Course Outcomes

You will gain knowledge and skills in the following core areas:

1. Medical Imaging Technology Principles (3 cr.)
   - Learn the history of the medical imaging profession
   - Master basic imaging principles for a variety of imaging modalities
2. Medical Imaging Technology Procedures (3 cr.)
   - Compare and contrast the various modalities in terms of radiation sources, uses, and safety.
   - Apply medical imaging concepts and principles to analyze new uses and procedures.
3. Anatomy and Pathology (6 cr.)
   - Explain the different disease states that are seen or treated within the field of radiology.
   - Determine which radiologic procedures are used in the diagnosis and treatment of various disease states.
   - Analyze how physicians use patient data and images for use in patient case management.
   - Identify anatomical structures of the human body.
   - Describe relationships of structures to one another.
   - Discuss the different appearance of anatomy from one modality to another.
4. Research in Medical Imaging Technology (6 cr.)
   - Demonstrate computer skills needed to perform a literature search.
   - Formulate a research question.
   - Research a selected topic.
   - Use a variety of multimedia tools to produce images for presentations and posters.
   - Disseminate scientific information in a professional-quality poster and research paper.
   - Investigate the basic tenets of human-subjects research.
5. Medical Imaging Technology Nonclinical Concentration (12 cr.)

Students with both a primary and post-primary certification (i.e., RT and CT) are eligible for up to 12 special credit hours. Special credit hours cannot be used toward the 30 in-residence IU hours.

Students must complete 12 hours of elective coursework. Students may develop their own tracks with the consent of their program faculty.

Admissions

Admissions requirements vary by campus.

Degree Requirements (120 cr.)

To graduate with the BS in Medical Imaging Technology, you must complete a total of 120 semester credit hours, including

- Campus General Education Requirements (33 cr.)
- College or school requirements according to campus of residence
- Imaging 1 (3 cr.)
- Imaging 2 (3 cr.)
- Multiplanar Anatomy and Pathology I (3 cr.)
- Multiplanar Anatomy and Pathology II (3 cr.)
- Topics (3 cr.)
- Research (3 cr.)
- Professional Development (12 cr.)
- Clinical Practicum/Internship (12 cr.)
- ESpecial Credit

- Complete at least 30 credit hours through Indiana University.
- Complete at least 30 credit hours at the 300– and 400–level.
- Maintain a minimum GPA of 2.0, and achieve a minimum grade of C in each required course.

Imaging 1

- MIT-R 470 Advanced Diagnostic Imaging I

Imaging 2 (3 cr.)

- MIT-R 471 Advanced Diagnostic Imaging II

Mutiplanar Anatomy and Pathology I

- MIT-R 472 Multiplanar Anatomy and Pathology I

Mutiplanar Anatomy and Pathology II

- MIT-R 473 Multiplanar Anatomy and Pathology II

Topics (3 cr.)

- MIT-R 474 Advanced Topics in Medical Imaging

Research (3 cr.)

- MIT-R 475 Research and Methocs in Medical Imaging

Professional Development

Non-clinical students will complete 1–4 courses, depending on eSpecial credit considerations

- MIT-R 402 Medical Imaging Informatics
- MIT-R 413 Introduction to Imaging Technology Leadership
- MIT-R 416 Trends in Medical Imaging Technology I
- RAD-R 418 The Teaching Technologist

Clinical Practicum/Intership (12 cr.)

Students seeking clinical concentration will complete 12 credits of clinical practicum/internship experience

- AHLT-R
- RADS-R

eSpecial Credit

eSpecial Credit may take the place of Professional Advancement courses for students holding additional credentials. Program Directors can evaluate additional transfers should a student request permission.

- MIT-R 431 Second Certification (Professional Credential) (1-12 cr.)
- RADI-R 431 Second Certification (Professional Credential) (1-12 cr.)

Bachelor of Applied Science

Bachelor of Applied Science Tracks (12 cr.)

As a BAS student, you must choose from one of three tracks: healthcare management, sustainability studies, and individualized. You take courses related to the track you choose. These include a capstone course that helps you integrate what you have learned.

Health Management Track (12 cr.)

Select one of the following:

Learning Outcome 1: Compare and contrast the United States healthcare system, including reimbursement, with other systems around the world.

Select one from the following

- BUS-H 320 Systems of Health Care Delivery
- HSCI-H 415 Global Child and Adolescent Health
- PAHM-B 320 Global Systems of Health Care Delivery
- PAHM-H 320 Health Systems Administration;OR SPEA-H 320 Health Systems Administration
- SPEA-V 450 Contemporary Issues in Public Affairs Learning Outcome 2

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

Select one from the following:

- BUS-H 352 Health Care Financial Management
- BUS-H 402 Hospital Organization and Management
- xBUS-H 411 Management of Long-Term Care Facilities
- PAHM-H 441 Legal Aspects of Health Care Administration; OR xSPEA-H 441 Legal Aspects of Health Care Administration
- PAHM-H 474 Health Administration and Policy
- PAHM-W 314 Ethics for Health Professionals
- SPEA-H 452 Health Disparities Learning Outcome 3

Learning Outcome 3: Evaluate access to and cost of US health care, including reimbursement practices, for different types of care.

Select one from the following:

- AHSC-H 350 Economics of Health Care
- BUS-H 354 Economics of Health Care
- PAHM-H 354 Health Economics x
- PAHM-H 315 Consumer Health
- PAHM-H 352 Healthcare Finance I

Learning Outcome 4: Effectively assess and implement improvements in clinical care, customer service, and human resource planning in a health care setting.

Select one from the following:

- PAHM-B 371 Human Resources Management in Health Care; OR xSPEA-H 371 Human Resources Management in Health Care Facilities
- PAHM-B 352 Performance Improvement in Health Management

- PAHM-H 401 Strategic Planning in Health Organizations
- PAHM-M 366 Leadership for Health Professionals
- SPEA-H 322 Principles of Epidemiology
- SPEA-H 402 Hospital Administration

Sustainability Track (12 cr.)

Track 1

- SUST-C 301 Fundamentals of Sustainability Studies

Track 2

Select three from the following:

- GEOG-G 315 Environmental Conservation x
- GEOG-G 338 Geographic Information Systems
- GEOL-G 476 Climate Change Science
- GEOL-G 478 Global Change, Food, and Farming Systems
- POLS-Y 308 Urban Politics x
- POLS-Y 346 Politics of the Developing World
- SOC-S 308 Global Society
- SOC-S 419 Social Movements and Collective Action
- SUST-C 340 Social and Behavioral Approaches to Sustainability
- SUST-C 350 Sustainability in the Arts and Humanities
- SUST-S 400 Energy: Sources and Needs

Individualized Track (12 cr.)

The student, in close consultation with an advisor, selects 12 hours of 300– and 400–level courses to complete this track.

Graduate Programs

Graduate Program Requirements and Procedures

Pictured | **Joe Wilfing** | *Master of Public Affairs, Strategic Sustainability Leadership* | Bachelor of General Studies, IU South Bend, 2002 | South Bend, Indiana (hometown)

Graduate Admission

Application Requirements and Procedures

All international students must apply through the Office of International Student Services.

Admission to IU South Bend graduate programs is degree-specific. Applicants are encouraged to consult program directors for degree-specific admissions requirements. All students interested in pursuing graduate education must fulfill the following initial requirements:

- Earn a bachelor's degree from an 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

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 credentialling 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.

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 | 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.

Academic Regulations and Policies

Academic Integrity

Students are expected to adhere to the highest ethical standards in all their coursework and research. Individuals violating that code of conduct are subject to disciplinary action; such breaches could lead to expulsion of the student from Indiana University or to rescission of a degree already granted. The Indiana University Graduate School has prepared a document entitled Integrity in Graduate Study, which, among other topics, deals with plagiarism, fraud, and conflicts of interest.

Academic Standing

The university has established levels of competency, according to grade point average and semesters completed, which determine whether a graduate student is in good standing, on probation, or ineligible to continue studies.

- **Good Standing** | Those students who consistently maintain a minimum GPA on their cumulative and semester records as defined by the graduate program in which the student is formally admitted.
- **Probation** | Students are on probation for the duration of the next regular semester or summer session following one in which the minimum GPA was not obtained and/or maintained.
- **Dismissal** | Students may be dismissed from graduate programs if they do not maintain satisfactory academic standing as defined by the student's program of study.

Addition of Courses

A graduate student who wishes to enroll in additional coursework after the first two weeks of a regular semester, or after the first week of a summer session, may do so if the instructor of the course, the graduate advisor, and the graduate program director recommend to the dean that this be done.

Special fees are assessed for most late registrations.

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.

Grade Point Average

A minimum grade point average (GPA) must be maintained to remain in good academic standing in the master's degree program. There are differences among the master's programs. At no time may an earned grade of D or F be counted towards a master's degree. The individual master's programs have minimum standards with some using a grade of B (3.0) as a minimum standard. Review the graduate program GPA requirements for remaining in good academic standing.

Independent/Correspondence Study

Credit earned in correspondence courses may not be counted towards any graduate degree. It is possible, however, that such work may be used by the student to make up entrance deficiencies. For more information, contact an academic advisor.

Semester Load

Graduate students shall be considered full time if they are registered for 8 credit hours (4 credit hours during each summer session) and their programs of study meet with

the approval of the academic programs. Courses taken as an auditor may not be counted in the definition of full-time study; however, courses taken to remove undergraduate deficiencies for admission may be counted.

Graduate students may take no more than 16 hours of credit in any semester, nor more than a total of 16 credit hours in all the summer sessions in any one year without permission of their graduate advisor. Students who are employed are advised to take into account the demands that such activities make on their time and to reduce their course loads accordingly.

Time Limits for Graduate Study

The age of coursework and/or degrees earned may impact the number of transfer credit hours, courses, and number of hours needed to complete educational objectives. The age of credit hours and changes in coursework vary in each graduate program.

There are also time limits imposed for completion of graduate degrees. These limits vary; however, most programs require completion within five years from the start of graduate coursework.

Students are required to work closely with their program advisor to plan their coursework and the completion of their degree.

Withdrawal

Withdrawals prior to the last day to drop a course (see official calendar for each semester) are automatically marked W. According to university regulations, withdrawal after this date is permitted only with the approval of the dean of the student's school for urgent reasons related to the student's health or equivalent distress. In all such cases, the student must submit a request for late withdrawal to the advisor or to the graduate program director. This request must be supported by the instructor of the course, the graduate advisor, and the graduate program director, and then be forwarded to the dean with an accompanying statement outlining the reasons for the request. If the dean approves the request, the student's mark in the course shall be W, if the work completed up to the point of withdrawal is passing; otherwise a grade of F shall be recorded. Failure to complete a course without an authorized withdrawal results in the grade of F.

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

Graduate Program Contacts

Graduate Program Contacts

General inquiries and initial questions regarding programs and graduate admission, and information for those who possess a bachelor's degree and wish to pursue academic coursework outside of an established program of study at IU South Bend, should contact directly the schools and colleges listed below or call the Office of Admissions for assistance at (574) 520-4839.

College of Arts and Sciences

Ernestine M. Raclin School of the Arts

- Music | Northside Hall 01 | (574) 520-4177 | jemuniz@iu.edu

School of Humanities and Social Sciences

- ok Master of Arts in English | Wiekamp Hall 3127 | (574) 520-4304 | chuhe@iu.edu, enggrad@iu.edu
- Master of Liberal Studies | Wiekamp Hall 2119 | (574) 520-4393 | shenbrow@iu.edu
- Master of Public Affairs | Wiekamp Hall 2188 | (574) 520-4334 | tandrade@iu.edu, jms21@iu.edu

School of Natural Sciences

- Master of Science in Applied Mathematics and Computer Science | Northside Hall 331 | (574) 520-4297 | liqzhang@iu.edu

College of Professional Studies

Judd Leighton School of Business and Economics

- Administration Building 203C | (574) 520-4138 | dadeyo@iu.edu | mmerhi@iu.edu

School of Education

- Education and Arts 2238 | (574) 520-4208 | murilloc@iu.edu

Vera Z. Dwyer College of Health Sciences

- Division of Nursing Science | Northside Hall 436 | (574) 520-4014 | cwendelb@iu.edu
- Master of Science in Speech-Language Pathology | Elkhart Center | (574) 294-4008 | iusbslp@iu.edu
- Master of Science in Occupational Therapy | Elkhart Center | (574) 520-4017 | iusbot@iu.edu

School of Social Work

- Wiekamp Hall | (574) 520-4880 | socwk@iu.edu

Graduate Programs

Pictured | **Genevieve Mathews** | *Masters of Applied Mathematics and Computer Science* | *Bachelor of Arts in Mathematics, 2023 / Minors in Computer Applications and Business Administration, 2023* | Mishawaka, Indiana (hometown)

Graduate Degrees and Certificates

- Applied Mathematics | Master of Science in Applied Mathematics and Computer Science
- Clinical Addictions Counselor (Licensed) | Licensure Patch
- Clinical Mental Health Counseling | Master of Scicence in Education
- Communication Studies | MA
- Business Administration | Master of
- Computer Science | Master of Science in Applied Mathematics and Computer Science
- Education | MSA | Unified Track | Elementary and Secondary with Reading and English Learners Focus
- Educational Leadership | Master of Science in
- English | Master of Arts in
- Finance | MBA with a concentration in
- General Business | Graduate Certificate in Business
- Marketing | MBA with a concentration in

- Mathematics | Master of Science in Applied Mathematics and Computer Science
- Mental Health Counseling | Licensure Patch
- Music | MM | Artist Diploma
- Nonprofit Management | Graduate Certificate in
- Occupational Therapy | Master of Science in
- Political Science | Master of Public Affairs
- Public Management | Graduate Certificate in
- School Counseling | Master of Science in Education | Licensture Patch
- Social Work | Master of
- Special Education | Master of Arts in Teaching (MAT)
- Speech Language Pathology | Master of Science in
- State Counseling Licensure Transfer Patch
- Sustainability Studies | Graduate Certificate in Strategic Sustainability Leadership
- Technology for Administration | Graduate Certificate in
- Transition to Teaching Licensure Program

Course Descriptions

Pictured |

IU South Bend Course Descriptions

- AFAM | African American Studies
- AHLT | Radiography/Medical ImagingTechnology
- AHSC | Applied Health Science
- AHST | Art History
- ANAT | Anatomy
- ANTH | Anthropology
- ARTS | Arts Management
- AST | Astronomy
- BIOL | Biology
- BUS | Business
- BUSB | Business: Graduate
- CHEM | Chemistry
- CJUS | Criminal Justice
- CLS | Clinical Laboratory Science
- COMM | Communication Studies
- 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
- HIM | Health Information Management
- 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]
- MATH | Mathematics
- MICR | Microbiology
- MUS | Music
- NURS | Nursing
- OCTH | Occupational Health
- OVST | Overseas Study
- PALC | Palliative and Support Care
- PHIL | Philosophy
- PHSL | Physiology
- PHYS | Physics
- POLS | Political Science
- PSY | Psychology
- REL | Religious Studies
- SOC | Sociology
- SPAN | Spanish
- SPCH | Speech
- SLHS | Speech Language Pathology
- SUST | Sustainability Studies
- SWK | Social Work
- TEL | Telecommunications
- THTR | Theatre
- WGS | Women's and Gender Studies

African American Studies | AFAM

Pictured | **Tanesia Jackson** | *Bachelor of Arts in Anthropology / Minor in African American 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.

AAAD-A 301 Community Planning and Development (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Introduction to the urban planning process. Examination of planning approaches to economic, environmental and social issues in minority communities and the region as a whole. Strategies for the preservation of minority group and lower income neighborhoods.

Art History | AHST

Pictured | **Nicole Rousculp** | *Bachelor of Fine Arts in Photography / Minors in Graphic Design and Art History* | South Bend, Indiana (hometown)
Club Affiliation | Fine Arts Club
Photo provided by Nicole Rousculp

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 Seventeeth 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.) 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.) 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

Applied Health Science

Pictured | **Baylie Lee** | *Health Promotion* | Elkhart, Indiana (hometown)

Applied Health Science (Collaborative Online Degree Program) | AHSC

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

AHSC-A 420 Healthcare Finance (6 cr.) This course is designed as an introduction to healthcare finance. Basic concepts of healthcare finance and business including health care reimbursement, cost, pricing, planning, budgeting, financial operations, investment, cash flow, risk analysis, profit, financing, and financial condition assessment.

AHSC-A 430 Supervision and Resource Management for Health Professionals (6 cr.) 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.) P: 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.) 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.) P: AHSC-C 415. 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 430 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.

AHSC-C 435 Program Assessment, Planning, and Evaluation II (3 cr.) P: AHSC-C415 and AHSC-C425. 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 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 302 Essentials of the Healthcare Delivery Systems (3 cr.) Students examine the history and functions of the US healthcare delivery system along with its components, interactions and controls. It compares US healthcare with healthcare abroad and examines the impact of social determinates of health on the ability of the US healthcare system to meet the needs of its users.

AHSC-H 303 Leadership and Management in Healthcare (3 cr.) This course looks at how, from a leadership perspective, to effectively deliver health care services in a variety of healthcare settings. 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.) P: 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.) P: 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.) P: 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.

AHSC-H 340 Research in the Health Sciences (3 cr.) This course is designed as an introduction to using the research process to address health science problems and the use of evidence as a foundation for practice. Critical analysis of research studies will be emphasized.

AHSC-H 350 Economics of Health Care (3 cr.) P: 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:

AHSC-H 360 Population Health, Epidemiology, and Biostatistics (6 cr.) In this course, students are provided an overview of the principles and practice of population health, epidemiology, and biostatistics. Students will be introduced to the basic terms and definitions of population health and the factors that lead to disease causation, as well as disease prevention. Students will explore and discuss the concepts of social justice, health disparities, determinants of health, culture, health systems, lifespan, and health promotion as they apply to groups of people, rather than to individuals. Through an introduction to epidemiologic terminology, methods, critical thinking, and basic analysis, students will be able to describe how disease is distributed within populations and communities.

AHSC-H 370 Informatics for the Health Sciences (3 cr.) In this course, students will explore the impact of meaningful data on health care systems. The concepts of converting data to information to knowledge in the national effort to create electronic health care records that provide privacy and security while ultimately improving patient outcomes will be discussed. Details on meaningful use in electronic health records, health care data analytics, health informatics exchange, quality improvement strategies, public health informatics, and health informatics ethics will be examined.

AHSC-H 480 Healthcare Grant Writing and Internship (6 cr.) This course is designed to assist the student in applying acquired knowledge and skills in appropriate professional settings. The internship focus of this course will provide students with a culminating project that demonstrates mastery of program competencies. The grant writing portion of the course will assist the student to gain introductory experience in the process of grantsmanship.

Allied Health | AHLT

Pictured | **Ashley McIntire** | *Associate of Science in Radiography* | North Liberty, Indiana (hometown)
Volunteer Activity | Memorial Hospital

Allied Health | AHLT

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

Note | Except for AHLT-R 185 Medical Terminology, Allied Health courses are open only to student admitted into the radiography clinical/professional program.

AHLT-B 320 Systems of Health Care Delivery (3 cr.) Students examine the U.S. health delivery systems and its components. The focus of this course is on the current and potential future health services systems and their components. In addition, common leadership and management models/theories, communication styles, use of technologies in health care and documentation of patient/family/community health problems, the developing electronic health record, and impact of culture on the components of the system and on health care providers-patients/families/healthcare provider interactions are discussed.

AHLT-H 331 Environmental Health (3 cr.) Online Collaborative Degree. P: Check schedule of classes. 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.

AHLT-M 192 Introduction to Health Information Management and Reimbursement (2-3 cr.) Overview of medical insurance programs, including Medicare and Medicaid, and reimbursement methodologies related to third party payers in the outpatient setting. Overview of release of information principles, privacy and security standards as outlined by HIPAA. Relate CPT, ICD-9-CM and HCPCS codes to billing process.

AHLT-M 195 Medical Terminology (3 cr.) Online Collaborative Degree. P: Check schedule of classes. The study of the language of medicine, including word construction definitions, spelling and abbreviations; emphasis placed on speaking, reading and writing skills.

AHLT-M 330 Medical Terminology (3 cr.) This course is the study of the language of medicine, including word construction, definitions, spelling, and abbreviations. It provides a basic knowledge of anatomy and physiology, pathology, surgical procedures, laboratory and radiology procedures, and pharmacology. Greek and Latin prefixes, suffixes, word roots, and combining forms are presented. Emphasis is forming a foundation for a medical vocabulary including definition, spelling, and pronunciation. Medical abbreviations, signs, and symbols are included.

AHLT-M 392 Introduction to Health Information Management and Reimbursement (2-3 cr.) Online Collaborative Degree. P: Check schedule of classes. Introduction of Health Information Management (HIM) principles and policies, medical records, standards, regulations, licensure, and content. Overview of medical insurance programs, including Medicare, Medicaid, Tricare, group health plans, and Worker's Compensation

reimbursement methodologies related to third party payers. Overview of release of information principles, privacy and security standards as outlined by HIPAA.

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: Radiography AS students only. 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: Radiography AS students only. 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: Radiography AS students only. 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.) P: Radiography AS students only. 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 180 Radiographic Procedures Lab (1-6 cr.) P: Must be admitted to the AS in Radiography. The Radiology Student Lab is designed to introduce radiographic procedures in a simulated setting. The lab coincides with the Radiographic Procedure course schedule. Procedures are introduced in the didactic setting where they can be translated directly into the simulated lab. The instructor will teach the labs using the same procedures taught in the didactic setting. Students will then be able to practice the simulated procedures with their peers and instructor. Before an exam is practiced in the clinical setting on a live patient, the student must pass their lab evaluation by at least 80%.

AHLT-R 181 Clinical Experience in Radiography (1-6 cr.) S-F Grading. P: Radiography AS students only. 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.) S-F Grading. P: Radiography AS students only. 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: Radiography AS students only. A survey of the changes the occur in the diseased state to include general concepts of disease, causes of disease, clinical symptoms and treatment, and diseases that affect specific body systems.

AHLT-R 201 Radiographic Procedures II (3-4 cr.) P: Radiography AS students only. 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: Radiography AS students only. 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: Radiography AS students only. Concepts in radiography with emphasis on special radiographic procedures and related imaging modalities.

AHLT-R 207 Seminar (1-5 cr.) P: Radiography AS students only. Current topics in radiography.

AHLT-R 208 Topics in Radiography (1-4 cr.) P: Radiography AS students only. Selected topics in radiography. May be repeated for credit if topics differ.

AHLT-R 222 Principles of Radiography 3 (3 cr.) P: Radiography AS students only. 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: Radiography AS students only. Fundamentals of radiation physics, X-ray generation, and equipment quality control.

AHLT-R 260 Radiobiology and Protection (1-3 cr.) P: Radiography AS students only. 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 277 Global Experience in Radiologic and Imaging Sciences (1-3 cr.) P: Must be admitted to a Radiography and Medical Imaging Program and have approval from the Program Director at the IU campus.

This course provides opportunities for imaging science students to compare and contrast health care systems in other countries. Participants will spend time visiting health care facilities, universities, and historical sites. Students will have opportunities for multiple collaborations and professional development opportunities with international counterparts.

AHLT-R 281 Clinical Experience-Radiography (1-6 cr.) S-F Grading. P: Radiography AS students only. 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.) S-F Grading. P: Radiography AS students only. 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.) S-F Grading. P: Radiography AS students only. 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.) S-F Grading. P: Radiography AS students only. 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.) P: Students formally admitted to the Medical Imaging Technology Program. 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.) P: Students formally admitted to the Medical Imaging Technology Program. 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.) P: Students formally admitted to the Medical Imaging Technology Program. 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.) P: Students formally admitted to the Medical Imaging Technology Program. 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.) P: Students formally admitted to the Medical Imaging Technology Program. 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.) P: Students formally admitted to the Medical Imaging Technology Program. 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 416 Trends and Issues in Medical Imaging (3 cr.) AHLT-R 416 is designed to have learners use critical reasoning to discuss trends and issues in medical imaging technology. Students will evaluate past issues involving radiation and reflect on past and current events.

AHLT-R 431 Second Certification (Professional Credential) (1-12 cr.) P: ARRT or ARDMS; other professional certification in the imaging sciences. Special credit given for having a second professional credential in radiologic sciences.

AHLT-R 434 Ultrasound Physics 1 (3 cr.) P: Students formally admitted to the Medical Imaging Technology Program. 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 Sonogarphy 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 472 Multiplanar Anatomy and Pathology I (3 cr.) This course is designed to instruct the medical imaging professional in multiplanar anatomy and the various disease states of the human body. Relevant pathology and anatomy will be covered.

AHLT-R 480 Clinical Practicum in Advanced Medical Imaging (1-6 cr.) P: Must be admitted to the Bachelor of Medical Imaging Technology Program. Clinical practicum courses are designed to provide the student with the necessary skills required to be an effective clinical practitioner in an advanced imaging modality. Students will be exposed to their field of study, specific to their modality. A student may complete a clinical practicum in cardiac-interventional radiography, computed tomography, magnetic resonance imaging, mammography, sonography, vascular-interventional radiography, or another modality approved by the

instructor. In addition to observing and participating in advanced diagnostic medical imaging procedures, the student is expected to demonstrate professional and ethical behavior in line with those behaviors outlined in the American Registry of Radiologic Technologists.

AHLT-R 481 Clinical Practicum: Vascular Imaging (.5-12 cr.) P: Students formally admitted to the Medical Imaging Technology Program. Clinical experience in the performance of vascular and neurological imaging studies.

AHLT-R 482 Clinical Practicum: Computed Tomography (CT) (0.5-12 cr.) P: Students formally admitted to the Medical Imaging Technology Program. Clinical experience in the performance of computed tomographic studies. Will allow students the opportunity to acquire clinical skills necessary to obtain high quality CT images, to objectly alter protocols based upon patient pathology or physical condition, and to identify image quality and make appropriate corrections. May be repeated for up to 12 credits.

AHLT-R 483 Clinical Practicum: Magnetic Resonance Imaging (0.5-12 cr.) P: Students formally admitted to the Medical Imaging Technology Program. 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.) P: Students formally admitted to the Medical Imaging Technology Program. 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.

AHLT-R 495 Medical Imaging Internship (1-6 cr.) P: Students must be formally admitted to the BSMIT program at IUSB. The Medical Imaging Internship is in place for students already working in the field. 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. One credit hour will consist of 40 contact hours of participation in Medical Imaging internship. This is a generic internship and may be used for a variety of internships related to the field of Medical Imaging. The student will participate for a minimum of 40 contact hours (1 credit) to a maximum of 240 (6 credits) for a facility deemed to be an appropriate facility to conduct an internship to gain experience in an area of mutual interest to the intern and the facility.

Anatomy | ANAT

Pictured | **Desirae Diamond** | *Bachelor of Science in Biological Sciences / Pre-Veterinary Science* | Wakarusa, Indiana (hometown)
Club Affiliation | Honors Program (secretary)

Anatomy | ANAT

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

ANAT-A 210 Human Anatomy (3 cr.) P: PHSL-P 130 and a Health Sciences student. Lecture and laboratory studies of the histology and gross morphology of the human form, utilizing a cell-tissue-organ system-body approach.

ANAT-A 211 Human Anatomy Laboratory (2 cr.) P: PHSL-P 130. This lab will accompany A210, Human Anatomy. This course is designed to instruct students in the anatomical structures and functions of the human body. Various body systems and physiological principles will be discussed.

ANAT-A 464 Human Tissue Biology (4-5 cr.) Microscopic structure of mammalian (with emphasis on human) tissues and organs.

Anthropology | ANTH

Pictured | **Tanesia Jackson** | *Bachelor of Arts in Anthropology / Minor in African American Studies* | South Bend, Indiana (hometown)

Anthropology | ANTH

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

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.) P: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. 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.) P: Must have earned a C or better in MATH-A 100 or a math placement exam score of level 3 or better, or an ALEKS assessment score of 36 or better to enroll. Can be currently enrolled. Transfer credit accepted. 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.) P: Permission of instructor or must have earned grade of D- or better in either ANTH-E 105 or ANTH-N 190 to enroll. Can be currently enrolled. Transfer credit accepted. 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.) P: Must have earned grade of D- or better in either SOC-S 161 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. 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. Repeatable for credit.

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.) P: Any ANTH or SOC course. 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: Any ANTH or SOC course. 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.) P: ANTH-E 105, ANTH-N 190, SOC-S 161 or SOC-S 163, and prior consent of instructor. 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. May be repeated for credit.

ANTH-B 300 Fundamentals of Bioanthropology (3 cr.) P: Must have earned grade of D- or better in either ANTH-E 105 or ANTH-N 190 to enroll. Can be currently enrolled. Transfer credit accepted. 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. May be repeated for credit.

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.) P: Must have earned grade of D- or better in either ANTH-E 105 or ANTH-N 190 to enroll. Can be currently enrolled. Transfer credit accepted. 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.) P: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. 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 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-Cutural Perspective (3 cr.) P: Any ANTH or SOC course. 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 valued in transnational and global contexts. I, II. May be taken twice with a different topic.

ANTH-L 300 Culture and Language (3 cr.) P: Must have earned grade of D- or better in either ANTH-E 105 or ANTH-N 190 to enroll. Can be currently enrolled. Transfer credit accepted. Explores the relationships between language and culture, focusing on research methodology and surveying various theoretical frameworks.

ANTH-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.

ANTH-N 390 The Natural World (3 cr.) P: Passed MATH-A 100 or scored >= 31 on ALEKS. 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 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-E 105 or ANTH-N 190. 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.) P: Permission of instructor. 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: Must have earned grade of D- or better in either ANTH-E 105 or ANTH-N 190 to enroll. Can be currently enrolled. Transfer credit accepted. 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).

ANTH-A 105 Human Origins and Prehistory (3 cr.) Introduction to the comparative study of contemporary

human cultures and social processes that influence behavior.

Arts Management | ARTS

Pictured | **Lily Greathouse** | *Bachelor of Fine Arts in Drawing and Painting* | Mill Creek, Indiana (hometown)

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.) 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.) 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.

Astronomy | AST

Astronomy | AST

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

AST-A 453 Topical Astrophysics (3 cr.) P: PHYS-P 323. Topics in astrophysics, not covered by other courses. The topic will vary depending on instructor. Possible topics include celestial mechanics, astrobiology, stellar interiors, stellar atmospheres, stellar populations, galaxy dynamics and cosmology. May be repeated for up to 6 credits.

AST-N 190 The Natural World (3 cr.) P: An ALEKS score of 31 or greater, or equivalent. 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. Repeatable for credit.

AST-N 390 The Natural World (3 cr.) P: PHYS-P 221. Explores an important scientific or technological issue in modern society. Applies scientific methods and interdisciplinary perspectives in an examination of the subject. Investigates the broader implications and ethical dimensions of scientific research and technological advancement.

Biological Sciences | BIOL

Pictured **| Dhruval Chaudhari |** *Bachelor of Science in Biological Sciences / Minors in Chemistry and Math* **|** Bapupura, Gujarat, India (hometown)

Honors Program
Club Affiliations | Biology and Chemistry Club; Botany Club

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: Must have earned a grade of C- or better in both BIOL-L 101 and L 102 to enroll. Transfer credit accepted. Can be currently enrolled. 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: L111, L100, L104, E112, L112, Q201.

BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.) Lecture and Laboratory. P: MATH-M 107 or MATH-M 125 or MATH-M 126 or MATH-M 127 or MATH-M 215 with a C- or higher; ALEKS Math Assessment score of 51 or higher, or have taken equivalent Math course to enroll. Can be currently enrolled. Transfer credit accepted. 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: MATH-M 107 or MATH-M 125 or MATH-M 125 or MATH-M 127 or MATH-M 215 with a C- or higher; ALEKS Math Assessment score of 51 or higher or have taken equivalent Math course to enroll. Can be currently enrolled. Transfer credit accepted. R: BIOL-L 101. 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 with a grade of C- or higher and CHEM-C 105 and CHEM-C 106 to enroll. Transfer credit accepted. Can be currently enrolled. Covers structure and function of

DNA and RNA; DNA replication, mechanisms of mutation, repair, recombination, and transposition; mechanisms and regulation of gene expression; and the genetic code, transcription, and translation. Introduces bacteriophages, plasmids, and the technology of recombinant DNA.

BIOL-L 280 Introduction to Bioinformatics (3 cr.) P: BIOL-L 102 and BIOL-L 211 with a grade of C- or higher in each course. 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 and BIOL-L 102 with a grade of C- or higher in each course, and CHEM-C 106, to enroll. Can be currently enrolled. Transfer credit accepted. 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 101, BIOL-L 102 and BIOL-L 211 with a grade of C- or higher in each course; and CHEM-C 105 and 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 101, BIOL-L 102 and BIOL-L 211 with a grade of C- or higher in each course; and CHEM-C 105 and 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. II

BIOL-L 312 Cell Biology (3 cr.) P: BIOL-L 101, BIOL-L 102 and BIOL-L 211 with a grade of C- or higher in each course; and CHEM-C 105 and 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 101, BIOL-L 102, BIOL-L 211 and BIOL-L 312 with a grade of C- or higher in each course; and CHEM-C 105 and CHEM-C 106. 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 101, BIOL-L 102 and BIOL-L 211 with a grade of C- or higher in each course; and CHEM-C 105 and CHEM-C 106. 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 101, BIOL-L 102 and BIOL-L 211 with a grade of C- or higher in each course to enroll. Can be currently enrolled. Transfer credit accepted. 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. I (even years)

BIOL-L 321 Principles of Immunology (3 cr.) P: BIOL-L 101, BIOL-L 102 and BIOL-L 211 with a grade of C- or higher in each course; and CHEM-C 105 and CHEM-C 106. 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 with a grade of C- or higher to enroll. Can be currently enrolled. 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 325 Ecological Principles (4 cr.) A course in basic principles of ecology and their applications. Students will study techniques used to evaluate habitat.

BIOL-L 334 Biology of Cancer (3 cr.) P: BIOL-L 101, BIOL-L 102, and BIOL-L 211 with a grade of C- or higher in each course; and CHEM-C 105 and CHEM-C 106. The course will explore the current knowledge of the molecular basis of cancer. It will provide a broad overview of various molecular mechanisms underlying the development of cancer that have been uncovered over the years. The course will heavily emphasize the recent trends in cancer gene discovery and the experiments that have revealed their mechanisms and will also discuss the novel treatments that have been developed for specific cancers.

BIOL-L 335 Introduction to Nanomedicine (3 cr.) P: BIOL-L 101, BIOL-L 102, and BIOL-L 211 with a grade of C- or higher in each course; and CHEM-C 105 and CHEM-C 106. The course explores the convergence of recent advances in nanotechnology with modern biology and medicine creating the domain of nanobiotechnology. The use of nanobiotechnology in medicine is nanomedicine. This course will introduce the students on how such materials are fabricated, characterized, interact with the biological environment, used in specific biomedical applications and translated from concept to the clinic.

BIOL-L 337 Introduction to Biostatistics (3 cr.) P: Math placement at/above MATH-M 107. This course will cover the 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, analysis of variance, Bayesian networks in biological system, cluster analysis and application to genomic data and discriminant analysis.

BIOL-L 338 Introduction to Genomics (3 cr.) P: BIOL-L 101, BIOL-L 102, and BIOL-L 211 with a grade of C- or higher in each course; and CHEM-C 105 and CHEM-C 106. This course will cover current topics in genomics and computational methods used in analyzing genomes. The course will provide a high level understanding of the

methods and will focus on using the methods of genomics analysis and understanding the outputs generated from these methods. The course will extensively use methods developed under the R environment for genome analysis and annotation.

BIOL-L 342 Tropical Marine Biology Field Course (3 cr.) P: BIOL-L 304 with a grade of C- or higher to enroll. Can be currently enrolled. Transfer credit accepted. 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: Departmental consent required (pre-requisites will vary depending on topic). Study and analysis of selected biological issues and problems. Topics vary from semester to semester. May be taken with different topics for a max of 9 credits.

BIOL-L 403 Biology Seminar (1-3 cr.) Must be taken at IU South Bend for credit in an IU South Bend degree. P: Departmental consent. 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 and at least 6 credit hours of BIOL-L course above the 100-level with grade of C- or higher in each course; and CHEM-C 105 and CHEM-C 106. Major concepts for ecology for science majors; relation of individual organisms to their environment, population ecology, structure and function of ecosystems. I (odd years)

BIOL-L 474 Field and Laboratory Ecology (2 cr.) P: BIOL-L 101, BIOL-L 102, and at least 6 credit hours of BIOL-L course above the 100-level with grade of C- or higher in each course; and CHEM-C 105 and CHEM-C 106. 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: Consent of instructor. 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 497 Internship in Biology (1-3 cr.) Course credit may count as elective hours in the Biology B.A. or Biology B.S. degree. 1-3 credits; consent of instructor. P: One year of introductory Biology. Provides opportunities for students to receive credit for career-related activities with businesses, non-profit organizations, or government agencies.

BIOL-L 499 Internship in Biology Instruction (3 cr.) P: Departmental consent. Supervised experience in teaching undergraduate biology course.

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 101, BIOL-L 102, and BIOL-L 211 with a grade of C- or higher in each course; and CHEM-C 105 and CHEM-C 106. C: BIOL-L 311, BIOL-L 312. 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.) P: ALEKS Math Assessment score of 16 or higher. 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 390 The Natural World (3 cr.) P: One college 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-T 570 Evolution (3 cr.) Provides a rigorous exploration of the theory of evolution; the conceptual core of biology. Topics include origins and history of life: the interplay of heredity and environment in shaping adaptations; molecular, behavioral, and social evolution; patterns of speciation, extinction, and their consequences; methods of inferring evolutionary relationships among organisms.

BIOL-T 571 Introductory Biochemistry (3 cr.) Protein composition and structure, Enzyme kinetics, catalytic and regulatory strategies, Carbohydrates, Nucleic acids, Lipids and cell membranes, Transducing and storing energy - metabolic cycles, Responding to environmental changes.

BIOL-T 574 The Immune System and Disease (3 cr.) This course will introduce graduate students to immunology, focusing upon cells, molecules and mechanisms operating in the normal immune system and then assess the dysfunction associated with diseases and immune disorders.

BIOL-T 575 Molecular Biology (3 cr.) This course will cover the following: the structure and function of DNA and RNA; the structure, function and regulation of proteins; DNA replication, mechanisms of mutation, repair, recombination, and transposition; mechanisms and regulation of gene expression; the genetic code, transcription, and translation; bacteriophages, plasmids, and the technology of recombinant DNA.

BIOL-T 577 Molecular Genetics and Genomics (3 cr.) This course provides an overview of modern DNA sequencing technologies, which can produce trillions of

base pairs per day, and how they are applied to determine genome sequences, RNA levels and processing, the positions DNA and RNA binding proteins, and even the 3-dimensional arrangement of DNA inside the nucleus.

BIOL-T 582 Advanced Field Zoology (3 cr.) This course will cover areas related to ecology - specifically in the areas of wildlife biology, wildlife management, and conservation biology. There will be some bias towards vertebrate and behavioral ecology.

BIOL-T 583 Problems in Genetics- Higher Organisms (3 cr.) Selected topics in the genetics of higher organisms emphasizing studies at the molecular level.

BIOL-T 585 Model Organisms in Research (3 cr.) Students will be introduced to the evolutionary similarities that allow study of human disease in certain organisms and the differences that limit the conclusions that can be made from that research. Students will be introduced to the history of the use of these organisms and the characteristics that give these organisms the label or 'model' organism. Students will be asked to think critically and be able to evaluate primary sources of research.

BIOL-T 586 Principles of Ornithology (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course provides an introduction and overview over the biology, ecology, evolution, behavior, and conservation of birds. Students will also learn to identify common birds by sight and sound. Regular independent bird watching trips are expected as well as a field research project on local bird diversity.

BIOL-T 591 History of Life (3 cr.) This course examines the evolutionary history of life based on the fossil record and genetic codes of existing organisms. It also explores the history of changing philosophies regarding life's origin, from creation story-based religious views to the non-teleological views of modern evolutionary theory.

BIOL-T 592 Social Implications of Biology (3 cr.) Biological aspects of social problems such as AIDS, genetic engineering, population explosion, eugenics, drug abuse, heredity, hazards of irradiation, etc.

BIOL-Z 373 Entomology (3 cr.) P: BIOL-L 101 and BIOL-L 102 with a grade of C- or higher in each course to enroll. Can be currently enrolled. Transfer credit accepted. Must also enroll in BIOL-Z 383. 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 and BIOL-L 102 with a grade of C- or higher in each course to enroll. Can be currently enrolled. Transfer credit accepted. Must also enroll in 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 and BIOL-L 102 and at least 6 credit hours of BIOL-L coursework above the 100-level, with a grade of C- or higher in each course. 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 | **Lucky Teerman** | *Bachelor of Science in Business, Finance* | Grand Rapids, Michigan (hometown)
Athletics | Baseball Team

Business | BUS

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

BUS-A 200 Foundations of Accounting (3 cr.) Survey of financial and managerial accounting topics that provide a foundation for students who are not pursuing a business concentration.

BUS-A 201 Introduction to Financial Accounting (3 cr.) P: Must be at least a Sophomore (minimum 30 credit hours). 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: Must be a Sophomore (min. 30 credit hours) with BUS-A 201 or BUS-A 205 to enroll. 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: Must be at least a Sophomore (minimum 30 credit hours), consent of the 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: Must be at least a Sophomore (minimum 30 credit hours), 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: Must be at least a Junior (minimum 60 credit hours), BUS-A 201 or BUS-A 205, BUS-A 202 or BUS-A 207. 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: Must be at least a Junior (minimum 60 credit hours), 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: Must be at least a Junior (minimum 60 credit hours), BUS-A 201 or BUS-A 205, BUS-A 202 or BUS-A 207. 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: Must be at least a Junior (minimum 60 credit hours), BUS-A 201 or BUS-A 205, BUS-A 202 or BUS-A 207. 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: Must be at least a Junior (minimum 60 credit hours), BUS-A 201 or BUS-A 205. 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: Must be at least a Junior (minimum 60 credit hours), 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 338 Accounting Data Analytics (1-3 cr.) Online Collaborative Degree P: Check schedule of classes. Students will analyze accounting data using analytical techniques with tools such as SQL, spreadsheets, and/or Python. Topics ensure students are prepared for a profession in the data-driven accounting field.

BUS-A 339 Advanced Income Taxation (3 cr.) P: Must be at least a Junior (minimum 60 credit hours), 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 402 Accounting Ethics (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course covers various ethical theories as they relate to the practice of accounting. In addition, professional codes of conduct and responsibilities propagated by the American Institute of Certified Public Accountants, the Institute of Management Accountants, and the Internal Revenue Service will be studied. The course will also cover professional development of accountants including the use of social media, resume building, interview skills, portfolio presentation, and professional certifications.

BUS-A 411 Accounting Information Systems (3 cr.) Design of the accounting system and subsystems as collectors and processors of data to implement effective planning and control for a variety of decision making problems. Emphasis on practical applications accomplished through microcomputer integration.

BUS-A 414 Financial Statement Analysis and Modeling (3 cr.) The main objective of this course is critical understanding of accounting and economic concepts as these concepts apply to a company's performance and financial position. To thoroughly understand a company's financial position, the analyst must have some accounting forensic skills useful in critically analyzing financial reports. The course is application-based where students will use financial statements to identify value-creating opportunities and risks from the viewpoints of different stakeholders (e.g. creditors, owners, suppliers, customers). Some of the analysis tools discussed in the course include ratios, common size financial statements, vertical analysis and trends. Students will then compare companies with competitors and the industry using financial modeling.

BUS-A 424 Auditing and Assurance Services (3 cr.) P: Must be at least a Junior (minimum 60 credit hours), 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 437 Advanced Financial Accounting for Decision Making and Control Theory and Applications (3 cr.) Via opportunity costs and organizational architecture, A437 provides students with an inclusive framework for understanding the integral decision making and control roles of management accounting in organizations. The course focuses particularly on the theoretical and conceptual underpinnings of managerial accounting systems and uses numerous contextually-rich problems and cases

BUS-A 490 Independent Study in Accounting (1-3 cr.) P: Must be at least a Junior (minimum 60 credit hours) 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.) P: Must be a Freshman or Sophomore (0 to 59 credit hours). 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: Must be at least a Junior (minimum 60 credit hours). 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: Must be at least a Junior (minimum 60 credit hours), ECON-E 103 or

ECON-S 103, ECON-E 104 or ECON-S 104. 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: Must be at least a Junior (minimum 60 credit hours) and 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 Managment (3 cr.) P: Must be at least a Junior (minimum 60 credit hours), BUS-A 201 or BUS-A 205. 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: Must be at least a Junior (minimum 60 credit hours), BUS-F 301. 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: Must be at least a Junior (minimum 60 credit hours), BUS-F 301. 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 365 Personal Financial Planning (3 cr.) Online Collaborative Degree. P: Check schedule of classes. General course oriented towards theory and application of personal financial planning topics, with focus on the process of accumulating and protecting wealth, towards the goal of obtaining financial independence. Time value of money exercises and money management tools are utilized. Other topics examined include personal insurance issues, investments, in private and public securities, retirement planning, and estate planning.

BUS-F 414 Financial Statement Analysis (3 cr.) Online Collaborative Degree. P: Check schedule of classes. The course provides an understanding of the information contained in corporate financial statements and associated reports. The focus of this course is on the analysis, interpretation and prediction of financial statements. The course emphasizes the analysis and application of financial statement information for investment, credit, and management decisions.

BUS-F 420 Equity and Fixed Income Investment (3 cr.) P: Must be at least a Junior (minimum 60 credit hours), 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: Must be at least a Junior (minimum 60 credit hours), 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: Must be at least a Junior (minimum 60 credit hours), BUS-F 301, BUS-F 302. 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: Must be at least a Junior (minimum 60 credit hours), 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 451 Financial Modeling (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course involves the development and application of computer-based financial models. Models from corporate finance and investments use Microsoft Excel. This course helps students develop advanced spreadsheet skills for financial analysis. These skills include not only "number crunching" techniques, but also "best practices"

in constructing models for investment and corporate decisions.

BUS-F 490 Independent Study in Finance (3 cr.) P: Must be at least a Junior (minimum 60 credit hours) and consent of instructor. Supervised individual study and research in student's special field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. Consent of instructor and written report required.

BUS-F 494 International Finance (3 cr.) P: Must be at least a Junior (minimum 60 credit hours), BUS-F 301. 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.) P: Must be at least a Junior (minimum 60 credit hours). 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: Must be at least a Junior (minimum 60 credit hours), BUS-A 201 or BUS-A 205, BUS-A 202 or BUS-A 207. 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: Must be at least a Junior (minimum 60 credit hours), ECON-E 103 or ECON-S 103, ECON-E 104 or ECON-S 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.) P: Must be at least a Junior (minimum 60 credit hours). 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.) P: Must be at least a Junior (minimum 60 credit hours). 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 Strategic Management (3 cr.) P: BUS-F 301, BUS-M 301, BUS-P 301, BUS-Z 302 and senior standing. Administration of business organizations; policy formulation, organization, methods, and executive control.

BUS-J 403 Management Capstone (4 cr.) Integrative case studies of current organizations, or integrative simulation of a modern organization. May involve supervised field case of an on-going local company. Topics will vary by semester.

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: Must be at least a Junior (minimum 60 credit hours), BUS-K 201. This course will provide an overview of EPR 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: Must be at least a Junior (minimum 60 credit hours), BUS-K 201. 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 312 Decision Modeling (3 cr.) Students will learn how to develop and to solve different types of decision models that can aid in solving business and industry related problems in areas such as finance, marketing, and operations. Microsoft Excel will be used to develop the Models. Topics that will be covered in the course include linear, integer, nonlinear, and network models, sensitivity analysis, project management, simulation, forecasting, and decision analysis.

BUS-K 321 Management of Information Technology (3 cr.) P: Must be at least a Junior (minimum 60 credit hours), 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: Must be at least a Junior (minimum 60 credit hours), BUS-K 201, BUS-K 321, 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-K 440 Business Intelligence (3 cr.) Online Collaborative Degree. P: Check schedule of classes. The objective of this course introduces students to Business Intelligence, including processes, methodologies, infrastructure, and current practices used to transform data into information for decision making purposes. Topics include data management principles, data models, and BI technologies for report design and development, data warehouse, data mining, and online analytical processing.

BUS-K 490 Independent Study in Decision Sciences (1-3 cr.) P: Must be at least a Junior (minimum 60 credit hours) 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-L 201 Legal Environment of Business (3 cr.) P: Must be at least a Sophomore (minimum 30 credit hours). 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: Must be at least a Junior (minimum 60 credit hours), 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: Must be at least a Junior (minimum 60 credit hours), ECON-E 103 or ECON-S 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: Must be at least a Junior (minimum 60 credit hours), BUS-M 301, ECON-E 270. Focuses on the role of research in marketing decision making. Topics include defining research objectives, syndicated and secondary data sources of marketing information, exploratory research methods, survey research design, observational research techniques, experimental design, sampling procedures, data collection and analysis, and communicating research findings. I, II, S

BUS-M 325 Selling (3 cr.) The role of selling in the economy, in the organization, and in marketing management. Selling as a profession. The dynamics of salesperson-customer interaction. Skills, techniques, and strategies of selling.

BUS-M 330 Consultative Selling (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course is designed to provide insights into the sales profession by examining the role of persuasive communication and customer relationship management behaviors, principles, strategies, and actions. It will provide students an opportunity to plan, practice, and review those verbal behaviors associated with sales call success in order to persuade others to think differently regarding ideas, opinions, products, and services.

BUS-M 346 Analysis of Marketing Data (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Develops skills needed to manage, evaluate, analyze, and display marketing data. Topics include data coding, data analysis using statistical software, attitude measurement and scaling, graphic display of data, data-driven market segmentation, and competitor analysis. Emphasis is on using database systems to accomplish specific objectives. Topics include the nature and sources of scanner data, micromerchandising systems and analysis tools for databases.

BUS-M 380 Market Analytics (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course provides you with the skills and tools required to understand and perform marketing analytics. Concisely, market analytics refers to the quantitative analysis of data to guide marketing decision making. With the increasing prevalence of internet and computers, marketing managers are faced with massive amounts of market and customer data. As such, companies are increasingly taking into account job applicants' knowledge of market analytics when making employment decisions.

BUS-M 401 International Marketing (3 cr.) P: Must be at least a Junior (minimum 60 credit hours), 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 oof advertising in marketing communications in different cultures. I

BUS-M 418 Advertising Strategy (3 cr.) P: Must be at least a Junior (minimum 60 credit hours), BUS-M 415. 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: Must be at least a Junior (minimum 60 credit hours), BUS-M 301. 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 421 Fundamentals of Negotiation (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Provides exposure to the concepts of negotiations in both the national and international environments, including negotiation strategies and tactics, influence, third-party intervention, audience effects, nonverbal communication, and ethical and cultural aspects. Case studies, simulations, and guest speakers are used throughout the course.

BUS-M 426 Sales Management (3 cr.) P: Must be at least a Junior (minimum 60 credit hours), BUS-M 301. 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 432 Digital Marketing (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Marketing in the digital age is markedly different than in the past. Students get a hands-on experience with critiquing and creating digital marketing strategies.

BUS-M 435 Digital Marketing (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Introduces students to principles and concepts of digital marketing. Explores popular online platforms and tools used by organizations to accomplish marketing objectives.

BUS-M 450 Marketing Strategy (3 cr.) P: Must be a Senior (minimum 90 credit hours), BUS-M 301, one advanced marketing course. 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 455 Topics in Marketing (1-5 cr.) Online Collaborative Degree. P: Check schedule of classes. Variable topic, variable credit course in Marketing.

BUS-M 460 Title (3 cr.) Online Collaborative Degree. P: Check schedule of classes. In the digital age of marketing, social networks and mobile applications have revolutionized how firms and consumers interact along the customer journey. This course provides a comprehensive survey of digital marketing approaches used by firms to achieve overall marketing goals. Students will get hands on experience with social and digital marketing tools. Through a combination of lecture, case studies, and course projects students will learn to create and evaluate digital marketing strategies.

BUS-M 490 Special Studies in Marketing (1-3 cr.) P: Must be at least a junior (minimum 60 credit hours) 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-P 301 Operations Management (3 cr.) P: Must be at least a Junior (minimum 60 credi hours), BUS-K 321, ECON-E 270. 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 421 Supply Chain Management (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course focuses on the strategic design of supply chains with a particular focus on understanding customer value. Supply chain strategy examines how companies can use the supply chain to gain a competitive advantage. Students develop the ability to conceptualize, design, and implement supply chains aligned with product, market, and customer characteristics. The course approaches supply chain management from a managerial perspective and introduces concepts in a format useful for management decision making including using case analysis, team-based learning and business presentations. Topics include: Supply chain mapping;

Supply chains and new products; Customer relationship management; Sustainability and SCM; Performance metrics; Collaboration; Customer service; and Supply chain risk management.

BUS-P 490 Independent Study in Operations Management (1-3 cr.) P: Must be at least a Junior (minimum 60 credit hours) 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. Written report required.

BUS-S 307 Data Management (3 cr.) P: Must be at least a Junior (minimum 60 credit hours), BUS-K 321. 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: Must be at least a Junior (minimum 60 credit hours), 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: Must be at least a Junior (minimum 60 credit hours), 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.) P: Must be at least a Junior (minimum 60 credit hours). 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 100 Principles of Business Administration (3-4 cr.) An introduction to functional areas of business tracing the evolution of business, business forms, the role of government and society, relationships between administrators and employees, ethical issues, and the globalization of world markets. Ideal for pre-business students or students of any major desiring a basic understanding of business.

BUS-W 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.) P: Must be at least a Junior (minimum 60 credit hours). 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: Must be at least a Junior (minimum 60 credit hours), BUS-W 311. By the end of this course students should be able to identify and solve key challenges faced by growing firms. II

BUS-W 320 Leadership and Ethics (3 cr.) This course will explore the interrelated areas of business leadership and business ethics. We will examine examples of leadership and ethical crises, how organizations and their systems shape leadership effectiveness and ethical considerations, and relate these ideas to events taking place in the real-world.

BUS-W 408 Practicum in Small Business (3 cr.) P: Must be at least a Junior (minimum 60 credit hours), BUS-W 311, 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: Must be at least a Junior (minimum 60 credit hours), 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: Must be at least a Junior (minimum 60 credit hours), 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: NG-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 204 Business Communications (3 cr.) Theory and practice of written communication in business; use of correct, forceful English in preparation of letters, memoranda, and reports.

BUS-X 220 Professional Perspectives (1 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.) P: Must be at least a Junior (minimum 60 credit hours). 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 410 Business Career Planning and Placement (1 cr.)

BUS-X 481 Undergraduate Internship in Business and Economics (3 cr.) P: Must be at least a Junior (minimum 60 credit hours) and consent of instructor. 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.) P: Must be at least a Junior (minimum 60 credit hours) and consent of instructor. 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: Must be at least a Junior (minimum 60 credit hours). 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: Must be at least a Junior (minimum 60 credit hours), 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 490 Independent Study in Personnel Management and Organizational Behavior (3 cr.) P: Must be at least a Junior (minimum 60 credit hours), BUS-Z 302, and consent of instructor. Research, analysis, and discussion of current topics. Written report required.

BUS-Z 444 Personnel Research and Measurement (3 cr.) P: Must be at least a Junior (minimum 60 credit hours), 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. I

BUS-Z 441 Wages and Salary Administration (3 cr.) P: Must be at least a Junior (minimum 60 credit hours), 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. I

BUS-Z 440 Personnel: Human Resources Management (3 cr.) P: Must be at least a Junior (minimum 60 credit hours), 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 300 Organizational Behavior and Leadership (3 cr.) Online Collaborative Degree 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.

Graduate Business | BUSB

Pictured | **Jennifer Shoemaker** | *Illinois State University, 1998* | Niles, Michigan (hometown)
Club Affiliation and Volunteer Activity | Woman and Manufacturing Association; volunteers in community theatre
Photo credit | **Nathan Albert**

Graduate Business

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

BUSB-A 501 Financial Accounting for Managers (3 cr.) Students learn accounting and financial management-related issues, including interpretation, understanding, composition, analysis, and use of financial statements, accounting policy changes and managerial decision-making, accounting and its relationship with other business disciplines, time-value of money, goals/activities of financial management, financial forecasting, working capital/current asset management, stock/bond valuation, and capital budgeting.

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 (3 cr.) This course provides skills and practical experiences to master basic business communication concepts and team management. You will learn how to create and deliver various forms of professional business communication. This course also provides knowledge and skills related to teams, preparing you to lead and contribute to teams effectively.

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 (3 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 Semnar in Busines (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 Infromation 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.) For advanced MBA students engaged in special study projects. 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.

--- --- SEE BELOW FOR COLLABORATIVE ONLINE DEGREE PROGRAM COURSES OFFERED BY OTHER IU CAMPUSES (- cr.)

BUEA-F 511 International Financial Management (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course is a comprehensive study of international financial markets that covers currency exchange mechanisms in theory and practice. The goal of this course is to provide a broad knowledge on exchange rate behavior, risk management, and asset management from a global perspective.

BUKO-A 511 Financial Accounting Theory and Practice I (3 cr.) Online Collaborative Degree. P: Check schedule of classes. An intermediate financial accounting course emphasizing financial statement preparation and analysis. Includes intermediate theory and problems, asset valuation, income measurement, preparation and analysis of financial statements.

BUKO-A 528 Introduction to Taxation (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Course focuses on individual income taxation and tax planning, introducing students to U.S. federal income tax law. Basic tax treatment of corporations, partnerships, limited liability companies, trusts and estates included. Through tax research students develop appreciation for tax law sources - Internal Revenue code, regulations, administrative pronouncements and case law.

BUKO-A 534 Auditing Theory and Practice (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course addresses the concepts and procedures of external and internal audits for businesses, including issuance of the audit report, reviews of internal control, statistical sampling, EDP systems, the company's business cycles, forensic accounting, auditing for fraud and other assurance services. Many topics covered are included on the CPA exam.

BUKO-C 555 Investments (3 cr.) Online Collaborative Degree. P: Check schedule of classes. The course provides the conceptual and analytical framework for formulating investment policies, analyzing securities, and constructing portfolio strategies for individuals and institutions. Topics include risk and return analysis, portfolio theory, valuation of stocks and bonds, financial institutions, market efficiency, and derivative securities.

BUKO-D 542 Advanced Managerial Accounting (3 cr.) Online Collaborative Degree. P: Check schedule of classes. The uses of accounting information for decision making and for planning and controlling business operations. The behavioral aspects of performance reports budgets, and variance analysis are explored.

BUSE-A 505 Strategic Cost Management (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Discussion of the development and use of accounting information for managerial control and decision making. Account methods for cost accumulation and allocation, standard costing, budgeting, inventory valuations, performance measurement, cost-volume-profit relationships, special decisions, current developments in managerial accounting, and other topics will be discussed.

BUKO-F 571 International Corporate Finance (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course examines how firms and investors manage their operation or investments in an international environment. Topics to be discussed include foreign exchange risk management, financing the global firm, foreign investment decisions, and multinational capital budgeting.

BUNW-A 513 Accounting for Decision Making (3 cr.) Online Collaborative Degree. P: Check schedule of

classes. Accounting is an integral part of a management information system. Emphasis on obtaining, organizing, and using accounting information from the standpoint of internal management for planning and control of external elements such as investors and creditors.

BUNW-C 517 Financial Management Analysis (3 cr.) Online Collaborative Degree. P: Check schedule of classes.

BUNW-F 517 Financial Markets and Institutions (3 cr.) Online Collaborative Degree. P: Check schedule of classes.

BUNW-F 524 Investment Management (0-3 cr.) Online Collaborative Degree. P: Check schedule of classes.

BUSE-A 507 Modeling and Simulation (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Introduces a variety of mathematical modeling and simulation techniques that can be applied in spreadsheet models to assist in the decision analysis process. Topics are integrated into all functional areas of business.

BUSE-C 522 Financial Management (3 cr.) Online Collaborative Degree. P: Check schedule of classes. A study of the theory and practice of corporate finance. Areas studied include organizing capital expenditure, planning divided policy and capital structure strategies, making short term financial decisions, mergers, pension plans, and international aspect of corporate finance.

BUSE-E 557 Investment Management (3 cr.) Online Collaborative Degree. P: Check schedule of classes. The purpose of this course is to introduce the student to the beauty, logic, and potential of modern portfolio management. Emphasis is on portfolio construction and management, rather than security selection.

BUSE-E 567 Portfolio Management and Investment Analysis (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course introduces students to the basics of portfolio management and investment analysis. Students will be exposed to the theoretical and practical components of investment analysis for the purpose of security selection and portfolio management. Topics include developing investor policy statements, security valuation, portfolio allocation, risk measurement, and investment ethics.

BUSE-E 568 International Financial Management (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Financial management of foreign operations of the firm. Financial constraints of the international environment and their effect on standard concepts of financial management. Study of international currency flows, forward cover, and international banking practices.

BUSE-E 577 Financial Statement Analysis- A Case Based Approach (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Develops the conceptual and practical skills needed for in-depth company analysis and honing of critical thinking skills useful in understanding financial reporting concepts and analyzing financial statements. Combines a text that develops financial statement analysis concepts with a text covering cases specific to particular aspects of financial reporting and analysis.

BUSE-E 589 Intermediate Accounting I (1-3 cr.) Online Collaborative Degree. P: Check schedule of classes. Theory of asset valuation and income measurement. Principles underlying published financial statements.The graduate version of A311 is a 3 credit course.

BUSE-E 595 Advanced Corporate Finance (3 cr.) Online Collaborative Degree. P: Check schedule of classes.

BUSE-E 597 Fraud Issues in Business (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course provides a framework for managers to understand, prevent, and detect fraud. Topics include fraud law; who commits fraud and why; fraud symptoms, prevention, and detection; common fraud schemes; frauster profiles; auditor responsibilities; and study of current and historical cases of real-life frauds.

BUSE-G 533 Auditing (3 cr.) Online Collaborative Degree. P: Check schedule of classes. In-depth study of the process of auditing, attestation, and assurance services in an advanced technological environment. Includes coverage of auditing and attestation standards, the code of professional conduct, auditor's legal responsibilities, fraud auditing, and the emerging issues of global auditing.

BUSE-H 546 Advanced Corporate Taxation (3 cr.) Online Collaborative Degree. P: Check schedule of classes. The course will address advanced corporate taxation issues including corporate formation, mergers and acquisitions, liquidations. The course material also covers tax topics specific to corporations such as when to make the Corporate S election and the accumulated earnings tax.

Chemistry and Biochemistry | CHEM

Pictured | **Jared Soto Ruiz** | *Bachelor of Science in Chemistry* | Aguada, Puerto Rico (hometown)
Club Affiliation | The National Society of Leadership and Success
Volunteer Activity | Animal Shelter

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: Must have earned a grade of C- or better in MATH-M 107, or a math placement exam score of level 4 or better, or an ALEKS assessment score of 51 or better. C: CHEM-C 121. 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. **Department note:** 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 (3-5 cr.) 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. P: CHEM-C 101 with grade of C- or higher and CHEM-C 121; or a score of 51 or higher on the CHEM ALEKS assessment and MATH-M 107; or MATH ALEKS assessment score of 51 or higher; or MATH placement exam score of Level 4 or higher 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 (3-5 cr.) Credit given for only one of the courses CHEM-C 100, CHEM-C 101, CHEM-C 105. P: CHEM-C 101 with grade of C- or higher; and CHEM-C 121 or BIOL-L 101 or BIOL-L 102; or a score of 51 or higher on the CHEM ALEKS assessment; and MATH-M 107; or MATH ALEKS assessment score of 51 or higher; or MATH placement exam score of Level 4 or higher C: CHEM-C 125. Basic principles, stoichiometry, thermochemistry, atomic and molecular structure, gases, solution, and topics in descriptive chemistry.

CHEM-C 106 Principles of Chemistry II (3 cr.) Credit given for only one of CHEM-C 102, CHEM-C 106. P: CHEM-C 105 (C- or higher) and CHEM-C 125. C: CHEM-C 126. 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.) Credit given or only of 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.) Credit given for only one of CHEM-C 120, CHEM-C 121, CHEM-C 125. P: or C: CHEM-C101. 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.) Credit given for only one of CHEM-C 120, CHEM-C 121, CHEM-C 125. P: or C: CHEM-C 105. 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: or 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: Departmental approval. 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 233 Introduction to Nanotechnology Laboratory (2-4 cr.) P: MATH Level IV. The future of chemistry, and by extension, product development, is profoundly affected by the recent realization of the impact of nano-scale technology and molecular manipulation. Simply put, weird things happen on the nanoscale. This course introduces the basic concepts behind nanochemistry and describes how differently materials behave when constructed as nanoparticles. In this laboratory course, students will synthesize and analyze a variety of nanomaterials with applications in chemistry, biology, medicine, computer science, materials science etc.

CHEM-C 301 Chemistry Seminar 1 (3 cr.) P: Senior standing. 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.) Laboratory component of CHEM-C 430. P: or C: 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.) Credit given for only one of CHEM-C 102, CHEM-C 341. P: CHEM-C 106 or CHEM-B 106, with a grade of C- or higher. 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 with a grade of C- or higher. Syntheses and reactions of polyfunctional compounds, natural and industrial products. II

CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.) P: or 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 390 Special Topics (1-5 cr.) P: Departmental approval. Topic of special scientific interest to be announced in schedule of classes.

CHEM-C 409 Chemical Research (1-3 cr.) P: Departmental approval. 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. 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 460 Nuclear Chemistry (3 cr.) P: One of CHEM-C 360, CHEM-C 361, CHEM-C 362. Fundamentals of nuclear behavior: nuclear properties, radioactive decay and nuclear reactions; applications of nuclear phenomena; biological effects of radiation, nuclear analytical techniques, tracers, radioisotope dating, nuclear power and the origin of the chemical elements.

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: or C: CHEM-C 484. Biosynthetic pathways, control of metabolism, and drug design. II

CHEM-C 486 Biological Chemistry Laboratory (2 cr.) P: or C: 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-C 490 Individual Study (1-3 cr.) Must complete a written assignment as evidence of each semester's work.

CHEM-N 190 The Natural World (3-5 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 May be repeated for credit.

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 May be repeated for credit.

CHEM-T 510 Inorganic Chemistry (3 cr.) This course introduces fundamental concepts of inorganic chemistry including descriptive chemistry, bonding in coordination chemistry, organometallic chemistry, special topics in inorganic chemistry and biological inorganic chemistry.

CHEM-T 520 Organic Synthesis (3 cr.) Overview of the importance of small molecule total synthesis, review of organic structure and reactivity, in-depth dive into the syntheses of important classes of molecules including the beta-lactams, steroids, and sugar. Later modules will address important topics including stereoselective synthesis, medicinal chemistry, biosynthesis, bioinspired (or biomimetic) synthesis, and polymer synthesis.

CHEM-T 530 Organic Spectroscopy (3 cr.) This is a course in Organic Spectroscopy. This course is intended to give students a more complete picture of how spectroscopic methods (IR, UV, NMR, mass spectroscopy, and other methods) are used to elucidate the structure of complex organic molecules.

CHEM-T 540 Physical Chemistry (3 cr.) This course will touch on all the fundamental areas of Physical Chemistry. Emphasis is placed on content that expands the students' knowledge in the key areas and relates to concepts that are likely to be taught in introductory chemistry courses.

CHEM-T 550 Introductory Biochemistry (3 cr.) Protein composition and structure, Enzyme kinetics, catalytic and regulatory strategies, Carbohydrates, Nucleic acids, Lipids and cell membranes, Transducing and storing energy - metabolic cycles, Responding to environmental changes.

CHEM-T 555 Survey in Chemistry (1-6 cr.) This is a variable topics course to provide students with a range of subjects outside the typical subdisciplines of chemistry or at the intersection of them.

CHEM-T 560 Environmental Chemistry (3 cr.) Chemical topics in environmental chemistry.

CHEM-T 570 Nuclear Chemistry (3 cr.) The fundamentals of nuclear chemistry and radiochemistry are covered. Topics may include nuclide types (origin, distribution), nuclide stability (quantum structure, binding energy), nuclear reactions (radioactive decay, fusion, fission), applications of nuclear phenomena (nuclear power plants, radioisotope dating, tracers, analytical techniques), and hazards (nuclear power plant accidents, biological effects of radiation).

CHEM-T 580 Physical Biochemistry (3 cr.) An illustration of the physical principles underpinning the structure and dynamics of biomolecules, as well as experimental and computational methods used to study biochemical systems.

CHEM-T 590 Chemistry Capstone (3 cr.) Integration of knowledge and understanding from the literature that transcends subdisciplinary boundaries of chemistry.

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

Clinical Laboratory Science | CLS

Pictured | **Brenna Fisher** | *Bachelor of Science in Medical Laboratory Science* | Dowagiac, Michigan (hometown)

Clinical Laboratory Science | CLS

P Prerequisite | C Co-requisite | R Recommended

I Fall Semester | II Spring Semester | S Summer Session/s

CLS-B 399 Human Behavior and Social Institutions (3 cr.) This course provides an entry level understanding of the clinical laboratory management team responsibilities. Topics include general management theories, federal regulations and government organizations, financial management, operations management, human resources, and career success and development. Human behaviors and social interactions are further explored and applied in independent and group projects.

CLS-C 405 Clinical Chemistry (3 cr.) P: Requires meeting the application requirements 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 Diagnostic Methods (2 cr.) In conjunction with CLS-C 405 Clinical Chemistry, students will be exposed to the basic and fundamental principles of contemporary medical laboratory diagnostic practice, through practical laboratories that present both the principle and procedure for basic and common diagnostic laboratory techniques conducted manually or with instrumentation.

CLS-C 407 Hematology (3 cr.) P: 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-C 415 Clinical Molecular Diagnostics and Special Chemistry (3 cr.) P: CLS-C 405 and CLS-C 406. Clinical Molecular Diagnostics and Special Chemistry is an upper division course in the Clinical Laboratory Sciences. Entry into this course is limited to students currently coded into the clinical track for CLS. Students should have previously completed both CLS-C405 and CLS-C406. This course is focused on providing advanced practical skills in clinical chemistry and molecular diagnostic techniques utilized in the field of medical laboratory science.

CLS-C 417 Advanced Hematology and Cancer (3 cr.) P: CLS-C 407 and CLS-C 406; or entry into the MLT to CLS Degree Completion Program. Advanced Hematology and Cancer introduces the student to advanced topics in the development of malignancy, with an emphasis on hematological malignancies and other cancers diagnosed through blood and body fluid specimen collection techniques, as well as hematological disorders commonly found through testing in the clinical diagnostic space. Molecular, Immunological, and immunophenotyping techniques are examined in relation to widespread and well established hematological disease profiles.

CLS-E 401 General Externship I (2 cr.) P: Successful completion of CLS courses M403, M404, M411, M413, C405, C406, I407, I408, C407, C408, C409, and L420 The General Externship I is one of four sequential externship courses that occur during the senior year in the MLS program. General Externship I takes place during weeks 1-4 of the spring semester. During the clinical rotations, students receive hands-on experience in all commonly practiced areas in the diagnostic laboratory.

CLS-E 402 General Externship II (2 cr.) P: Successful completion of CLS courses M403, M404, M411, M413, C405, C406, I407, I408, C407, C408, C409, and L420. The General Externship II is one of four sequential externship courses that occur during the senior year in the MLS program. General Externship II takes place during weeks 5-8 of the spring semester. During the clinical rotations, students receive hands-on experience in all commonly practiced areas in the diagnostic laboratory.

CLS-E 403 General Externship II (2 cr.) P: Successful completion of CLS courses M403, M404, M411, M413, C405, C406, I407, I408, C407, C408, C409, and L420. The General Externship III is one of four sequential externship courses that occur during the senior year in the MLS program. General Externship III takes place during weeks 9-12 of the spring semester. During the clinical rotations, students receive hands-on experience in all commonly practiced areas in the diagnostic laboratory.

CLS-E 404 General Externship IV (2 cr.) P: Successful completion of CLS courses M403, M404, M411, M413, C405, C406, I407, I408, C407, C408, C409, and L420. The General Externship IV is one of four sequential externship courses that occur during the senior year in the MLS program. General Externship IV takes place during weeks 12-16 of the spring semester. During the clinical rotations, students receive hands-on experience in all commonly practiced areas in the diagnostic laboratory.

CLS-E 406 Supplemental Externship (1-2 cr.) P: students in the MLT to CLS Degree completion track. This course is available for MLT to CLS degree completions students who want to experience a clinical rotation in an area of the clinical laboratory. Students will be placed in regional laboratory and hospital organizations, within a reasonable distance, and with consideration of student living and transportation needs.

CLS-E 407 Medical Laboratory Science Review (1 cr.) C: Admission as Medical Laboratory Science or MLT-MLS degree completion student. In this course, students will review major concepts in all areas of the clinical laboratory. This will occur through completing practice quizzes and computer adaptive board exams provided by MediaLab.

CLS-I 407 Immunohematology and Transfusion Medicine (3 cr.) Biomarkers can be used to minimize the risks associated with the common practice of blood transfusion and blood banking, technically defined as immunohematology. This course covers both the conventional concepts and practices of antigen/antibody utilization in the blood bank and advanced discussions of the blood bank in transfusion medicine.

CLS-I 408 Blood Banking Methods (2 cr.) Taught in conjunction with CLS-I 407 Serology and Immunohematology. CLS-I 408 Blood Banking Methods provides practical laboratory components useful for conducting diagnostic testing in the blood bank and immunological laboratory setting. Laboratory lessons will be on acquiring the fundamental skills in lab technique and etiquette prior to clinical Externships.

CLS-I 411 Clinical Innunodiagnostics (2-3 cr.) Clinical Immunodiagnostics is the study of the analysis of antibodies as biomarkers in the diagnosis of disease and the use of antibodies as reagents in the detection of biomarkers of disease. This course is a requirement for the program in Clinical Laboratory Science at Indiana University South Bend.

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 processional certification by the ASCP BOC in diagnostic immunology, transfusion and autoimmune disease.

CLS-L 201 Introduction to the Diagnostic Laboratory (1 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-L 202 Laboratory Math and Techniques (1 cr.) This course is designed as the second of two introductory courses in Clinical Laboratory Science. Students enrolled in this course will be introduced to the practical application of mathematical operations and laboratory techniques as they apply to the clinical diagnostic laboratory field.

CLS-L 420 Urinalysis and Body Fluid Analysis (2 cr.) 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 entry level curriculum necessary for processional certification by the ASCP BOC in diagnostic urinalysis and body fluid analysis.

CLS-M 403 Clinical Microbiology (3 cr.) P: This course is part of a Clinical track in Clinical Laboratory Science. It will require meeting the application requirements 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 there 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-M 404 Microbiological Methods (2 cr.) C: CLS-M 403. 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.

CLS-M 411 Mycology and Parasitology (2 cr.) 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 entry level curriculum necessary for processional certification by the ASCP BOC in diagnostic mycology and parasitology.

CLS-M 413 Advanced Clinical Microbiology (3 cr.) P: Students should have already completed CLS-M 403 and CLS- M 404; or be alternatively be admitted the MLT to CLS degree completion program. This course is an advanced course in clinical Microbiology available to students who have been successfully admitted the clinical program in Clinical Laboratory Science. Students in this course will be introduced to advanced methods used in the microbiological laboratory including but not limited to an examination of serological and molecular approaches, vaccination from infection, and agents of bioterrorism.

CLS-M 450 Clinical Laboratory Management, Ethics and Policy (3 cr.) 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-N 190 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.

CLS-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.

Communication and Culture | CMCL

Pictured | **Amanda Guzman** | *Bachelor of Arts in Communication Studies, Media Society, and Culture* | Goshen, Indiana (hometown)
Volunteer Activity | Tutor, Crece Conmingo after school group at La Casa de Amistad

Communication and Culture | CMCL

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

CMCL-C 427 Cross Cultural Communication (3 cr.)

CMCL-C 500 Introduction to Graduate Study and Research (3 cr.) Bibliographical resources, methods of research, and professional writing in Communication Studies.

CMCL-C 550 Advanced Family Communication (3 cr.) This course explores how communication functions to develop, maintain, enrich, or hinder family relationships. We will examine family interaction through different theoretical lenses and critically assess what it means to be a "functional" family. Students will develop an understanding of family diversity and the changing and complex definition of family.

CMCL-C 592 Advanced Health Communication (3 cr.) A course designed to teach communication skills and practices related to health care, by examining health care communication theory. Topics covered range across communication levels (interpersonal, intrapersonal, group, organizational, mass media & mediated communication) within a variety of health care contexts.

CMCL-C 593 Topics in Communication (3 cr.) Topics in Communication is a revolving topics course. The changing nature of the topic allows graduate students to explore, synthesize, and integrate knowledge of the field of communication and the particular discipline of communication while focusing on a single topic not otherwise addressed in the course of study.

CMCL-C 594 Communication and Conflict Management in Organizations (3 cr.) This seminar-format course examines the communication exchanges that facilitate conflict management within organizational contexts. Specific attention is focused on negotiation and mediation; however the communication of alternative means of conflict and dispute resolution are also discussed. In addition, students are introduced to methods for assessing conflict interaction in organizations.

CMCL-C 602 Media, Terrorism, and Politics (3 cr.) This course focuses on the intersection of media, terrorism, and politics. Specifically, this course examines the portrayal of terrorism in the media and on how terrorists use the media to influence public opinion.

CMCL-C 606 Media Criticism (3 cr.) Study of the main schools and methods of media criticism.

CMCL-C 610 Identity and Difference (3 cr.) Political, social, and cultural dimensions of identity and difference. Interrogates the production of marginal and dominant identities (e.g. racial, sexual, colonial) and the emergence of new forms of identification.

CMCL-C 621 Social Media and Communication (3 cr.) The course critically evaluates the impact of social media on various aspects of human communication (such as relationships, activism, branding, politics, news media, learning, labor, and identity).

CMCL-C 122 Interpersonal Communication (3 cr.) Introduction to the study of communication, culture, identity and power. Each student does original primary research. Topics range from groups in North Africa to high school and college students in the United States, and issues such as gendered language, slang, verbal play, and institutional language.

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.

Cognitive Science | COGS

Pictured | **Nick Cwidak** | *Bachelor of Arts in 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.) P: ENG-W 131 or ENG-W 140, grade of C or better. Develops insights into human nature, the nature of social institutions, the social processes that have shaped the world of the 21st century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual of institutional behavior. II

COGS-Q 240 Philosophical Foundations of the Cognitive and Information Sciences (3-4 cr.) Foundational introduction to the cognitive and information sciences. The primary themes are: (1) causal issues such as functional and computational architecture (e.g., modularity, effectiveness, and implementation, analog/digital), neuroscience, and embodied dynamics; and (2) semantic issues such as meaning, representation, content, and information flow. The role of both themes in logic, perception, computation, cognition, and consciousness. Throughout, an emphasis on writing, analysis, and exposition.

College of Arts and Sciences | COAS

College of Arts and Sciences | COAS

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

COAS-S 399 Internship (0-6 cr.) Online Collaborative Degree. P: Check schedule of classes. An internship is an educational experience related to a student's degree program and career plan which applies what the student has learned to work situations. It involves a student, employer, and university sponsor. See Career Services for more information and to register.

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 Studies | COMM

Pictured | **Reagan Ayala** | *Bachelor of Science in Communication Studies, Public Relations and Strategic Communication* | South Bend, Indiana (hometown)
Campus Involvement | First Year Seminar Peer Mentor; Admissions Tour Guide; Gateway; Titan Success Center
Club Affiliation | Queer Straight Alliance (president); Team Titan Go!

Communication Studies | COMM

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

COMM-B 190 Human Behavior and Social Institutions (3 cr.) This course introduces students to the relationship of the individual in relation to and as a product of the contextualized social world. This course will explore the processes of social interaction and emphasize the techniques social scientists use to explain the causes and patterns of individual and institutional behavior.

COMM-C 180 Introduction to Interpersonal Communication (3 cr.) Examines basic verbal and nonverbal concepts affecting the communication processes involved in interpersonal contexts. Theoretical models help clarify communication topics and illustrate the process for effective communication in family, personal, and professional situations. Concepts covered may include self-concept, relationship and conversation management, listening, conflict, and cultural/gender differences in interpersonal communication.

COMM-C 223 Business and Professional Communication (3 cr.) Introductory survey of organizational communication processes; preparation and presentation of interviews, speeches, and oral reports appropriate to business and professional organizations; group discussion and decision-making. This is an intermediate skills course with survey characteristics.

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.) 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 503 Applied Learning Project (3 cr.) P: Permission by the M.A. in Communication Studies program coordinator. An applied learning project that provides students with a culminating education experience which gives them the opportunity to apply their knowledge of communicative processes to real life organizational problems, and provide the opportunity to produce a body of work reflective of their abilities that they can use in seeking employment.

COMM-C 510 Health Provider- Consumer Communication (3 cr.) This course is designed to teach communication skills and practices related to health care talk, by examining transactional communication within health care contexts. Topics covered in this course focus directly upon interpersonal dialogue between health care providers and patients.

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 530 Communication Criticism (3 cr.) This course will introduce students to criticism as a method of studying persuasive messages in speeches, fiction, mass media, musical lyrics, political campaign literature, art, and other modes of communication in contemporary culture.

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 criticis-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.

COMM-C 537 Postmodern Culture (3 cr.) C: Graduate student status. This course examines representations in mass media and culture in order to evaluate and explore how values and beliefs of modernity and postmodernity are constructed, and reflect or in-part counteract with each other. It aims to analyze principles and assumptions from the representative theories of modern and postmodern cultures.

COMM-C 544 Advanced Relational Communication (3 cr.) An introductory course in interpersonal communication. Applications of communication theory/ research in such areas as relational culture and relationship development. Includes a scholarly project on a real relationship, and applications of research to areas such as pedagogy and couple/family therapy.

COMM-C 591 Topics in Applied Communication (3 cr.) Topics in Communication is a revolving topics course. The changing nature of the topic allows graduate students to explore, synthesize, and integrate knowledge of the field of communication and the particular discipline of applied communication while focusing on a single topic not otherwise addressed in the course of study.

COMM-C 597 Thesis (3 cr.) P: Permission by the M.A. in Communication Studies program coordinator. Applied Communication students who choose the thesis option will identify a research topic and develop it under the guidance of the student's thesis director. The thesis topic will be related to the field of applied communication in its foci and method.

COMM-C 599 Independent Study (1-6 cr.) This course provides students with the opportunity to synthesize and apply knowledge acquired through course work and professional experience into a completed research project in applied communication. Students will work independently on a topic/issue of choice under the guidance of graduate faculty.

COMM-J 522 Political Communication (3 cr.) Examination of the role of rhetoric in public discourses, policies, and practices in the U.S. Students will study the rhetorical dimensions of electoral politics and protests while also considering how particular texts participate in broader struggles to define political practice, citizenship, and national identity in America.

COMM-S 122 Interpersonal Communication (3 cr.) This course increases understanding of oneself, the many roles one plays in the communication process, and the interpersonal relationships of individuals in society. Course includes nonverbal communication, the role of language in structuring interpersonal situations, and the importance of dialogue in resolving interpersonal conflicts.

COMM-S 200 Introduction to Mass Communication (3 cr.) Survey of functions, responsibilities, and influence of various mass communication media. Directed toward the consumer and critic of mass media in modern society.

COMM-S 229 Group and Team Communication (3 cr.) This course introduces the basics of group and team communication. Students learn about the dynamics of group interaction, emphasizing leadership, decision making, and group preparation. Students will be exposed to a variety of group types, including standing committees, ad hoc groups, task forces, special interest groups, and administrative groups.

COMM-S 228 Argumentation and Debate (3 cr.) This course explores the roles of reasoning and evidence in the formation of claims and arguments; students will learn the various formats for debates and will participate in debates.

COMM-S 300 Communications Law (3 cr.) P: Must have earned grade of C or better in ENG-W 131 or ENG-W 140 to enroll. Can be currently enrolled. Transfer credit accepted. 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.

COMM-S 324 Persuasion (3 cr.) This course examines motivational appeals in influencing behavior, psychological factors in speaker-audience relationship, and contemporary examples of persuasion. Practice in persuasive speaking.

COMM-S 336 Current Topics in Communication (3 cr.)

COMM-S 370 Interpersonal Conflict (3 cr.) This course introduces students to essential communication skills, theories, principles, practices, and research designed to aid effective conflict management in a variety of contexts and relationships such as family, friendship, business, and politics.

COMM-S 380 Nonverbal Communication (3 cr.) This 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.

COMM-S 400 Senior Seminar in Communication Studies (2-3 cr.) P: COMM-S 121 and COMM-S 205. This course reviews principles and theories of communication studies and prepares students for post-college success.

COMM-S 405 Communication Theory (3 cr.) This course provides a survey of contemporary theories of human communication with emphasis on the nature of theory construction and contributions of allied disciplines to communication theory.

COMM-S 427 Intercultural Communication (3 cr.) P: COMM-S 121, COMM-S 130, or COMM-S 202. This course is a survey study of national, cultural, and cross cultural persuasion in theory and practice.

COMM-S 440 Organizational Communication (3 cr.) P: COMM-S 121, COMM-S 130, or COMM-S 202. This course provides an examination of internal and external

communication in business and other professional organizations, with emphasis upon theory, techniques, practices, goals, and the social environment in which such communication exists.

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.

COMM-S 450 Gender and Communication (3 cr.) This course examines the extent to which biological sex and gender role orientation stereotypes influence the process of communication. It focuses on gender differences in verbal and nonverbal behavior, development of sex roles, and gender stereotypes, and analyzes how the media present, influence, and reinforce those stereotypes.

COMM-T 190 Literary and Intellectual Traditions (3 cr.) This course instructs students how to analyze or evaluate texts, events, or ideas in their cultural, intellectual or historical contexts. Students will use literary/intellectual methods to analyze diverse narratives or viewpoints in order to explore the complexity of fundamental issues related to the human experience across space and time.

Comparative Literature | CMLT

Pictured | **Justin Meister** | *Bachelor of Fine Arts in Integrated New Media Studies, Video and Motion Media / Minor in Film Studies* | Granger, Indiana (hometown)
Volunteer Activity | Luvability, a local organization working with developmentally disabled adults

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

Pictured | **Alexander Hershberger** | *Bachelor of Science in Computer Science* | Mishawaka, Indiana (hometown)
Military Service | United States Air Force

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.) Testout available. May not be taken for graduation credit after CSCI-C 101. 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 with a grade of C- or above; 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: Must have earned a grade of C or better in MATH-A 100 or a math ALEKS assessment score of 36 or better to enroll. 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 204 Introduction to Programming (4- 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. cr.) Fundamental programming constructs, including loops, arrays, classes, and files. General problem-solving techniques. Emphasis on modular programming, user-interface design, and developing good programming style.

CSCI-A 205 Computer Programming (4 cr.) P: CSCI-A 204 or equivalent. Computer programming, algorithms, program structure, arrays, stacks-procedures, functions, modularization parameter-passing-mechanisms, recursion vs. iteration, and issues of programming style. Computer solutions of problems in diverse fields.

CSCI-A 290 Tools for Computing (1-4 cr.) P: Varies (depends on the topic). Exploration of topics in computing. Common topics include tools for power users. May be repeated for up to 6 credits.

CSCI-A 310 Problem Solving Using Data (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course introduces algorithms and data structures for solving real world problems using data. Topics include: searching and sorting, basic data structures (heaps, hash tables, binary search and splay trees etc.), concepts of algorithm design (e.g., divide-and-conquer, dynamic programming), graph algorithms and clustering.

CSCI-A 340 An Introduction to Web Programming (3 cr.) Does not satisfy a computer science elective requirement. P: CSCI-A 201 or CSCI-C 101 or INFO-I 210. Must have earned a grade of C- or better in the prerequisite course. Note: Does not satisfy a computer science major 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-aide and server-side techniques. (Not intended for computer science majors.) II

CSCI-A 347 Computer and Network Security Essentials (3 cr.) The computing security problem. Threats, vulnerabilities, exploits, defenses and countermeasures. Firewalls and TCP/IP services. Information and risk. Implementing security policies and practices. Disaster planning, prevention, and recovery operations. Legal, ethical and privacy issues.

CSCI-A 447 Advanced Networking Systems and Administration (3 cr.) This course provides a comprehensive study of Local Area Networks (LANs). Topics include the study of LAN communication protocols, the Open Systems Interconect (OSI) model, client/server operating system architectures, basic security services, and systems administration concepts. Students design, construct, and administer a LAN using a popular network operating system (Linux).

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 of CSCI-C 101. 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.) Credit not given for both CSCI-A 593 and CSCI-C 335. Undergraduate computer science majors should take CSCI-C 335. P: CSCI-A 506 or CSCI-C 201. 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.) Credit not given for both CSCI-A 594 and CSCI-C 243. Undergraduate computer science majors should take CSCI-C 243. P: CSCI-A506, CSCI-C 201. 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.) Computer Science and Informatics Majors should take MATH courses concurrently. Students who have successfully completed AP Computer Science Principles in High School with a score of 4 or 5 are given credits for this course. Students who have successfully completed AP Computer Science A in High School with a score of 3 are given credits for this course. Consult a CS Faculty Advisor. P: Must have earned a math ALEKS assessment score of 10 or better to enroll. 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-C 243 and CSCI-C 250. Must have earned a grade of C- or better in all prerequisite courses. 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.) Credit not given for both CSCI-B 424 and CSCI-B 524. P: CSCI-C 243, INFO-C 307, or INFO-I 308. 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-C243 or CSCI-A594 and MATH-M 260, MATH-M 365, or MATH-M 463. 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 439 Network Security (4 cr.) Online Collaborative Degree. P: Check schedule of classes. The study and practice of network security. Threats to information confidentiality, integrity, and availability in different internet layers, and defense mechanisms that control these threats. The course also provides a foundation in network security: cryptography, primitives/ protocols, authentication, authorization and access control technologies; programming assignments, security tools, and a project.

CSCI-B 451 Security in Computing (3 cr.) P: CSCI-C 335 with a grade of C- or better. 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.) Credit not given for both CSCI-C 503 and CSCI-C 455. 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.) Credit not given for both CSCI-B 524 and B424. P: CSCI-C 243 or CSCI-A 594, MATH-M 301. 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.) Credit given for only one of P 438 and P 538. P: CSCI-A 594 or CSCI-C 243. Layered TCP/ IP architecture. LAN technologies (ehernet, wireless, token rings). Switching. Internet addresssing (IP v4, IP v6). Routing protocols. Congestion control (TCP, UDP). Applications (DNS, HTTP, peer-to-peer networks). Selection of topics, inclding DHCP, ICMP, VPNs, multicast, security.

CSCI-B 539 Applied Cryptography (3 cr.) P: MATH-M 301 and CSCI-B 401, CSCI-B 503, or CSCI-C 455; and MATH-M 260, 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.) Credit not given for both CSCI-B 541 and CSCI-C 421. P: CSCI-A 593 or CSCI-C 335. 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 544 Security for Networked Systems (3 cr.) P: CSCI-C 335 or CSCI-A 593. This course is an extensive survey of system and network security. Course materials cover the threats to information confidentiality, integrity and availability and the defense mechanisms that control such threats. The course provides the foundation for more advanced security courses and hands-on experiences through course projects.

CSCI-B 551 Elementary Artificial Intelligence (3 cr.) Credit not given for both CSCI-B 551 and C 463. P: CSCI-A 594 or CSCI-C 243; and CSCI-C 250. 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.) Credit not given for both CSCI-B 581 and C481. P: CSCI-A 594 or CSCI-C 243; MATH-M 301. 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-A 594 or CSCI-C 243. 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 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. Students who have successfully completed AP Computer Science A in High School with a score of 4 or 5 are given credits for this course. Consult a CS Faculty Advisor. P: Must have earned a grade of C or better in MATH-A 100 or a minimum 36 ALEKS assessment score. Must have earned a grade of C or better in CSCI-B 100 or INFO-I 101 or CSCI-A 201 or a Level 2 in the CS Placement Exam. Fundamental concepts of computer programming, algorithm development, and data structuring. I, II, S

CSCI-C 106 Introduction to Computers and their Use (3 cr.) Recommended: Computer Science and Informatics Majors should take MATH courses concurrently. P: Must have earned a math ALEKS assessment score of 10 or better to enroll. An introduction to computers and data processing. Includes the historical and current status of data processing and electronic digital computers; a survey of computer applications; foundations of computer programming; survey of programming languages; and the fundamentals of high level language such as BASIC or PASCAL.

CSCI-C 151 Multiuser Operating Systems (3 cr.) P: Grade of C- or better in CSCI-C 101 or CSCI-A 504 or INFO-I 210. 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 155 Problem Solving and Programming I (4 cr.) This course introduces problem solving by programming in Java. Programming concepts include data types, control structures, arrays, methods, exception handling, and input/output. Object-oriented thinking is acquired by using classes and objects. Students learn how to solve problems by designing, implementing, and testing simple Java programs.

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 or INFO-I 210. Must have earned a grade of C- or better in the prerequisite course. Two years of high school mathematics and some programming experience is recommended. Computer programming and algorithms. Basic programming and program structure. Computer solutions of problems. A computer language will be taught. Lecture and discussion. I, II

CSCI-C 241 Discrete Structures for Computer Science (3 cr.) Induction and recursive programs, running time, asymptotic notations, combinatorics and discrete probability, trees and lists, the relational data model, graph algorithms, propositional and predicate logic.

CSCI-C 243 Introduction to Data Structures (3-4 cr.) P: CSCI-C 201 or INFO-I 211; and MATH-M 115 or MATH-M 125 or above, or an ALEKS score of 61 or better; must have earned a grade of C- or better in all prerequisite courses. 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 or INFO-I 210; and MATH-M 115 or MATH-M 125 or above; or an ALEKS assessment score of 61 or better. Must have earned a grade of C- or better in all prerequisite courses. 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 251 Foundations of Digital Computing (3-4 cr.) Boolean algebra and propositional logic. Set algebra, including mappings and relations. Elements of graph theory and statistical analysis. Application of all topics to computer programming.

CSCI-C 255 Problem Solving and Programming II (4 cr.) P: CSCI-C 155 or INFO-C 210. This course continues to explore how to solve problems by programming in Java. Topics include abstract classes and interfaces, event-driven programming, user interface controls, animation and multimedia, binary input/output, recursion, generics, lists, stacks, queues, priority queues, sets, and maps. Students learn programming techniques to solve problems for various applications.

CSCI-C 297 Sophomore Topics in Computer Science (2-4 cr.) Credit not given for both CSCI-C 297 and CSCI-D 285 in excess of 9 credit hours. P: Varies (depends on the topic). 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. 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 or INFO-I 308. Must have earned a grade of C- or better in the prerequisite course. 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 310 Data Structures- Python (3 cr.) P: CSCI-A 205 or CSCI-A 202. The focus of this course is on solving computational problems that involve manipulating collections of data. We will study a core set of data abstractions, data structures, and algorithms that provide a foundation for writing efficient programs.

CSCI-C 311 Programming Languages (3-4 cr.) P: CSCI-C 243 and CSCI-C 335. Must have earned a grade of C- or better in all prerequisite courses. Systematic approach to programming languages. Relationships among languages, properties, and features of languages; and the computer environment necessary to use languages.

CSCI-C 330 Object-Oriented Systems Analysis and Design I (3 cr.) This course is an introduction to object-oriented systems analysis and design. The course covers the foundations, methods and phases of object-oriented analysis and design in developing an information system. Building an information system requires requirements collection, behavioral modeling, and dynamic interactions in the system. A major goal of this course is to teach core concepts, modeling methods, UML diagrams and major phases of analysis and design. The topics to be introduced include methodology, object orientation, requirements collection, domain analysis, use case modeling, structural modeling and database modeling.

CSCI-C 335 Computer Structures (4 cr.) P: CSCI-C 201 or INFO-I 211. Must have earned a grade of C- or better in the prerequisite course. C: CSCI-C 151. 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.

CSCI-C 337 Introductory Statistical Analysis with R (3 cr.) P: MATH-M 107 or equivalent basic algebra course. This course will cover the fundamentals of statistics with the aim of equipping students with the skills needed to comprehend and make statistical inferences from data. Topics will include data reduction, probability, hypothesis testing, correlation, regression, analysis of variance, Bayesian networks, cluster analysis, and discriminant analysis.

CSCI-C 343 Data Structures (3-4 cr.) P: A grade of C- or better in CSCI-C 255 or CSCI-C 201 or CSCI-A 506. 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.

CSCI-C 407 Introduction to Digital Forensics (3-4 cr.) Online Collaborative Degree. P: Check schedule of classes. Overview of the principles and practices of digital forensics, emphasize the different techniques and procedures to analyze physical storage media. Students will study underpinnings of common operating systems and various formats for file storage and transmission, including secret hiding places unseen by the user or even the operating system.

CSCI-C 421 Digital Design (3-4 cr.) P: CSCI-C 335 with a grade of C- or better. 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 with a grade of C- or better. 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 and CSCI-C 335 and three additional computer science major courses at or above the 300-level. Must have earned a grade of C- or better in all prerequisite courses. 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 436 Operating Systems 2 (3-4 cr.) 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.

CSCI-C 441 Information Orgranization and Retrieval (3 cr.) P: CSCI-C 243, INFO-C 307, or INFO-I 308 with a grade of C- or better. 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 310. 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, CSCI-C 250 with a grade of C- or better; and MATH-M 260 with a grade of C or better. 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 458 Intelligent Robots (4 cr.) Online Collaborative Degree. P: Check schedule of classes. Presents a broad overview of robotics and research with topics including: robot control, perception, localization, planning, mapping, navigation, learning and swarm approaches. This course focuses on a hands-on approach to introducing the concepts in robotics using antonomous mobile robots such as Lego Mindstorm NXT and X80 Pro.

CSCI-C 463 Artificial Intelligence I (3-4 cr.) P: CSCI-C 243, INFO-C 307, or INFO-I 308; and CSCI-C 250. 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.) Credit not given for both CSCI-B 481 and CSCI-B 581. P: CSCI-C 243, INFO-I 308, or INFO-C307 with a grade of C- or better. 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.

CSCI-C 486 Senior Capstone Project (3 cr.) P: CSCI-C 308 and CSCI-C 335 and two additional computer science major courses at or above the 300-level. Must have earned a grade of C- or better in all prerequisite courses. A capstone experience based on the knowledge and skills acquired in earlier coursework. Students work on projects in supervised teams, from planning and design to implementation, testing and releasing of a final artifact. Teamwork, communication, and organizational skills are emphasized in a real-world-style environment.

CSCI-C 490 Seminar in Computer Science (1-4 cr.) P: CSCI-C 243, INFO-C 307, or INFO-I 308 (additional pre-reqs vary by topic) or department permission. Special topics in computer science. May be repeated for up to 12 credits.

CSCI-C 590 Special Topics in Computing (1-3 cr.) Special topics in Computer Science. Repeatable for credit.

CSCI-C 690 Special Topics in Computing (1-3 cr.) P: CSCI-A 594, CSCI-C 243, INFO-C 307, or INFO-I 308. Other prerequisites might apply depending on the topic. Special topics in Computer Science. Repeatable for credit.

CSCI-N 390 The Natural World (3 cr.) P: This course is open to sophomore, junior, and senior students who have at least one year of college experience. 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.

CSCI-P 422 Web Enterprise Systems (4 cr.) Online Collaborative Degree. P: Check schedule of classes. Presents a broad overview of robotics and research with topics including: robot control, perception, localization, planning, mapping, navigation, learning and swarm approaches. This course focuses on a hands-on approach to introducing the concepts in robotics using antonomous mobile robots such as Lego Mindstorm NXT and X80 Pro.

CSCI-P 435 Mobile Computing (3-4 cr.) P: CSCI-C 243 or INFO-C 307 or INFO-I 308. This course explores a number of different mobile computing related topics and technologies. The course requires the completion of a number of smaller programming labs in order to get hands on experience with some of these topics. Additionally, there is a semester long project that requires the student to design, develop, and implement his or her own app. Mobile computing topics include but are not limited to: model view controller, XML, JSON, parsing of XML and/or JSON, interprocess communication, basics of built-in GUI widgets and components, persistent data, user interface design, event handling and callback operations, touches and swipes, utilizing and communicating with cloud-based services, monetizing an app.

CSCI-P 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 required. Instructor approval required. Students considering internship should consult with the Department Internship Co-ordinator at least one semester prior. P: CSCI-C 308 and CSCI-C 335 and one other computer science major course above the level of CSCI-C 243. Must have earned a grade of C- or better in all prerequisite courses. 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.) Departmental approval and permission of the graduate director and instructor required. P: Current enrollment in graduate degree program in computer science. Provides for participation in graduate-level professional training and internship experience. May be repeated for up to 6 credits.

CSCI-N 317 Computation for Scientific Applications (3 cr.) A survey and illustration of popular computational software used in multiple scientific domains to support data processing and scientific research. This class focuses on teaching how to use software to efficiently process data in terms of modeling, simulating, visualizing and data-mining. Fundamental concepts related to scientific computing are introduced briefly. Lecture and lab.

Criminal Justice | CJUS

Pictured | **Aleaha Ziola** | *Bachelor of Science in Criminal Justice / Minor in Psychology* | Buckeye, Arizona (hometown)
Titan Success Center | Social Media Coordinator

21st Century Scholars
Club Affiliation | Slpha Sigma Tau

Criminal Justice | CJUS

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

CJUS-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.

CJUS-K 300 Techniques of Data Analysis (3 cr.) 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. P: ALEKS Math Score greater than 35, CJUS-P 100, CJUS-P 200 and CJUS-P 290. Covers the properties of single variables, the measurement of association between pairs of variables, and statistical inference. Additional topics, such as the analyses of qualitative and aggregated data, address specific criminal justice concerns.

CJUS-P 100 Introduction to Criminal Justice (3 cr.) 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 120 Criminal Justice Careers and Ethics (3 cr.) Survey of careers in the Criminal Justice field, the training and skills associated with them, and how they work together to address social and public safety problems. Special attention given to the ethical standards and dilemmas associated with different Criminal Justice positions.

CJUS-P 200 Theories of Crime and Deviance (3 cr.) Critical examination of biological, psychological, and sociological theories of crime and deviance. Examination of individual, group, and societal reactions to norm-violating behaviors.

CJUS-P 290 The Nature of Inquiry (3 cr.) 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, CJUS-P 200. 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.) 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, CJUS-P 200. 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, CJUS-P 200. 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, CJUS-P 200. 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, CJUS-P 200. 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, CJUS-P 200. 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, CJUS-P 200. 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, CJUS-P 200. 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.) 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, CJUS-P 200. 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 419 Race, Class, and Crime (3 cr.) P: CJUS-P 100 and CJUS-P 200. Examination of the contemporary realities associated with race and crime. Consideration of the social, political and economic factors that shape the life chances of American minorities; theories of minority crime causation; minorities in the criminal justice system; definitional problems associated with concepts of race and crime.

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-P 100, CJUS-P 290. 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.) 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-P 510 Criminal Justice Policy and Practice (3 cr.) P: Bachelor's degree in criminal justice or related field. This course introduces students to criminal justice policy (both past and present), theoretical frameworks (1800s-present), and examines the impact of criminal justice policy. A critical analysis of criminal justice policy and theory in practice throughout the criminal legal system will be explored.

CJUS-P 512 Corrections (3 cr.) MPA students only. Reviews historical and philosophical bases of correctional system and examines components of system (community corrections, jails and prisons). Focuses on the structure and functions of the corrections system with particular attention to the role of broader social forces on the development and operation of the system.

CJUS-P 521 Policing Policy and Management (3 cr.) P: Open to all Graduate students. Course will assist public safety administrators in public safety administration. Course will focus on employee recruitment, hiring, retention, discipline, development and of public safety employees. The rights of employees and obligations imposed upon administrators by applicable federal and state statutes, and/or local ordinances and collective bargaining agreements will be discussed.

CJUS-P 524 Race, Class and the Criminal Justice System (3 cr.) P: Bachelor's degree in criminal justice or related field. This course considers the relationships among race/ethnicity, social class and crime in the criminal justice system.

CJUS-P 526 Victim Advocacy and Victimology: Victim Services in the Criminal Legal System (3 cr.) P: Bachelor's degree in criminal justice or related field. Examines victim advocacy in the criminal legal system in the United States. Explores a variety of contexts relevant to public affairs (historical, social, political, and psychological) and impacts on victim advocacy. Explores and analyzes various types of victimization,

victim assistance practices, policies/legislation, and ethical components of victim advocacy practice.

Dental Hygiene | DHYG

Pictured | **Alejandra Montoya-Rubalcava** | *Bachelor of Science in Dental Hygiene* | Syracuse, Indiana (hometown)

Honors Program21st Century Scholar
Volunteer Activity | Mentor Collective Program
Club Affliation | Latino Student Union

Dental Hygiene | DHYG

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

DHYG-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.

DHYG-E 443 Public Health Education Methods (1-3 cr.) P: Must be a Dental Hygiene student. 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.

DHYG-H 205 Medical and Dental Emergencies (1-2 cr.) P: Must be a Dental Hygiene student. A study in emergency situations in the dental office, including predisposing factors and 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: Must be a Dental Hygiene student or a Speech Language Pathology Student. Head and Neck Anatomy is a detailed study of the anatomy of the head and neck. Some attention is given to oral embryology, the growth of tooth structure, and oral anatomy regarding dental hygiene and speech language pathology professions.

DHYG-H 213 Human Biology 2-First Year (1-4 cr.) P: Must be a Dental Hygiene student. Gross and microscopic anatomy, physiology, embryology, and pathology of the human body with special emphasis on the head and neck. I

DHYG-H 214 Oral Anatomy, Histology, and Embryology (2-4 cr.) P: Must be a Dental Hygiene student. 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: Must be a Dental Hygiene student. Actions and uses of drugs and theory of anesthetics; emphasis on drugs used in dentistry. II

DHYG-H 217 Preventive Dentistry (1-3 cr.) P: Must be a Dental Hygiene student. 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 as they relate to the patient and community.

DHYG-H 218 Fundamentals of Dental Hygiene (3-6 cr.) P: Must be a Dental Hygiene student. 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: Must be a Dental Hygiene student. 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: Must be a Dental Hygiene student. Clinical assignment for instruction and experience in performing dental hygiene services.

DHYG-H 222 Advanced Clinical Dental Hygiene Procedures (1-4 cr.) P: Must be a Dental Hygiene student. 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.) P: Must be a Dental Hygiene student. 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.) P: Must be a Dental Hygiene student. 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 250 Local Anesthesia and Pain Control (1-4 cr.) P: Must be a Dental Hygiene student. 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: Must be a Dental Hygiene student. 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.) P: Must be a Dental Hygiene student. 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: Must be a Dental Hygiene student. 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.) P: Must be a Dental Hygiene student. 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: Must be a Dental Hygiene student. 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.) P: Must be a Dental Hygiene student. Clinical application of intra-oral and extra-oral radiographs. I

DHYG-H 306 Radiology Clinic II (1 cr.) P: Must be a Dental Hygiene student. Continuation of DHYG-H 305-clinical application of intra-oral and extra-oral radiographs. II

DHYG-H 307 Radiology Clinic III (1 cr.) P: Must be a Dental Hygiene student. Continuation of DHYG-H 306 - clinical application of intra-oral and extra-oral radiographs. II

DHYG-H 308 Dental Materials (1-3 cr.) P: Must be a Dental Hygiene student. Composition, physical, and chemical properties of materials used in dentistry. I

DHYG-H 312 Radiology Lecture II (1 cr.) P: Must be a Dental Hygiene student. 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.) P: Must be a Dental Hygiene student. 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 (1-3 cr.) P: Must be a Dental Hygiene student. A study of periodontal disease including the anatomy, classification, etiology, treatment, and relationship to systemic condition. II

DHYG-H 333 Management of the Special Needs Patient (1-3 cr.) C: Must be a dental hygiene student. Students will learn to recognize and manage the oral health needs of child, adolescent, adult, and geriatric patients exhibiting physical and or mental impairment.

DHYG-H 344 Senior Hygiene Seminar (1-3 cr.) P: Must be a Dental Hygiene student. 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 400 Evidence-Based Decision Making (3 cr.) P: Must be a Dental Hygiene student. 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 403 Advanced Community Dental Hygiene (1-4 cr.) Public health principles including care delivery system and preventive public health care at the community level.

DHYG-H 410 Management Strategies for the Dental Hygiene Professional (1-3 cr.) P: Must be a Dental Hygiene student. 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 420 Advanced Clinical Procedures (4-5 cr.) Clinical Practice 4 is a course designed for instruction and experience in performing dental hygiene services.

DHYG-H 444 Bachelor Degree Capstone Course (1-3 cr.) P: Must be a Dental Hygiene student. 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. P: DHYG-H 477. 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.) P: Departmental consent. This course will provide students the opportunity to travel abroad and provide preventive dental care to a population in need.

HSC-H 322 Epidemiology and Biostatistics (1-6 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 both descriptive and inferential statistical approaches to describe the health of populations.

Japanese and Chinese | EALC

Pictured | **Lucas Geren** | *Bachelor in Fine Arts in Integrated New Media Studies, Video and Motion Media / Minor in East Asian Studies* | Elkhart, Indiana (hometown)
Club Affiliations | Advertising Club, Marketing Club, Japanese Club, International Student Organization, Black Student Union, Gamer's Guild, Massive Attack Improv Club

Japanese and Chinese | EALC

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

Note | All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center.

EALC-C 101 Elementary Chinese 1 (2-4 cr.) An introductory course that lays groundwork for 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-J 133 Foreign Study In Japanese, First Year (1-10 cr.) C: Acceptance into an Indiana University-approved overseas study program. Credit for foreign study in Japanese language when no specific equivalent is available among departmental offerings.

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 with a C- or higher. Continuation of EALC-C 201.

EALC-E 270 Japanese Language and Society (3 cr.) A survey of Japanese cultural patterns and the structure of Japanese society as reflected in the Japanese language. Comparisons with aspects of American culture and language will be included. Knowledge of Japanese language is not required.

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 situtions, and controlled reading and writing skills.

EALC-J 102 Elementary Japanese 2 (2-4 cr.) P: EALC-J 101 with a C- or higher, placement, or instructor's permission. 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 201 with a C- or higher, placement, or instructor's permission. 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 with a C- or higher, placement, or instructor's permission. Continuation of EALC-J 201. II

EALC-J 233 Foreign Study in Japanese, Second Year (1-10 cr.) C: Acceptance into an Indiana University-approved overseas study program. Credit for foreign study

in Japanese language when no specific equivalent is available among departmental offerings.

EALC-J 301 Third Year Japanese 1 (3-4 cr.) P: EALC-J 202 with a C or higher, placement, or instructor's permission. 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 301 with a C or higher, placement, or instructor's permission. 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 302 with a C or higher, placement, or instructor's permission. 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 333 Foreign Study In Japanese, 3rd Year (2-10 cr.) C: Acceptance into an Indiana University-approved overseas study program. Credit for foreign study in Japanese language when no specific equivalent is available among departmental offerings.

EALC-J 401 Fourth-Year Japanese I (3 cr.) P: EALC-J 302 with a C or higher, placement, or instructor's permission. Emphasis on advanced reading skills. I

EALC-J 402 Fourth-Year Japanese II (3 cr.) P: EALC-J 401 with a C or higher, placement, or instructor's permission. Continuation of J401. To develop advanced skills in Japanese for speaking, reading, and writing.

EALC-J 433 Foreign Study in Japanese, 4th Year (1-10 cr.) C: Acceptance into an Indiana University-approved overseas study program. Credit for foreign study in Japanese language when no specific equivalent is available among departmental offerings.

EALC-J 451 Readings in Japanese Newspapers and Journals (3 cr.) P: EALC-J 302 with a C or higher, placement, or instructor's permission. 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 | **Madylin Bauer** | *Bachelor of Science in Business, Economics / Minor in Finance* | South Bend, Indiana (hometown)
Club Affiiation | Mental Health Club; The Everyday Club at IU South Bend

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 and 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 202 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.

ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr.) Credit not given for both ECON-E 270 and MATH-K 310. P: BUS-K 201 and MATH-M 118. This course reviews basic concepts of probability and statistics, using them to study the properties of statistical samples, summary statistics for those samples and their use to test statistical hypotheses. It also studies basic statistical decision theory and the use of statistical techniques to study relationships between variables: regression and correlation analysis, analysis of variance. I, II, S

ECON-E 304 Survey of Labor Economics (3 cr.) P: ECON-E 103 or ECON-S 103. This course studies the operation of the market for labor, including how wage rates are determined, how the level of employment is determined, and how and why wage rates and employment levels differ across different industries and different types of jobs. Other important topics include the role of labor unions, and the role of the government in taxing or subsidizing labor and in regulating labor market practices (including imposing minimum wages). The course also studies wage contracting behavior and why it may cause wage rates to be relatively inflexible over time. I

ECON-E 305 Money and Banking (3 cr.) P: ECON-E 103 or ECON-S 103, ECON-E 104 or ECON-S 104. This course studies money, banks, financial markets and government monetary and financial policy. Monetary topics include the role of money in the economy, different types of money, the measurement of the money supply, the nature of monetary institutions and the conduct and impact of monetary policy. Other important topics are the special monetary and financial role of banks and the nature and goals of bank regulation. On the finance side, the main focus is the organization of financial markets, the determination of interest rates and bond prices, and the nature and purpose of government regulation of the financial system. II

ECON-E 306 Undergraduate Seminar in Economics (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Discussion and analysis of contemporary economic problems and policies. Different topics may be offered each semester. Papers and other written and oral assignments required.

ECON-E 308 Survey of Public Finance (3 cr.) P: ECON-E 103 or ECON-S 103; and ECON-E 104 or ECON-S 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 or ECON-S 103. This course studies basic topics from Introduction to Microeconomics (E201) more thoroughly and in a more rigorous way. A key topic is consumer theory, which helps economists understand and try to predict how consumers allocate their incomes over different goods and services - including in situations where the consequences of different decisions are uncertain and/or depend on the action of others (game theory). Another common topic is the theory of the firm, which is the theory of how firms operating in different types of market environments - competition, monopoly, oligopoly, etc. - make decisions about production, employment, purchases of other inputs, investment in plant and equipment, etc. I

ECON-E 322 Intermediate Macroeconomic Theory (3 cr.) P: ECON-E 104 or ECON-S 104. National income accounting; theory of income, employment, and price level. Countercyclical and other public policy measures. II

ECON-E 323 Urban Economics (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Introduction to basic concepts and techniques of urban economic analysis to facilitate understanding of urban problems; urban growth and structure, poverty, housing, transportation, and public provision of urban services.

ECON-E 333 International Economics (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Survey of international economics. Basis for and effects of international trade, commercial policy and effects of trade restrictions, balance of payments and exchange rate adjustment, international monetary systems, fixed vs. flexible exchange rates.

ECON-E 337 Economic Development (3 cr.) Characteristics of economically underdeveloped countries. Obstacles to sustained growth; planning and other policies for stimulating growth; examination of development problems and experience in particular countries.

ECON-E 338 Business and Economics Applications of Geographical Information Systems (3 cr.) The use of Geographic Information Systems (GIS) has become a standard feature among government and corporate agencies either for resource management or planning. In the corporate world, GIS is heavily used in locating businesses or retail outlets, food industries, transportation network and etc., this course, students will be exposed to various applications of GIS with a primary focus on business and economic issues. This course does not cover GIS programming and development of application programs.

ECON-E 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 350 Money and Banking (3 cr.) 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.

ECON-E 363 Environmental and Natural Resource Economics (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Basic theory and policy of such topics as pollution, resource depletion, environmental risk and resource conservation. Issues covered include limits to growth, quality of life and the appropriate roles for the private market and federal control.

ECON-E 371 Introduction to Applied Econometrics (3 cr.) Online Collaborative Degree. P: Check schedule of classes. An introduction to the theory and application of least-squares regression in empirical economics. Review of bivariate and multivariate regression models, hypothesis testing, and confidence intervals. Special topics include model specification, multicollinearity, heteroscedasticity, dummy variables, interactions, and various sources of estimation bias. Students will learn to work with both cross-sectional and time-series datasets, and analyze the data using an econometrics software package.

ECON-E 375 Introduction to Mathematical Economics (3 cr.) P: ECON-E 103, ECON-E 104, MATH-E 118 and MATH-E 119. Optimization problems, which are common in economic analysis, are most often formulated using mathematics. Calculus is very useful for solving mathematical optimization problems, and graphs are often used to illustrate them. This course combines calculus, linear algebra, graphs and verbal/written descriptions to explain mathematical optimization theory and its economic applications.

ECON-E 430 International Economics (3 cr.) P: ECON-E 103 or ECON-S 103, ECON-E 104 or ECON-S 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, 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 honors program director or instructor. Introductory microeconomics course for students admitted to honors program. I

ECON-S 104 Introduction to Macroeconomics-Honors (3 cr.) P: Consent of the honors program director or instructor. Designed for freshmen students for superior ability. Covers same core material as E104. Small sections. II

Education | EDUC

Pictured | **Michael May** | *Bachelor of Science in Education, Secondary Education, English* | South Bend, Indiana (hometown)
Club Affiliation | Kappa Delta Pi (Education honor society)

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-A 325, EDUC-K 305. 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 530 Statistical Data for Educational Leaders (3 cr.) Application and Measurement principles of classroom testing, construction and evaluation of classroom tests, evaluation of student performance; interpretation and use of measurement data; assessment of achievement via standardized tests; school testing program in Indiana.

EDUC-A 560 Political Perspectives of Education (3 cr.) P: EDUC-A 500. This course focuses on theoretical and conceptual approaches useful in describing, explaining, and predicting political behavior related to schools. Forces for continuity and change at local, state, and federal levels are explored.

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 615 Advanced School Law (1-3 cr.) This course considers constitutional and statutory provisions and court decisions affecting the administration of public schools. Particular attention is given to current legal concerns.

EDUC-A 624 Educational Leadership: The Principalship K-12 (3 cr.) This course engages students in a dialogue around building a professional learning community leading to instructional program coherence committed to the success of all students. Students complete their leadership platform as a part of this course.

EDUC-A 625 Administration of Elementary Schools (3-6 cr.) P: EDUC-A 500 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 Continuous School Improvement and Data-Informed Decision Making (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-A 635 Public School Budgeting and Accounting (3 cr.) This course explores the normative and positive aspects of financing K-12 public education. After a rigorous introduction to the foundation of school finance theory, the course investigates the concepts and practices of effective budget management.

EDUC-A 653 The Organizational Context of Education (3 cr.) This course examines organizational factors in terms of impact on human behavior and student learning and the critical role of administrative policies and practices in shaping the organizational context. Alternative organizational designs and administrative strategies are studied in terms of their effectiveness under specified conditions.

EDUC-A 671 Planning and Change in Educational Organizations (3 cr.) This course uses change scenarios at the school and district level to facilitate the application of planning and change principles. Students are required to produce personal change paradigms and critique contemporary restructuring and transformational models.

EDUC-A 672 Moral Dimensions of Leadership (3 cr.) This course examines the concept of leadership from a political, historical, and social framework, with emphasis on values and ethics in the leader-follower relationship. Topics include analyses of change processes, conflict, power, and transformation.

EDUC-A 675 Leadership in Special Education (3 cr.) This course addresses the historical and contemporary study of political, economic, and social factors that have influenced or are influencing the development and evolution of educational programs and services for students and adults with disabilities. Implications for district and site-level leadership practices are emphasized.

EDUC-A 680 Education Specialist Seminar (Educational Leadership) (1-3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course, taken near the completion of degree requirements, permits interaction with practicing school administrators and others with expertise in educational leadership. The student prepares an "issues" paper, the subject of which may be discussed in the final oral examination.

EDUC-A 695 Practicum in Educational Leadership (1-3 cr.) This course provides for a closely supervised field experience in various areas of school administration.

EDUC-A 754 Seminar in Research in Educational Leadership (3 cr.) This course is limited to candidates for the doctorate with a major or minor in educational leadership. The course focuses on study of research design, techniques, and procedures applicable to research problems in administration.

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-A 785 Internship in Educational Leadership (1-6 cr.) This course involves a supervised experience working in schools, agencies, or institutions.

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 (3 cr.) 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.) C: EDUC-A 190, EDUC-E 372, EDUC-K 305 and EDUC-M 401. 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.) C: EDUC-E 327 and EDUC-M 101, and be admitted to 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.) C: EDUC-E 327 and EDUC-M 301. 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.) Open to students from allied health, psychology, pediatric nursing, and social work. 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. I

EDUC-E 333 Inquiry in Mathematics and Science (3 cr.) P: Students must be admitted to 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.) Students must also enroll in all Block 1 courses. 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. I, II

EDUC-E 343 Mathematics in the Elementary Schools (1-3 cr.) Currently not using block scheduling. P: Currently cluster/co-requisite of EDUC-E 328, EDUC-E 371 and EDUC-M 301. 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.) Students must also enroll in all Block 1 courses. C: EDUC-E 327 and EDUC-M 101. 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. C: EDUC-E 328, EDUC-E 343 and EDUC-M 301. 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 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.) This is the final class in the early childhood sequence. P: EDUC-E 505, EDUC-E 506, EDUC-E 507, and EDUC-E 508. 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 525 Advanced Curriculum Study in Early Childhood (3 cr.) Online Collaborative Degree. P: Check schedule of classes. In-depth study of those educators and philosophers, past and present, who have influenced early childhood curricula. Emphasis on the beliefs of Dewey, Piaget, Vygotsky, Montessori, Eisner, and Bruner and how they influence each student's educational belief system.

EDUC-E 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 200 Examining Self as Teacher (3 cr.) Designed to help a student make a career decision, better conceptualize the kind of teacher the student wishes to become, and reconcile any preliminary concerns that may be hampering a personal examination of self as teacher. Students design a major portion of their work.

EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.) Students no longer take PRAXIS I. P: Must have completed EDUC-P 250 and EDUC-W 200. 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.) C: Must have completed EDUC-P 250 and EDUC-W 200. Students no longer take PRAXIS I. 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.) Variable title course. 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: conlict resolution, active listening, parent-teacher communication.

EDUC-G 206 Introduction to Couneling 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 Personality 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-G 647 Advanced Internship in Counseling (1-3 cr.) Online Collaborative Degree. P: Check schedule of classes. Supervised practice in counseling in various educational or school settings. This field-based experience may be a paid experience for Ed.S. students in counseling. Course partially satisfies counselor licensure requirements.

EDUC-H 340 Education and American Culture (3 cr.) P: EDUC-P 250, EDUC-W 200. 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 500 Instruction in the Context of Curriculum (3 cr.) First course for the Master's degree in Curriculum & Instruction. Extends concepts introduced in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum and instruction and their impact

on social contexts, learning theories, and schooling practices. Elementary and secondary contexts are studied.

EDUC-J 501 Strategies for Teaching, Learning, and Curriculum (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Participants learn about research-based principles of learning and use them to design, deliver, and adapt instruction and curriculum for individuals with diverse learning needs. Will focus on the interplay between teaching, learning and curriculum for applications across dynamic community contexts.

EDUC-J 502 Assessment and Evaluation (3 cr.) Online Collaborative Degree. P: Check schedule of classes. An introductory course for education professionals. Topics of study include principles of assessment, formal/informal assessment instruments and methods, formative & summative assessment, interpretation/use of standardized test results, social/political issues in assessment, and analysis of data. Evaluation topics include determining eligibility for special ed, evaluation of programs, and instructional approaches.

EDUC-J 503 Leadership and Instructional Coaching (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course focuses on developing the knowledge, communication and leadership skills necessary to improve instruction in a variety of learning contexts. This course is designed for those interested in becoming a curriculum and instruction leader, coach or mentor.

EDUC-J 511 Methods of Individual Instruction (3 cr.) Student will critically examine several approaches to individualizing instruction.

EDUC-J 597 Teaching, Learning, and Curriculum Capstone (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This is a final capstone course for students enrolled in the M.S.Ed. in Teaching, Learning, and Curriculum (Online Collaborative). In this course students will synthesize their learning across courses in their master's track through an individualized capstone project under the direction of a faculty member.

EDUC-K 205 Introduction to Exceptional Children (3 cr.) An overview of the charateristics 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-J 630 Curriculum Theory and Practice (3 cr.) Explores fundamental dimensions of curriculum theory, such as: the social construction of knowledge, curriculum as cultural mindset, political reality, and scholarly discourse. Examines varied ideological orientations to curriculum studies. Introduces basic concepts of curriculum design and provides opportunities for curriculum development.

EDUC-J 655 Seminar in Multicultural and Global Education (3 cr.) Online Collaborative Degree. P: Check schedule of classes. 1) Examine major concepts, theoretical frameworks and educational responses associated with multicultural/global education, 2) heighten cross-cultural awareness, 3) explore possibilities of integrating multicultural/global education into a unified approach for curriculum development and research, 4) enable participants to become leaders of multicultural/global education in their area of expertise.

EDUC-K 300 Developmental Characteristics of Exceptional Individuals (3 cr.) 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: EDUC-E 372. 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.) C: EDUC-K 345 and EDUC-K 402 must be taken together. The primary 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 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 Language and Learning Characteristics of Students with Mild to Moderate Disabilities (3 cr.) Focuses on typical and atypical language and learning, with an emphasis on individuals with mild/moderate disabilities. Addresses procedures for identification and referral for special education and related services based on language and learning characteristics.

EDUC-K 400 Computers for Students with Disabilities (3 cr.) Additional fee required. P: TEP, EDUC-W 200 or equivalent, EDUC-K 360, EDUC-K 370.

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.) C: EDUC-K 345 and EDUC-K 402 must be taken together. 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.) Additional fee required; S/F graded. Full time supervised student teaching for a minimum of 8 weeks. The experience is directed by a qualified supervising teacher and has university-provided supervision. II May be repeated for up to 15 credits.

EDUC-K 490 Research in Special Education (1-3 cr.) Individual Study. 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.) Additional fee required. 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.

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.) Students cannot receive credit for both EDUC-K 205 and EDUC-K 505. P: Graduate standing or consent of instructor. 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 510 Assistive Technology in Special Education (3 cr.) Explores various technologies ranging from non-electronic to more advanced "high-tech" assistive technology (AT) devices. Emphasizes how to: (1) assess AT needs of individuals with disabilities, (2) integrate AT into classroom settings, (3) adapt existing curriculum materials for use with AT, (4) develop strategies to evaluate the effectiveness of AT use.

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 549 Early Childhood Special Education Models (3 cr.) Planning and implementing appropriate programs for infants/toddlers and preschoolers with handicaps to include an understanding on consultation and interdisciplinary techniques, integrative programming, and interagency cooperation.

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 teh study of material

taught in a regularly scheduled course. May be repeated for credit

EDUC-K 595 Practicum in Special Education (1-6 cr.) Additional fee required; S/F graded. C: Consent of instructor. Provides for closely supervised field experience in various areas of special education. May be repeated for credit

EDUC-L 436 Methods and Materials for Teaching English as a Second Language (3 cr.) Emphasizes practices, strategies, and materials needed by teachers in English as a second language setting. Whole language approaches, including developing comprehension, speaking, writing and reading will be utilized via hands on experiences with a variety of materials. S

EDUC-L 441 BILINGUAL EDUCATION: INTRODUCTION (3 cr.) Introduction to the development of bilingual/ bicultural education in the United States—its antecedents, the rationale, theories, and comparison of existing bilingual/bicultural programs.

EDUC-L 482 Student Teaching-English as a Second Language (1-16 cr.) Additional fee required; S/F graded. Full-time supervised student teaching in Enlish 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 teh supervision of a university supervisor and a school cooperating teacher. This will include a minimum of six continuous weeks of full-time experience. I, II

EDUC-L 511 Teaching Writing in Elementary Schools (3 cr.) This course is a 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 521 Language and Literacy Foundations for Teaching English as a New Language (3 cr.) This course explores the theory, research, principles, and processes of second language acquisition and second literacy development for multilingual learners. Teachers are prepared to use assessment, differentiation, and pedagogy to create instructional environments that support academic content, language, and literacy learning.

EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education (3 cr.) A survey of language education issues related to the linguistic abilities and educational needs of students requiring bilingual or bidialectal instruction. Topics discussed include language acquisition, language pedagogy, program models, cultural influences, teacher training, and research directions.

EDUC-L 530 Topical Workshop in Literacy, Culture, and Language Education (1-6 cr.) P: Instructor's permission. 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 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.

ENG-L 571 Practicum in ENL Assessment (1 cr.) This practicum will expand your assessment literacy and anti-biased and anti-racist (ABAR) teaching and assessment practices. You will identify characteristics of assessments that make assessments useful, meaningful, and equitable for multilingual learners.

ENG-L 572 Practicum in Pedagogy (1 cr.) This practicum provides a solidifying experience in how teachers translate their knowledge of language and literacy, culture, and equity-mindedness into responsive and sustaining pedagogical practices that assist, assess, and differentiate instruction to advance multilingual students' learning.

EDUC-M 101 Laboratory-Field Experience (0-3 cr.) C: EDUC-E 370 and EDUC-E 327. Laboratory or field experience for freshman. I, II May be repeated for credit

EDUC-M 130 Child Art: Understanding Children's Artistic Worlds (3 cr.) Introduction to the nature, meanings and development of children's visual/artistic expressions and aesthetic responses, from childhood through adolescence, across culture and time. Students will analyze children's artworks and reactions to images through readings, case studies, and field experiences, and consider implications for promoting artistic and aesthetic growth.

EDUC-M 201 Laboratory/Field Experience (2 cr.) Laboratory or field experience for sophomores.

EDUC-M 301 Laboratory-Field Experience (0-3 cr.) Additional fee required; S/F graded C: EDUC-E 371 and EDUC-E 328. Laboratory or field experience for juniors. 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 Creating Learning Environments (1-3 cr.) Explores individualized and interdisciplinary learning

methods, measurements and evaluation, teaching process and curriculum development, and the organization of the elementary schools. 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.) C: EDUC-R 301 and EDUC-W 310. 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.) Observations required. 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. May be repeated twice for up to 4 credits.

EDUC-M 324 Teaching About the Arts (1-3 cr.) 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 Designing Visual Learning Experiences for Children (3 cr.) An introduction to fundamentals of designing and facilitating children's visual art learning experiences in schools, community centers or museums. Emphasis on pedagogy in the context of practice and field experiences with children. Required for art education majors. Non-art education majors welcome with instructor permission. I

EDUC-M 333 Art Experience for the Elementary Teacher (2 cr.) Not open to Art or Art Education majors. P: Admission to TEP. 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 methods and materials; organization of the instrumental curriculum.

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. Organization and development of choral groups; voice production, rehearsal techniques; tone, diction and phrasing; materials suitable for school choruses at secondary level. I

EDUC-M 359 Health and Wellness for Teachers (2 cr.)

EDUC-M 401 Laboratory/Field Experience (0-3 cr.) C: EDUC-A 190, EDUC-E 325, EDUC-E 372, and EDUC-K 305. Laboratory or field experience for seniors.

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 tacher and has university provided supervision. I, II.

EDUC-M 430 Foundations of Art Education and Methods 2 (3 cr.) P: EDUC-M 401. 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.) P: EDUC-M 401. 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.) P: EDUC-M 401. Development and practice of skills and techniques of teaching foreign languages, selection of content an materials, an evaluation of students an 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: EDUC-M 401. 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 452 Methods of Teaching English in Senior High School, Junior High School and Middle School (1-5 cr.) P: EDUC-M 401. 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.) 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.) 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 465 Methods of Teaching Senior High/ Junior High/Middle School Computer Science (3 cr.) P: Admitted to Teacher Education Program This course provides an understanding of general and specific methods for teaching computer science to students in secondary education. Students examine a variety of computing tools, virtual environments, and software offerings to support the learning experience.

Effective pedagogical strategies for curriculum design, assessments, and differentiation will be addressed.

EDUC-M 470 Practicum (3-8 cr.) Additional fee required; S/F graded. 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. May be repeated for credit.

EDUC-M 480 Student Teaching in the Secondary School (1-16 cr.) Additional fee required; S/F graded. P: Students must meet all the eligibility requirements for student teaching listed in the current University Bulletin before they will be allowed to student teach. 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 qulified 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.) Additional fee required; S/F graded. P: Completion of basic and methods course requirements. C: EDUC-S 487, EDUC-R 303. 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. A laboratory field experience in education for graduate students. II

EDUC-M 525 Practicum in Junior High/Middle School Education (1-6 cr.) Additional fee required; S/F graded. P: Consent of instructor. 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. Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting. II 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 educational and clinical practice. Topics include: biological development, cognitive development, language acquisition, emotional and social development. 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 540 Learning and Cognition in Education (3 cr.) Survey of theoretical positions in the areas of learning and cognition, with emphasis on their relevance for the design of classroom learning situation.

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-P 602 Prevention, Assessment, and Intervention in School Psychology I (1-4 cr.) P: This course is intended primarily for graduate students in school psychology and/or graduate students minoring in school psychology. Students from other programs would be allowed to take this course with the instructor's permission. This course focuses on theories of cognitive and academic assessment. The course emphasizes appropriate and effective assessment of academic problems as a form of prevention and intervention. The course also fosters ethically and socially just assessment selection, use, and interpretation for high stakes decision making in schools.

EDUC-P 606 Prevention, Assessment, and Intervention in School Psychology II (1-4 cr.) P: Admission to the Ed.S. in School Psychology program and consent of the instructor. Major approaches and procedures for individual assessment and intervention with students experiencing academic and behavioral difficulties. Supervised practice with curriculum-based and norm-referenced instruments and behavior rating scales. Emphasis placed on linking assessment and classroom intervention for students with disabilities and culturally-diverse populations.

EDUC-P 609 Prevention, Assessment, and Intervention in School Psychology III (3 cr.) P: EDUC-P 602 and EDUC-P 606. This course provides comprehensive training in the administration, scoring, interpretation, and real-world application of academic achievement tests.

EDUC-Q 200 Introduction to Scientific Inquiry (1-3 cr.) A lab-based course focused on developing understandings about the natural world, as well as the processes scientists use to study that world. Students in this course actively engage in scientifically-oriented questions about the natural environment, give priority to evidence in responding to questions, formulate their own explanations from evidence, connect explanations to scientific knowledge, and communicate and justify their explanations. May be repeated for credit. I, II.

EDUC-Q 528 Making for Learning (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Identification, selection, design, implementation, and evaluation of active learning strategies, focusing on making, for use by elementary, middle school, junior high and secondary school teachers.

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 505 Workshop In Instructional Systems Technology (1-6 cr.) VT: Computer-Based Teaching Methods. Topical workshops on selected media/technology emphasizing hands-on experience. Content will vary; e.g. multi-image, microcomputers, simulations/games. This is a service course that may or may not be

applicable to IST majors depending on workshop topic and content.

EDUC-R 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-R 547 Computer Mediated Learning (3 cr.) Intermediate level course on design, development and formative evaluation of computer assisted instruction (CAI) programs. Instructional design strategies based on research on effective CAI are emphasized. Students use CAI software development tools to create and evaluate interactive lessons including questions for assessing learning achievement.

EDUC-S 460 Books for Reading Instruction, 5-12 (1-3 cr.) Examines the use of young adult literature, trade books, and non-text materials for adjusting to reading needs related to various subjects. The use of books in open and traditional settings will be discussed as will ways of responding to current issues and a student's personal and educational objectives. 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 504 Introduction to Stem Teaching (3 cr.) Online Collaborative Degree. P: Check schedule of classes. An introduction to the foundational principles necessary to create a student-centered, inquiry-based learning environment. Students will identify and evaluate their preconceptions about classroom teaching and reflect on the following: Why do we teach STEM? What does quality STEM instruction look like? What are the implicit and explicit messages conveyed by the teacher?

EDUC-S 505 The Junior High and Middle School (3 cr.) Not open to students who have taken EDUC-S 486. Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.

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 (Variable Title) (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 rading 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. Current methods and materials for secondary school English courses; guiding reading to meet literacy, historical, vocational, or scientific interests. 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-T 531 Organizational Change in Cultural and Linguistical Diverse Schools (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Orientation to the processes of continuing education as they relate to health care professions with emphasis on professionalization as a process and its implications for continuing education. Includes exploration of processes of needs determination, instructional episode planning, design, implementation and evaluation.

EDUC-T 550 Cultural/Community Forces and the Schools (3 cr.) Promotes modification of instructional strategies within diverse educational settings by providing opportunities to analyze community forces and cultures through cultural orientation workshops and seminars, culturally focused readings, direct residential participation in community-related activities, and site-based culture/ strategies reports.

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.) S/F graded. Prepares undergraduate students with the foundational knowledge necessary to be engaged within the context of residential programs to advance the residential experience. May be repeated for credit

EDUC-U 570 Workshop: College Student Personnel (Topical) (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 100 Computer Awareness-Literacy (3 cr.) A general orientation to the computer - what it is, what it can and cannot do, and how it operates. Insight into the broad societal impact of computers. Introduction to the computer programming language BASIC. Hands-on experience in programming and using a computer. Orientation to the use of microcomputers.

EDUC-W 200 Teaching with Technology (1-3 cr.) Required of all students pursuing teacher education. Introduction to technology integration. Hands-on experience with educational apps and resources to support transferrable student learning.

EDUC-W 310 K-12 Computing and Computer Science Teaching Methods (3 cr.) C: EDUC-M 301, EDUC-M 311, and EDUC-R 301. Explores various pedagogical approaches, design and implementations of computing/ computer science lessons or K-12 classrooms. Field experiences will include computing/computer science lessons implemented in K-12 classrooms. Learning will be documented and assessed through written assignments, field experiences, and a teaching portfolio.

EDUC-W 505 Professional Development Conference: Specific Title (1-6 cr.) Workshop to meet specific professional needs.

EDUC-W 515 Technology Leadership and Professional Development (3 cr.) This course is about providing leadership in support of technology for learning. Students will study theories and examples of technology leadership, evaluate standards for teacher effectiveness and professional development frameworks, critique policies and procedures, conduct data analysis, and assess the needs of adult learners. Students will create plans for professional development designed to advance the use of technology in learning environments.

EDUC-W 520 Planning for Technology Infrastructure (3 cr.) This course addresses topics pertinent to planning for and sustaining technology infrastructures such as strategic planning, budgeting, vendors and contracts, grant writing, Acceptable Use Policy, classroom technology, wireless access, Student Information Systems (SIS), Learning Management Systems (LMS), and Total Cost of Ownership. Students will assess the technology needs of a specific learning environment and write a proposal to upgrade the technology support for teachers and learners.

ENG-W 531 Technology for Teaching and Learning (3 cr.) A survey of technology used for teaching and learning which explores technologies in learning environments. Students will critically examine topics such as 21st century learning, new literacies, digital divides, digital citizens, technology in classrooms, web-based tools, mobile technologies, game-based learning, and technology innovations. Students will evaluate educational technology tools and engage in social networking and collaborative learning.

EDUC-W 540 Technology-Infused Curriculum (3 cr.) Course focuses on technology integration to promote critical thinking, global awareness, constructivist learning, collaboration, media literacy, high student motivation, higher-level thinking, and creativity. Students will learn about universal design, differentiation, instructional and assessment strategies, and planning techniques. Students will set curricular goals and design lessons for their own contexts.

EDUC-W 551 Educational Foundations for High Ability Students (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Participants develop an understanding of the nature and needs of high ability individuals. Focus is on historical foundations, theories and philosophies and laws and policies related to high ability education. Identification and selection strategies, characteristics, and educational program opportunities are also emphasized.

EDUC-W 590 Individual Research in Computer Education (1-5 cr.) Individual study or research for students exploring issues in educational technology. To be arranged with a technology faculty member 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 W590 will not be used for the study of material taught in a regularly scheduled course.

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.) Additional fee required; S/F graded. P: For MATH-M 425, students must meet all eligibility requirements for Student Teaching listed in the current University for Student Teaching listed in the current University Bulletin before they will be allowed to student teach. C: MATH-M 425. 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: Students enrolling in EDUC-X 470 must have completed Elementary Block II (EDUC-E 370 and E 371,) or Secondary EDUC-M 464 to register for this class. If these classes have not been completed, students should get consent of instructor to register. 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.) S/F graded. One credit hour is offered for each week of full-time work. P: Instructor's permission. Individual and group study of special topics in the field of reading. Means for improving the teaching of reading. 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 502 Intermediate Statistics Applied to Education (3 cr.)

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

EDUC-Y 520 Strategies for Educational Inquiry (3 cr.) Introductory course intended to orient beginning graduate students to the conduct of social science inquiry in general and educational inquiry in particular and to acquaint them with key terms and generally accepted procedures in qualitative and quantitative inquiry.

EDUC-Z 501 Art Methods for Non-Art Specialist Educators (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Introduction to visual art education content, issues, and pedagogy for non-art specialist educators in P-12 school or community settings. Emphases are on the exploration of visual art processes and techniques; contributions of visual art to thinking and learning; and approaches to curriculum planning that integrate visual art with non-art subjects.

EDUC-L 572 Practicum in ENL Pedagogy (1 cr.) Online Collaborative Degree. P: Check schedule of classes. This practicum provides a solidifying experience in how teachers translate their knowledge of language and literacy, culture, and equity-mindedness into responsive and sustaining pedagogical practices that assist, assess, and differentiate instruction to advance multilingual students' learning.

English | ENG

Pictured | **Robert Simons** | *Bachelor of Arts in English; Bachelor of Arts in Theatre* | Wyatt, Indiana (hometown)
Honors Program

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 or ENG-W 140 with a grade of C or better. 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 or ENG-W 140 with a grade of C or better. 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 or ENG-W 140 with a grade of C or better. 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 or ENG-W 140 with a grade of C or better. 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 or ENG-W 140 with a grade of C or better. Representative study of twentieth-century literatures in English. In addition to Britain and North America, cultural locations may include the Indian subcontinent, Australasia, Anglophone Africa, the Caribbean, etc. Focus on themes associated with modernity and cross-cultural contacts. I

ENG-G 013 Academic Writing for Graduate Students (3 cr.) P: Must earn grade of C or higher in ENG-W 130 or a score of 55 on the SBENG exam to enroll. 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 020 Communication Skills for Graduate Students and International Teaching Assistants (4 cr.) 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 205 Introduction to the English Language (3 cr.) P: ENG-W 131 or ENG-W 140 with a grade of C or better. Acquaints the student with contemporary studies of the nature of language in general and of the English language in particular.

ENG-G 301 History of the English Language (3 cr.) P: ENG-W 131 or ENG-W 140 with a grade of C or better. Historical and structural analysis of English language in stages of its development. Political and social events affecting development of language: interrelationship of language and literature, evolution of modern English phonology, syntax, orthography, and lexicon. II (alternate years)

ENG-G 302 Structure of Modern English (3 cr.) P: ENG-W 131 or ENG-W 140 with a grade of C or better. Linguistic analysis of present-day spoken and written English, with attention to its phonemic, morphemic, and syntactical systems and its system of expressive features.

ENG-G 500 Introduction to the English Language (3-4 cr.) An introduction to the English language: its nature, structure, and development.

ENG-G 655 History of the English Language (4 cr.) A 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-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 111 Discovering Literature (3 cr.) Designed to give students an introduction both to various forms of literary expression and different modes of literary study and appreciation.

ENG-L 202 Literary Interpretation (3 cr.) P: Must have earned grade of C or better in ENG-W 131 or ENG-W 140 to enroll. Can be currently enrolled. Transfer credit accepted. 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.) Issues and approaches to critical study of women writers and treatment in British and American literature.

ENG-L 220 Introduction to Shakespeare (3 cr.) Shakespeare's best-known plays and poems.

ENG-L 290 Children's Literature (3 cr.) P: ENG-W 131 or ENG-W 140 with a grade of C or better. Historical and modern children's books and selections from books; designed to assist future teachers, parents, librarians, or others in selecting the best in children's literature.

ENG-L 305 Chaucer (3 cr.) P: ENG-W 131 or ENG-W 140 with a grade of C or better. Examination of The Book of the Duchess, The Parliament of Fowls, Troilus and Criseyede, and selected Canterbury Tales, to acquaint students with the language, conventions, and background of **Chaucer's** poetry.

ENG-L 306 Middle English Literature (3 cr.) P: ENG-W 131 or ENG-W 140 with a grade of C or better. A survey of Middle English lyrics, drama, and romance, with special attention to Langland, The Pearl-poet, and Gover, 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 or ENG-W 140 with a grade of C or better. Close reading of at least seven later plays of Shakespeare.

ENG-L 315 Major Plays of Shakespeare (3 cr.) Credit not given for both ENG-L 220 and ENG-L 315. P: ENG-W 131 or ENG-W 140 with a grade of 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: Must have earned grade of C or better in ENG-W 131 to enroll. 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 or ENG-W 140 with a grade of C or better. Forms, techniques, and theories of fiction as exemplified by such writers as Defoe, Richardson, Fielding, Smollett, and Sterne.

ENG-L 348 Nineteenth Century British Fiction (3 cr.) P: ENG-W 131 or ENG-W 140 with a grade of C or better. 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 or ENG-W 140 with a grade of C or better. 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 or ENG-W 140 with a grade of C or better. 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 or ENG-W 140 with a grade of C or better. 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 or ENG-W 140 with a grade of C or better. 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 or ENG-W 140 with a grade of C or better. 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 or ENG-W 140 with a grade of C or better.

A study of the major African American writers, with special emphasis on recent writing.

ENG-L 371 Critical Practices (3 cr.) P: Must have completed ENG-W 131 with a grade of C or better and 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 or ENG-W 140 with a grade of C or better. 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 or ENG-W 140 with a grade of C or better. 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 or ENG-W 140 with a grade of C or better. 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 or ENG-W 140 with a grade of C or better. 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 390 Title (3 cr.) Survey of a wide range (folk tales, fantasy, realistic fiction, poetry and picture books) of literature for children from the early years to junior high school. Readings from the classics of previous centuries and from the best modern works will be treated from the literary-critical perspective, from which pedagogical conclusions follow. Intended for English majors, for the general students, for teachers past and future, and for parents and librarians.

ENG-L 450 Seminar: British and American Authors (3 cr.) Open only to seniors, except by consent of instructor. Should not be taken until all, or almost all, other major courses are completed. P: ENG-L 371 or ENG-L 222. 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.) Open only to seniors, except by consent of instructor. Should not be taken until all, or almost all, other major courses are completed. P: ENG-L 371 or ENG-L 222. 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 495 Individual Readings in English (1-3 cr.)

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 503 Teaching of Literature in College (2-4 cr.) Classroom teaching of literature in the light of current approaches.

ENG-L 506 Introduction to Methods of Criticism and Research (4 cr.) The conditions and assumptions of studying English, with emphasis on criticism and research on a culturally and historically diverse range of texts.

ENG-L 553 Studies in Literature (3-4 cr.) Online Collaborative Degree. P: Check schedule of classes.

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.

ENG-L 639 English Fiction to 1800 (4 cr.)

ENG-L 641 English Literature 1790-1900 (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 643 Readings in Colonial and Postcolonial Literatures (4 cr.) P: Graduate students only. Study of literature within the historical, cultural and political context of European colonialism and anti- or post-colonial resistance. Topics might include the role of literature in the formation of nations and national consciousness, literatures of particular nations, or postcolonial theory.

ENG-L 646 Readings in Media, Literature, and Culture (4 cr.) Introductory study of issues in literary editing, textual culture, or digital humanities.

ENG-L 647 Studies in Victorian Literature (4 cr.) Study of one writer, a group of writers, or a theme or form significant to the period.

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 to Present (4 cr.) Intensive study of one writer, a group of writers, or a theme or form significant in the period. Repeatable to 8 credits.

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 Invidual 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-R 546 Rhetoric and Public Culture (4 cr.) Introduction to rhetoric as a critical mode of a cultural production that addresses collective social and political life.

ENG-T 190 Literary and Intellectual Traditions (3 cr.) P: Open only Freshmen students (29 or fewer credit hours). 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.) P: For Education (EDUC1) students only. 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.) P: For Education (EDUC1) students only. 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.) P: ENG-W 131 or ENG-W 140, grade of C or better. 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.) For ESL students only. Credit hours, though counting toward full-time student status, do not accrue toward the total number required for a degree. 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: ENG-W 130 is for students who score a 1, 2, or 3 on the English Placement Exam. Students scoring 1 or 2 should take the 4-credit version of ENG-W 130. 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. For students who need additional writing instruction. Practice in various skills required for writing papers for a variety of purposes and audiences. Attention to sentence and paragraph structure.

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: Must earn grade of C or better in ENG-W 130 or place at English Level 40 or 4 to enroll. 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 Reading, Writing, and Inquiry I-Honors (3 cr.) P: Must have earned grade of C or better in ENG-W 130 or score a 4 on the English Placement Exam to enroll. Offers an introductory writing course for advanced first-year writers. Like W131, W140 teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of audiences and purposes as a means of participating in broader conversations. Assignments emphasize

the analysis and synthesis of sources in making and developing claims.

ENG-W 206 Introduction to Creative Writing (3 cr.) 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 230 Writing in the Sciences (3 cr.) Instruction in preparing scientific reports, proposals, visuals, and research projects with instruction in appropriate documentation and style.

ENG-W 231 Professional Writing Skills (3 cr.) P: Must have earned grade of C or better in ENG-W 131 to enroll. 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: Must have earned grade of C or better in ENG-W 131 to enroll. 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: Must have earned grade of C or better in ENG-W 131 to enroll. 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 234 Technical Report Writing (3 cr.) Instruction in preparing engineering and other technical proposals and reports, with an introduction to the use of graphics.

ENG-W 250 Writing in Context (1-3 cr.) P: Must have earned grade of C or better in ENG-W 131 to enroll. An intermediate-level expository writing course. During each five-week segment students will read on a contemporary issue and write a seven-to-ten page paper on that issue. Topics will vary from year to year. May be taken twice for credit.

ENG-W 260 Writing of Film Criticism (3 cr.) P: ENG-W 131 with a grade of C or higher. Viewing and critiquing currently playing films, with emphasis on genre, authorship, and cinematic and narrative values. Attention to cultural, historical, and ideological contexts. Students view contemporary films. This is a writing course, which teaches the writing of film criticism; students produce first drafts, present them to classmates for peer reviewing, and complete a final draft for grading. Essays spanning film history serve as models for review writing.

ENG-W 270 Argumentative Writing (3 cr.) P: Must have earned grade of C or better in ENG-W 131 to enroll. 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.) 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.

ENG-W 301 Writing Fiction (3 cr.) P: Must have passed ENG-W 203 or ENG-W 206 to enroll. Further exploration in the art of fiction writing. May be taken twice for credit.

ENG-W 302 Screenwriting (3 cr.) 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: Must have passed ENG-W 203 or ENG-W 206 to enroll. Further exploration in the art of poetry writing. May be repeated twice for credit.

ENG-W 311 Writing Creative Nonfiction (3 cr.) P: Must have passed ENG-W 203 or ENG-W 206 to enroll. 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: Must have earned grade of C or better in ENG-W 131 to enroll. 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 319 Grant Writing (3 cr.) P: Grade of C or better in ENG-W 131 or ENG-W 140; also, enrolled students must be at least sophomore status (30 or more credit hours earned). This course is an introduction to grant writing. Students will participate in regular discussion and team-based writing activities and write practice grants and reflection journals. The course culminates in a collaborative grant-writing project for a non-profit agency and counts as both a Community-Engaged course and a Second-Level Writing course.

ENG-W 350 Advanced Expository Writing (3 cr.) Close examination of the assumptions and choices that govern content and style, and practice in the techniques of producing a variety of researched papers incorporating primary and secondary research, appropriate to audience and purpose.

ENG-W 367 Writing for Multiple Media (3 cr.) P: Must have earned grade of C or better in ENG-W 131 to enroll. 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 395 Individual Study of Writing (1-3 cr.)

ENG-W 398 Internship in Writing (1-3 cr.) Combines study of writing with practical experience of working with professionals in journalism, business communication, or technical writing. Researched reports are required. Evaluations made by both supervisor and instructor. May be repeated for up to 6 credits.

ENG-W 401 Advanced Fiction Writing (3 cr.) P: Must have passed ENG-W 203 or ENG-W 206 to enroll. Focused work in the art and profession of fiction writing. May be repeated twice for credit.

ENG-W 403 Advanced Poetry Writing (3 cr.) P: Must have passed ENG-W 203 or ENG-W 206 to enroll. Focused work in the art and profession of poetry writing. May be repeated twice for credit.

ENG-W 413 Advanced Creative Nonfiction Writing (3 cr.) P: C or better in ENG-W 131 or ENG-W 140; and either ENG-W 203 or ENG-W 206. Writing workshop in such modes as personal essay, autobiography, and documentary.

ENG-W 501 Practicum on the Teaching of Composition in College (1-4 cr.) Practical teaching of composition; current theories and policies.

ENG-W 508 Graduate Creative Writing for Teachers (3-4 cr.) Offers current and future teachers insights into the creative writing process, teaches them to think as writers do, suggest strategies for critiquing creative work, and provide guidance in developing creative-writing curriculum. Emphasis on hands-on writing activities in three genres, adaptable for use with students at entry level.

ENG-W 509 Introduction to Writing and Literacy Studies (4 cr.) This is the core course in the writing and literacy track of the English master's program. Students will read, analyze, discuss, and write about key issues in writing and literacy, laying a foundation for further study. Special emphasis will be placed on research methods in this field.

ENG-W 510 Computers in Composition (4 cr.) Based in current theories about the process of writing, this course surveys the use of computer programs (such as word processing) as writing tools, computer-assisted instruction as teaching aids and computer programs as research aids to study writing.

ENG-W 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 553 Theory and Practice and Exposition (1-3 cr.) Primarily for secondary-school and junior-college teachers of English.

ENG-W 554 Practicum on the Teaching of Creative Writing (2 cr.) Theory and practice of teaching the writing of poetry and fiction, at the college level, with attention to matters of curricular design and classroom technique. Required of those teaching W103 for the first time. Open also to graduate students not in the creative writing program.

ENG-W 590 Teaching Composition: Theories and Applications (4 cr.)

ENG-W 600 Topics in Rhetoric and Composition (4 cr.) C: Graduate Level Status. Covers selected issues in current composition and rhetorical theory.

ENG-W 609 Directed Writing Projects (1-4 cr.) Credit hours will vary according to scope of project. Individual creative or critical projects negotiated with the professor who agrees to offer tutorial assistance. 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. Repeatable to 8 credits.

ENG-W 616 Prose Style Workshop (4 cr.) A writing course in prose style using a workshop and revision model, with a focus on types of English sentences, on stylistic and rhetorical choices and effects, and on models drawn from notable essayists both past and present.

ENG-W 682 Special Topics: Rhetoric and Composition (3-4 cr.) Introduction to rhetoric as a critical mode of a cultural production that addresses collective social and political life.

ENG-W 620 Advanced Argumentative Writing (3-4 cr.) P: Graduate Student. Viewing and critiquing currently playing films, with emphasis on genre, authorship, and cinematic and narrative values. Attention to cultural, historical, and ideological contexts. Students view contemporary films. This is a writing course, which teaches the writing of film criticism; students produce first drafts, present them to classmates for peer reviewing, and complete a final draft for grading. Essays spanning film history serve as models for review writing.

Fine Arts | FINA

Pictured | **Keisha Natal** | *Bachelor of Fine Arts, Graphic Design / Minors in Art History, French, and Photography* | Granger, Indiana (hometown)

Honors Program
Club Affiliations | French Club; Gamers' Guild; Dungeons and Dragons Club

Fine Arts | FINA

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

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 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 milieus.

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 milieus will be studied. The response of artists to, and the effect of art on, western societies will be analyzed.

FINA-A 340 Topics in Modern Art (3 cr.) Special topics in the history and study of nineteenth- and twentieth-century European and American art.

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 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-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-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-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.) 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-A 329 Digital Modeling and Animation for Designers (3 cr.) P: FINA-P 273 or instructor's discretion.

This course introduces students to using industry standard 3D modeling software for production art and animation

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 328 Sequential Art (3 cr.) P: FINA-F 100 and FINA-F 102. This course introduces students to illustration and storytelling techniques used in the creation of artwork for rapid visualization, caricature, and cartooning using traditional drawing tools and digital assets.

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 456 Graphic Design Studio (3 cr.) P: FINA-S 250, FINA-S 323, and FINA-S 324. This upper-level studio art course introduces and reinforces working as a Graphic Design professional. Students will take on various roles depending on their level within their degree progress and will work on independent & group projects. This course will be taken three times for credit.

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. Drawing and perception in the history and practice of visual communication, including a basic introduction to the field and exercises with pencil, marker, computer, and other tools, to produce symbols, letter forms, and symbol-letter combinations.

FINA-S 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 Fina 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 326 Computer Art and Video (3 cr.) Survey course in computer graphics and video production intended to introduce students to design industry best-practices and popular, industry-standard software for the purpose of creating art and video for print and digital distribution. Intended specifically for non-design majors to understand basic design terminology, technology, and methods.

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 356 Graphic Design II Color Theory (3 cr.) P: FINA-S 250. Continued study of the elements of design as applied to graphic design with a specific focus on color for effective visual communication.

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 or S 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 or S 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 instructor's permission 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 instructor's permission. 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 instructor's permission Directed study in printmaking. Must be repeated twice for a total of 6 credits.

FINA-S 445 Relief Printmaking Media (1-3 cr.) Relief printmaking media: woodcut, linocut, monotype, and collograph. Students create prints in each medium in both black-and-white and color using a variety of traditional and innovative techniques such as photo and the computer.

FINA-S 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 instructor's permission. 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 instructor's permission. 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 instructor's permission. 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 | **Hailey Hamilton** | *Bachelor of Science in Education, Secondary Education, French / Minor in Creative Writing* | Bristol, Indiana (hometown)
Club Affiliation | French Club (treasurer)

French | FREN

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

FREN-F 101 Elementary French 1 (3-5 cr.) All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. Introduction to contemporary French and Francophone cultures. Emphasis on interaction and communication.

FREN-F 102 Elementary French 2 (3-5 cr.) All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. P: FREN-F 101 with a C- or higher, placement, or instructor's permission. Introduction to contemporary French and Francophone cultures. Emphasis on interaction and communication.

FREN-F 200 Second-Year French : Language and Culture (3 cr.) P: Bachelor of Science in French Online plan. Grammar, composition, conversation coordinated with the study of cultural texts.

FREN-F 203 Second-Year French I (3-4 cr.) 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. P: FREN-F 102 with a C- or higher, placement, or instructor's permission. Composition, conversation, and grammar coordinated with the study of expository and literary texts.

FREN-F 204 Second-Year French II (3-4 cr.) 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. P: FREN-F 203 with a C- or higher, placement, or instructor's permission. Composition, conversation, and grammar coordinated with the study of expository and literary texts.

FREN-F 250 Second-Year French II: Language and Culture (3 cr.) Grammar, composition, conversation coordinated with the study of cultural 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 300 Lectures et Analyses Litteraires (3 cr.) P: FREN-F 204 with a C or higher, placement, or instructor's permission. Preparation for more advanced work in French literature. Readings and discussion of one play, one novel, short stories, and poems as well as the principles of literary criticism and "explication de texte".

FREN-F 305 Chefs-d'œuvre de la Literature French I (3 cr.) 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. P: FREN-F 204 with a C or higher, placement, or instructor's permission. Drama and literature of ideas. Dramatists such as Corneille, Racine, Moliére, 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 Literature French 2 (3 cr.) All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. P: FREN-F 204 with a C or higher, placement, or instructor's permission. 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.) P: FREN-F 204 with a C or higher, placement, or instructor's permission. Political, social and cultural aspects of contemporary France. Taught in French.

FREN-F 312 Readings in French Literature in Translation (3 cr.) P: FREN-F 204 with a C or higher, placement, or instructor's permission. Representative readings emphasizing a particular author, genre, or topic in French literature. The subject may vary with each listing, and is identified in the Schedule of Classes. No credit in the concentration area for French majors.

FREN-F 313 Advanced Grammar and Composition 1 (3 cr.) All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. P: FREN-F 204 with a C or higher, placement,

or instructor's permission. Detailed review of grammar. Writing practice, chiefly Thème et version.

FREN-F 314 Advanced Grammar and Composition II (3 cr.) P: FREN-F 204 with a C or higher, placement, or instructor's permission. 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 315 French Conversation and Diction 1 (3 cr.) Combined lectures on problems of pronunciation and phonetic transcription, and oral practice sessions.

FREN-F 328 Advanced French Grammar and Composition (3 cr.) Study and practice of French thinking and writing patterns.

FREN-F 316 French Conversation and Diction 2 (3 cr.)

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 350 Topics in Francophone Culture (3 cr.) Emphasis in this class is on a topic, author or genre within francophone studies. Class is taught in French.

FREN-F 361 Introduction historique à la civilization française I (3 cr.) All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. P: FREN-F 204 with a C or higher, placement, or instructor's permission. 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.) All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. P: FREN-F 204 with a C or higher, placement, or instructor's permission. 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.) All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. P: FREN-F 204 with a C or higher, placement, or instructor's permission. Analysis of major French art form, introduction to modern French culture seen through medium of film art, and study of relationship of cinema and literature in France.

FREN-F 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. P: FREN-F 204 with a C or higher, placement, or instructor's permission. Emphasis on one topic, author, or genre.

FREN-F 415 La Culture Francophone (3 cr.) Francophone cultures outside of Europe will be the focus of this course. A comparative approach will serve to underline similarities and differences among different francophone communities and also to compare them with Franco-European cultures. A variety of resources, from cultural and literary readings to musical/film selections will be exploited.

FREN-F 454 Litterature Contemporaine 2 (3 cr.) P: FREN-F 204 with a C or higher, placement, or instructor's permission. 20th century French literature. All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center.

FREN-F 464 Civilisation Francaise 2 (3 cr.) P: FREN-F 204 with a C or higher, placement, or instructor's permission.

FREN-F 463 Civilisation Francaise 1 (3 cr.)

FREN-F 474 Thème et Version (3 cr.) P: FREN-F 204 with a C or higher, placement, or instructor's permission. Translation of selected passages, alternating between English and French, to teach students to write with precision and clarity in both languages.

FREN-F 475 Advanced Oral Practice 1 (2-3 cr.)

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. P: FREN-F 204 with a C or higher, placement, or instructor's permission. 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.) All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. P: Only by departmental permission. FREN-F 204 with a C or higher, or placement. May be repeated. No more than 3 credit hours may be applied toward requirements of the major.

FREN-F 496 Foreign Study in French (3-8 cr.) Course involves planning of research project during year preceding study abroad. Time spent in research abroad must amount to at least one week for each credit hour granted. Research paper must be presented by end of semester following foreign study.

FREN-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.

General Studies | GNST

Pictured | **William Wilhite** | *Bachelor of General Studies, Arts and Humanities / Minor in History* | South Bend, Indiana (hometown)
Club Affiliation | History Club (secretary)

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.) 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 400 General Studies Senior Capstone Seminar (2 cr.) Assessment by each student of his/her Bachelor of General Studies academic program in the light of university requirements and the personal and professional goals for a degree. Development of a plan for life-long learning in the achievement of the student's personal and professional objectives.

GNST-G 481 Professional Internship (1-6 cr.) 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.

Geography | GEOG

Pictured | **Cori Jones** | *Bachelor of Arts in Sustainability Studies* | Bremen, Indiana (hometown)

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

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 108 Physical Systems of the Environment Laboratory (2 cr.) Laboratory to complement G107. Practical and applied aspects of Meterology, Climatology, Vegetation, Soils and Landforms.

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 economis 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.) 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.) 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 314 Urban Geography (3 cr.) Study and interpretation of urban spatial structures, policies and problems with an emphasis on geographic perspectives. Topics include urban housing markets, racial segregation, homelessness, and urban crime.

GEOG-G 315 Environmental Conservation (3 cr.) C: Junior Standing. Explores the environmental impact of global population growth, natural resources utilization, and pollution. Examines current problems relating to energy consumption, farming practices, water use, resource development and deforestation from geologic and ecological perspectives. Strategies designed to avert predicted global catastrophe will be examined to determine success potential.

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).

GEOG-G 369 The Geography of Food (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Promotes understanding of the history and geographic distribution of the world's food cultures. Focuses on the material aspects of food and food's relationship to society. Increases knowledge of food and cultures through reading, discussion and cooking.

GEOG-G 478 Global Change, Food, and Farming Systems (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Introduction to food production and consumption systems, emphasizing linkages to land use and social change on food/farming system sustainability. Topics include urbanization population growth and economic liberalization; farming livelihoods, gender and poverty; biotechnology; agro-ecology, global health.

Geology | GEOL

Geology | GEOL

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

GEOL-G 100 General Geology (3-5 cr.) Survey of physical geology and introduction to historical geology. Elements of crystallography, mineralogy, petrology, geomorphology, seismology, structural geology, paleontology, historical geology, and plate tectonics. Optional Saturday field trip.

GEOL-G 102 Introduction to Earth Science Laboratory (1 cr.) Classification and identification of minerals, rocks, and fossils. Weather and climates. Map projections, maps, and local topography. Geology of Indiana.

GEOL-G 107 Earth and Our Environment (3 cr.) An introduction to geology through discussion of geological topics that show the influence of geology on modern society. Topics include mineral and energy resources, water resources, geologic hazards and problems, geology and health, and land use.

GEOL-G 111 Physical Geology (3 cr.) P: An ALEKS score of 31 or greater, or equivalent. Basic concepts of geology. Geological time, formation of rocks; erosion and landscape evolution. Interpretation of earth history from geological data. Saturday field trips. I

GEOL-G 112 Historical Geology (3 cr.) P: An ALEKS score of 31 or greater, or equivalent. Principles of interpreting earth history from geological data. Geologic time, biological evolution, plate tectonics, and ancient environments. II

GEOL-G 185 Global Environmental Change (3 cr.) The scientific basis behind natural and human-based global environmental changes. Geological perspective of the formation of the earth. Human activities influencing the natural system, including population, deforestation, water usage, acid rain, ozone depletion, smog and global warming. Subsequent human reactions.

GEOL-G 210 Oceonography (3 cr.) P: An ALEKS score of 31 or greater, 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 Meteology (3 cr.) P: An ALEKS score of 31 or greater, 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 400 Energy: Sources and Needs (3 cr.) Scientific and political constraints on the production and utilization of energy from various sources energy balance of the United States.

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-G 476 Climate Change Science (3 cr.) Evidence for and theories of climate change over a range of time scales. Sources of natural climate forcing are presented, historical evolution of climate change is quantified, and model tools and climate projections are presented along with analyses of climate change impacts.

GEOL-G 490 Undergraduate Seminar (1-3 cr.) P: PHYS-P 221.

GEOL-N 190 The Natural World (3 cr.) P: An ALEKS score of 31 or greater, or equivalent. 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 May be repeated for credit.

GEOL-N 390 The Natural World (3 cr.) P: An ALEKS score of 31 or greater, or equivalent. 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 | **Areonna Oberle** | *Bachelor of Arts in German; Minor in Earth and Space Science* | Bremen, Indiana (hometown)
Club Affiliation | German Club (president)

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.) P: GER-G 101 with a C- or higher, placement, or instructor's permission. 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 150 Beginning German II (4 cr.) P: GER-G 101 with a C or higher, placement, or instructor's permission. Introduction to present-day German and to selected aspects of the cultures of German-speaking countries. Introduction to German grammatical forms and their functions. Development of listening comprehension, simple speaking proficiency, controlled reading skills

and simple written compositions. Active oral participation required.

GER-G 200 Intermediate German I (3 cr.) Further development of oral and written command of language structure. Review of selected grammatical items. Listening comprehension. Reading of literary and non-literary texts. Discussion of selected films. Oral presentations. Writing of compositions based on the material covered. Emphasis on both speaking proficiency and structural awareness. Conducted in German.

GER-G 203 Second Year German 1 (3 cr.) P: GER-G 102 with a grade of C or higher, placement exam score of 384 or higher or instructor's permission. 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.) P: GER-G 203 with a C- or higher, placement, or instructor's permission.

GER-G 250 Intermediate German II (3 cr.) Further development of oral and written command of language structures. Listening comprehension. Review of selected grammatical items. Discussion of modern German literary and non-literary texts, as well as films. Oral presentations. Writing of compositions based on the material covered. Emphasis on both speaking proficiency and structural awareness. Conducted in German.

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 with a C or higher, placement, or instructor's permission. 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 with a C or higher, placement, or instructor's permission. 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.) Does not duplicate GER-G 305/GER-G 306. P: GER-G 204 with a C or higher, placement, or instructor's permission. 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 with a C or higher, placement exam score of 492 or higher or instructor's permission. Intensive review of selected grammatical topics and continued practice of composition and conversation. Conducted in German.

GER-G 311 Composition and Conversation (3 cr.)

GER-G 313 Writing German 1 (2-3 cr.) P: GER-G 204 with a C or higher, placement, or instructor's permission. 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 204 with a C or higher, placement, or instructor's permission. Emphasis on composition and review of grammar through analysis of texts in a variety of genres.

GER-G 345 Introduction to Practical Translation Techniques I (3 cr.) German 345 is the first part of a two-course sequence that perfects the knowledge and skills acquired in the first four semesters while emphasizing the practical application of the language when translating into and out of English. Although the course will strive to achieve a balanced development of speaking, listening, reading, and writing skills, as well as acquire a renewed appreciation for the history and culture of German-speaking nations, there will be a focus on the written aspect of German and its relevance to speakers of English in an academic and professional environment. After briefly reviewing the history and basic theory of translation, as well as contemporary approaches to the discipline as pertains to English-speaking societies, most specifically that of the United States, this course will further develop skills from a translator's point of view, realizing that effective communication and understanding require constant practice. Meaningful written and oral translation activities within the contextualized study of German-speaking societies, and their geography, literature and current events will form integral parts of the learning process so as to enhance abilities specifically geared toward the work place and advanced studies. The teaching techniques are student-centered, with the instructor as the facilitator, and the pedagogical goal is to solidify students' base as independent users of the language with a solid understanding of German and English translation, cognizant of the fact that translation is a serious skill and more than a just an ability that results as a byproduct of language acquisition.

GER-G 346 Introduction to Practical Translations Techniques II (3 cr.) German 346 is the second part of a two-course sequence that perfects the knowledge and skills acquired in the first four semesters while emphasizing the practical application of the language when translating into and out of English. Although the course will strive to achieve a balanced development of speaking, listening, reading, and writing skills, as well as acquire a renewed appreciation for the history and culture of German-speaking nations, there will be a focus on the written aspect of German and its relevance to speakers of English in an academic and professional environment. The first course introduced translation from a theoretical perspective and began developing the basic skills in translating. This course will further develop these skills with emphasis on specialized fields of translation as well

as translation into different registers. Meaningful written and oral translation activities within the contextualized study of German-speaking societies, and their geography, literature and current events will form integral parts of the learning process so as to enhance abilities specifically geared toward the work place and advanced studies. The teaching techniques are student-centered, with the instructor as the facilitator, and the pedagogical goal is to solidify students' base as independent users of the language with a solid understanding of German and English translation, cognizant of the fact that translation is a serious skill and more than a just an ability that results as a byproduct of language acquisition.

GER-G 362 Introduction to Contemporary German (3 cr.) An overview of contemporary German civilization, with attention to the other German-speaking countries. Political, economic, and social organization. Conducted in German.

GER-G 363 Introduction to German Cultural History (3 cr.) P: GER-G 204 with a C or higher, placement, or instructor's permission. 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 with a C or higher, placement exam score of 492 or higher or instructor's permission. 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 413 German for Genealogy (3 cr.) This course provides the tools to conduct genealogical research in German-speaking countries by exploring relevant vocabulary, geography and cultural history, history of immigration to the US, and knowledge of archival systems, and by offering opportunities for deciphering handwriting and print, and translation of personal documents and correspondence.

GER-G 415 Perspectives on German Literature (3 cr.) Study of one aspect of German literature: formal, historical, political, psychological, etc. Relation to wider concerns in and outside of literature. Topic announced in the online Schedule of Classes. Conducted in German.

GER-G 418 German Film and Popular Culture (3 cr.) P: GER-G 204 with a C or higher, placement, or instructor's permission. Study of German film and/or other manifestations of German popular culture.

GER-G 423 The Craft of Translation (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Advanced course in German-English translation providing intensive translation practice in many text categories: commercial and economic translations, scientific, technical, political, and legal texts. Applied work combined with study of theory and methodology of translation, comparative structural and stylistical analysis and evaluation of sample translations. Use o computer-assisted translation management.

GER-G 464 German Culture and Society (3 cr.) P: GER-G 204 with a C or higher, placement, or instructor's permission. 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 204 with a C or higher, placement, or instructor's permission. 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.) Not more than 3 credit hours may be applied toward requirements of the major. P: Only by departmental permission. GER-G 204 with a C or higher, or placement. May be repeated.

GER-G 497 Residential Instruction in German (2 cr.) Online Collaborative Degree. P: Check schedule of classes.

GER-T 390 Democracy, Dictatorship, Dissent: Berlin in the Short Twentieth Century, 1914-1989 (3 cr.) P: GER-G 101. The short twentieth century (1918-1989) in Central Europe has seen dramatic ruptures and transformation. This course will allow you to develop a new understanding of this period through personal encounters with the fascinating metropolis of Berlin. You will study the history, read the literature, analyze the culture, and experience living in this diverse part of Europe. You will see the bullet holes that still exist on Berlin buildings, walk in the streets where National Socialist troops marched, see where activists demanded change in 1989, and study the histories of victims and perpetrators in Germany's bloody twentieth century.

GER-T 510 Approaches to Learning Approaches for German as a Foreign Language (3 cr.) Familiarizes participants with theoretical and practical considerations of foreign language teaching and learning. We will look at language-centered, learner-centered, and learning-centered methods and approaches, featuring a wide range of German cultural content.

GER-T 520 Grammar and Writing (3 cr.) GER-T 520 reinforces essential German language skills necessary for effective foreign language instruction on the high school level. Special emphasis is placed on developing strong structural, historical, and practical understanding of German grammar as well as effective written proficiency in German.

GER-T 530 Film, Media, and Popular Culture (3 cr.) GER-T 530 reinforces familiarity with historical and contemporary German film and popular culture (television, music, cabaret, trivial literature) to enhance the teaching of German on the high school level. Students collect and analyze media artifacts through critical and pedagogical frameworks, assembling a dossier of effective media-related teaching materials.

GER-T 540 Germany and the United States (3 cr.) The course centers on the following key questions: How has

Germany used America to define and understand itself? And, what does this say about the way Germans see themselves?

GER-T 550 German Literature and Thought (3 cr.) Familiarizes students with German thought as reflected in literature, drama, music and culture.

GER-T 560 Local German Culture and Society (3 cr.) P: Acceptance into online German MAT/Graduate Certificate Program or Consent of Instructor. In this course, we will explore and examine the diverse and dynamic range of German culture(s) at the local level to familiarize ourselves with various aspects of German culture and become acquainted with resources in preparation for leading a group of students on a trip to Germany.

Health, Physical Education, and Recreation | HPER

Pictured | **John Ward** | *Bachelor of Science in Education, Secondary Education, Mathematics* | Logansport, Indiana (hometown)**Athletics** | IU South Bend Baseball, Pitcher

Health, Physical Education, and Recreation | HPER

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

HPER-A 361 Coaching of Football (1 cr.) Fundamentals of offensive and defensive line and backfield play; technique of forward passing; outstanding rules; offensive plays; most frequently used defenses.

HPER-A 362 Coaching of Basketball (1-2 cr.) P: HPER-H 312 and HPER-P 498. Fundamentals of basket shooting, passing, ball handling, and footwork; patterns against man-to-man defense, zone defense, and zone pressure defense–full court and half court. Strategy of playing regular season and tournament play. Psychology of coaching.

HPER-A 363 Coaching of Baseball (1-2 cr.) P: HPER-H 312 and HPER-P 498. Fundamentals of pitching, catching, batting, base running, infield and outfield play; offensive and defensive strategy; organization and management.

HPER-A 364 Coaching of Track and Field (1 cr.) Fundamental procedures in conditioning and training for cross country, track, and field. Gives basic understanding of each event's coaching strategy and coaching psychology. Home meet organization and management.

HPER-A 365 Coaching of Wrestling (1 cr.) Three basic purposes: a better understanding and appreciation of collegiate and high school wrestling; teaching the basic fundamentals of wrestling - takedowns, escapes, reversals, pinning combinations, and counter maneuvers for each; interpreting and insuring proper use of amateur wrestling rules.

HPER-A 483 Principles of Sports Officiating (1-99 cr.) Topics include such sports as football, baseball, basketball, volleyball, and gymnastics. Ethics of sport officiating: mastery, interpretation, and application of sports rules. Laboratory and classroom experiences. Repeatable for credit.

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 135 Golf (1 cr.) Beginning instruction in techniques for putting, chipping, pitching, iron swing, and wood strokes. Rules and etiquette of golf. Students play on par 3 courses.

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 181 Tennis (1 cr.) Beginning instruction in the fundamental skills of serves and forehand and backhand strokes. Competitive play in women's, men's, and mixed doubles tennis.

HPER-E 185 Volleyball (1 cr.) Instruction in fundamental skills of power volleyball, including the overhand serve, bump, set, dig, and spike. Team offensive and defensive strategies.

HPER-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.) A continuation of Fitness and Jogging I. Course designed to take student from aerobics Level III up to Level V.

HPER-E 270 Introduction to Scientific Scuba (2 cr.) Introduction to scuba diving. Emphasis on safety and avoidance of potential dangers. A non-certification course.

HPER-E 290 Yoga II (1 cr.) P: HPER-E 190. Intermediate yoga builds upon material presented in HPER-E 190 Beginning Yoga. The class will continue an emphasis on breath and release work through yoga, including variations on familiar asanas, continued explorations of the body systems, and deeper understanding of the health benefits of this practice. The energizing and strengthening value of standing poses will also be featured. Grading is based on attendance, effort, and the completion of out-of-class written assignments.

HPER-E 333 Fitness and Jogging III (1 cr.) A continuation of Fitness and Jogging I. Course designed to take student from aerobics Level III up to Level V.

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 312 Coaching (1-3 cr.) Overview of essential concepts in the preparation of sports coaches in secondary schools and above. Main concepts for the course will be from the domains of the National Coaching Standard. Topics will include developing a coaching philosophy, evaluating theories on motivation, understanding team dynamics, communicating effectively, and improving player performance. Repeatable for up to 3 credits.

HPER-H 363 Personal Health (3 cr.) This survey course provides a theoretical and practical treatment of the concepts of disease prevention and health promotion. Course content includes topics such as emotional health; aging and death; alcohol, tobacco, and drug abuse; physical fitness; nutrition and dieting; consumer health; chronic and communicable diseases; safety; and environmental health.

HPER-H 414 Health Education in Pre-K - Grade 6 (3 cr.) Practical guidelines for developing health and safety education programs in Pre-K-Grade 6, including current child health problems, health content standards, critical topics in health instruction, curriculum development, lesson and unit planning, innovative approaches to health teaching, and evaluation.

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 280 Basic Prevention and Care of Athletic Injuries (2 cr.) Course will focus on basic principles of prevention recognition and management of sport-related injuries.

HPER-P 323 Teaching of Individual and Dual Sports (2 cr.) P: HPER-H 312. Teaching the fundamental skills and strategies of a variety of individual and dual sports, games. Analysis of skills, progressions, error analysis and correction, teaching techniques, practice planning, skill assessment and evaluation and coaching experiences.

HPER-P 325 Teaching of Team Sports (2 cr.) P: HPER-H 312. Teaching of a variety of team sports and games. Analysis of skills, progressions, error analysis, and correction, teaching techniques, practice planning, skill assessment, and evaluation of athletic performance.

HPER-P 398 Adaptive Physical Education and Sport (3 cr.) Focus on the role of PE & sports in providing services to students with disabilities. Particular areas of knowledge will focus upon growth and development, motor learning and the psycho-social factors affecting students with disabilities. This course will deal with planning, operating, teaching and evaluation of students with disabilities.

HPER-P 447 Special Problems in Physical Education and Athletics (1-5 cr.) P: HPER-H 312. The course will provide a comprehensive view of coaching based on content areas and competencies developed by NASPE.

HPER-P 450 Principles and Psychology of Coaching (3 cr.) A study of the many psychological aspects pertaining to coaching competitive athletics, including motivation, player-coach relationships, team selection, team morale, and strategy. This course is designed to help the potential coach develop conceptual skills, managerial or administrative skills, and interpersonal or human skills.

HPER-P 498 Practicum in Coaching and Athletics (1-3 cr.) HPER-P498 should be the final class requirement the student shall complete for the Coaching Minor however it may be taken concurrently with another class. If a student is offered an opportunity to complete HPER-P498 before the rest of the classes are completed that can be discussed with the Coaching Minor coordinator. A practical learning experience in coaching under guidance of faculty and site supervisor.

HPER-P 647 Seminar in Physical Education (1-3 cr.) Problems in physical education. Specific topics vary.

HPER-R 150 Outdoor Recreation Education (3 cr.) An introduction to outdoor recreation as it explores the connection to nature and value to personal wellness. Students will acquire knowledge about and participate in a variety of activities. Additional emphasis will be placed on the environmental stewardship and philosophical foundations of outdoor recreation.

HPER-R 160 Foundations of Recreation and Leisure (3 cr.) An introduction to the field of recreation and leisure from the viewpoint of the individual as a consumer and of societal agencies as providers of leisure services. Includes philosophy, history, theory, and survey of public and private leisure-service organizations.

HPER-R 271 Dynamics of Outdoor Recreation (3 cr.) Philosophical orientation to the field of outdoor recreation; camping, outdoor education, and natural resource management. Emphasis on programs of federal, state, local agencies and private enterprise. Trends, resources, economic and social values, management approaches,

ecological and educational implications and goals, ethics, and professional opportunities.

HPER-R 272 Recreation Activities and Leadership Methods (3 cr.) Analysis of recreation program activities, objectives, determinants, and group dynamics involved in the leadership process. Identification and evaluation of equipment, supplies and leadership techniques are included.

Health Sciences | HSC

Pictured | **Bo Pobanz** | *Bachelor of Science in Health Sciences, Rehabilitation Science* | South Bend, Indiana (hometown)
Honors Program

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.) P: Department consent. 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 objectives; primarily consisting of participation in volunteer activity at community sites. Community sites, service learning experiences, and involvement will vary between students. I, II, S

HSC-A 491 Service Learning in Health Sciences II (1-6 cr.) Under the advisement and supervision of a faculty member and community site, students will actively participate and collaborate with a community partner to define, describe, and complete an applicable project, which will benefit the student's portfolio and the community site. Students will participate at community sites and expand professional experiences. I, II, S

HSC-B 190 Human Behavior and Social Institutions (3 cr.) This course explores the processes of social interaction and emphasizes the techniques social scientists use to explain the causes and patterns of individual and institutional behavior. To understand themselves and their relationship to others in society, students need to develop insight into human nature and the nature of social institutions.

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.

HSC-B 399 Exploring International Health Care Systems-Sweden (3 cr.) Explores Sweden's health care system, which is ranked by the Organization for Economic Cooperation and Development (OECD), as one of the best healthcare system in the world. In addition, the healthcare system in Sweden is often used as a model by other countries. This international health course offers opportunities to develop cross-cultural competencies for students with healthcare interest/experience. They will explore questions such as these: What makes Swedish healthcare system the best? and How much of that can be replicated in other parts of the world?

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. II

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. II

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. I, II

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. I, II, S

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 both descriptive and inferential statistical approaches to describe the health of populations. I, II, S

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. I, II

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. II

HSC-H 350 Global Health Gender and Sexuality (3 cr.) This course examines the gendered dimensions of global health. It puts a specific emphasis on the power relations and ideologies that surround gender and sexuality and examines how they are linked with global health inequalities. This course focuses on contemporary issues: e.g. Zika and HIV/AIDS - through an interdisciplinary perspective.

HSC-H 402 Health Policy and Advocacy (3 cr.) Offered Online. 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. II

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. I, II

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. I

HSC-H 430 Environmental Health (1-6 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 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. I

HSC-H 477 Community Assessment and Program Planning (3 cr.) Equivalent DHYG-H 477. P: HSC-E 443 (Spring only). 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. I

HSC-H 478 Evaluation of Health Promotion Programs (3 cr.) P: HSC-H 477 (Recommended; not required). 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 478 Evaluation of Health Promotion 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 492 Research in Health Sciences (1-3 cr.) P: ENG-W 231 or ENG-W 270 and HSC-H 322. 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. I, II

HSC-H 499 Senior Seminar in Health Sciences (1-3 cr.) Should be taken semester prior to graduation. 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. I, II

HSC-K 205 Structural Kinesiology (3 cr.) P: PHSL-P 130. Structural Kinesiology provides an overview of the most essential aspects of human body structures, functions, and movement. This course will identify concepts concerning the interaction of biological and mechanical aspects of the musculoskeletal and neuromuscular structures. Emphasis will be placed on practical application to the study and teaching of movement.

HSC-K 218 Individual Physical Activity and Exercise Instruction (1-6 cr.) P: PHSL-P 130 Recommended. To provide content knowledge and practical application of physical activity (PA) and exercise best practices for apparently healthy participants in preparation for one-on-one coaching and instruction of movement programs.

HSC-K 405 Exercise and Sport Psychology (3 cr.) P: Junior or senior class standing. An overview of the field, including psychological aspects of sport performance, coaching, and the relationship of exercise with mental health. Various theoretical orientations will be addressed with an emphasis on empirical research.

HSC-L 230 Health Care Delivery Systems (3 cr.) 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-L 320 Health Care Delivery Systems (3 cr.) Equivalent BUS-H 320. Offered Online. Students examine the history of the health care delivery system, including America's beliefs and values that shaped the health care system of today. In addition, students explore the impact of cost, quality and access on health, wellness, and the delivery of patient care. Students analyze the impact of regulations, economics, leadership and informatics on the health care delivery system and professional providers of care. Finally, students explore America's health care policy, health care in other countries and future trends. I, II, S

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 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 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 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 420 Designing Health Information Systems (3 cr.) This course covers some of the unique opportunities and challenges for managing information technology (IT) in a healthcare environment. With an in depth review of the tools and techniques that are in practice today and how practice is changing in the wake of healthcare policy change. It is a requirement for the Health Systems Leadership track.

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 331 Life Cycle Nutrition (3 cr.) P: HPER-N 220. Examines overall nutrition of life cycle: pregnancy, lactation, infancy, childhood, adolescence, adults, and the elderly. Focuses on nutritional status and nutrient requirements as well as physiological changes in body function for all ages. Discusses special nutrition problems in each stage and contemporary nutritional issues.

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. II

HSC-N 390 Health Promotion and Disease Prevention (3 cr.) Equivalent: DHYG-N 390. 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.

HSC-N 422 Exercise and Nutrition (3 cr.) P: HSC-H 102 or HPER-N 220. 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. I

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. I, II

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. I

HSC-P 210 Anatomy and Physiology of the Speech Mechanism (3 cr.) An introduction to the anatomy and physiology of the speech and swallowing mechanism. It will focus on four subdivisions of the human body: neurological, respiratory, laryngeal, and supralaryngeal with regard to its contribution to speech production as well as how the subsystems work together to produce speech .

HSC-P 233 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 Introduction to Audiology and Aural Rehabilitation (3-4 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-S 311 Strength and Conditioning Methods (3 cr.) P: HSC-K 218. 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. I

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. II

HSC-S 409 Physiology of Exercise (3 cr.) This course focuses on the principles of physical conditioning, with emphasis on both the physiology of aerobic and anaerobic exercise. Exercise physiology evaluates the acute responses and chronic adaptations of the body to the stresses of exercise. This course emphasizes skills necessary for certification by the ACSM EP-C.

HSC-S 416 Sports Management and Marketing (3 cr.) P: Junior or Senior level. 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. II

HSC-S 419 Fitness Assessment and Exercise Prescription (3 cr.) P: HSC-S 311. 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. I

HSC-S 420 Exercise for Special Populations (3 cr.) 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). II

HSC-W 210 Current Issues in Health Care (1-3 cr.) This course is designed to expose students to a variety of issues relevant to healthcare and promotions of healthy lifestyles. This course is aimed at examining current issues that affect health of individuals, USA population and global populations. Emphasis will be placed on life-style behaviors contributing to health, wellness, and disease prevention. This course will have different topics and issues depending on the climate of health care, various governmental policies and global events.

HSC-W 211 Orientation to Health and Rehabilitation Professions (1-6 cr.) The major purpose of this course is to provide students with information to assist them in becoming acquainted with selected undergraduate and graduate health and rehabilitation science disciplines. Students will obtain information to develop realistic educational and career goals.

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. I, II, S

HSC-W 480 Independent Study in Health Sciences (1-6 cr.) P: Department consent required. The purpose of this course is to give students the opportunity to do independent study and research in their area of interest. No formal lecture.

HSC-P 323 Articulation and Phonological Disorders (3 cr.) P: HSC-P 111 and HSC-P 233. Students learn the nature, assessment and treatment of articulation

and phonological disorders which includes the causes of articulation and phonological disorders. Students will differentiate the characteristics of these disorders, learn about evidence-based assessment and treatment and explore the social and cultural differences within these disorders.

HSC-P 324 Childhood Language Disorders (3 cr.) P: HSC-P 323. Students learn about the nature, assessment and treatment of language disorders in children. Students review the development and neuroanatomy/physiology of language, learn how to differentiate between the various types of language disorders, plan appropriate evidence-based assessment and treatment and explore the social and cultural differences within these disorders.

History | HIST

Pictured | **Gabriel Chavez** | *Bachelor of Science in Education, Secondary Education, Social Studies / Minor in History* | La Porte, 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 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 318 The American West (3 cr.) Expansion and development from 1763 to 1900: economic, political, and social. Emphasis on Indian-white relations, attitudes toward natural resources, and the West as myth and symbol.

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 363 Hoosier Nation: Indiana in American History (3 cr.) Indiana history and life, from early human interactions to our own time. Emphasis on the relationship of distinctive regional traits and challenges to broader transformations in American and global culture.

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 355 Europe: Louis XIV to French Revolution (3 cr.) Absolutism to enlightened despotism; the European state and its authority in fiscal, judicial, and military affairs; sources, content, diffusion of the enlightenment; agriculture, commerce, and industry in pre-industrial economics; Old Regime France.

HIST-B 356 French Revolution and Napoleon (3 cr.)

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 Germany, 1871 to the Present (3 cr.) Political/social fault lines of Second German Empire of 1871; imperialism; origins, impacts, and legacies of World War I; achievements/limits of Weimar Republic; rise of Nazis; Nazism in power; World War II and Holocaust; Cold War and division of Germany; politics and culture in the two Germanies, 1949-1990; reunification; contemporary problems.

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 distinatively Roman type.

HIST-C 392 History of Modern Near East (3 cr.) 1774 to World War I: Ottoman Empire; the Eastern Question; suppression of rebellious elements; reform and reorganization of empire; Crimean War; spread of doctrinaire nationalism; Young Turk movement; World War I. Iran; relations with Russia, Britain, turkey, and Afghanistan; Babism; tobacco monopoly; constitutional revolution: world War I.

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-E 100 Issues in African History (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Study and analysis of selected historical issues and problems of general import. Topics will vary from semester

to semester but will usually be broad subjects that cut across fields, regions, and periods.

HIST-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-E 300 Issues in African History (3 cr.) Study and analysis of selected historical issues and problems of limited scope. Topics will vary but usually cut across fields, regions, and period.

HIST-F 100 Issues in Latin American History (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester but will usually be broad subjects that cut across fields, regions, and periods.

HIST-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 100 Issues in Asian History (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester but will usually be broad subjects that cut across fields, regions, and periods.

HIST-G 358 Early Modern Japan (3 cr.) Credit given for only one of HIST-G 358 or HIST-G 468. P: Previous history course in any field, or previous East Asian studies course related to Japan. Samurai culture, expansion of Buddhism, and sectarian violence. High feudalism, unification, and the Tokugawa settlement after 1600. Encounter with European civilization, closed country. Urbanization, social and cultural change, rise of agrarian prosperity in the Edo period to about 1800.

HIST-G 369 Modern Japan (3 cr.) Western impact and social and intellectual change in late Tokugawa Japan from about 1720. The Meiji Restoration. State capitalism and the Japanese development process. Empire, war, defeat, 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 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.) A survey of recent Chinese history focusing on social, cultural, and political life in the People's Republic of China and post-1949 Taiwan. Events covered include the Long March, the Cultural Revolution, and the Tiananmen Square protests of 1989.

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 102 The World in the Twentieth Century II (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 108 Perspectives on the World to 1800 (3 cr.) Survey of major global developments to the 18th century; European voyages of discovery, colonization of western hemisphere, penetration of Mughal India, Ming China, and sub-Saharan Africa. Role of revolutions, i.e. Scientific, industrial, social and political (American and French) in establishment of European hegemony in western hemisphere and Asia.

HIST-H 109 Perspectives on the World 1800 to Present (3 cr.) Survey of major global developments from the 19th century to the present: European imperial rule in India, China, Japan, Middle-East, and Africa. Chinese revolution (1912), Mexican revolutions (1911), World War I and II, end of European hegemony. Emergence of new nations in Asia, Africa, and Middle-East. Global inter-dependence as basic theme of 20th century.

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 226 Origins and History of the Cold War (3 cr.) Russian relations with the West, from 1917 to the present, stressing the wartime alliance. Yalta, Potsdam, Berlin Blockade, Korean War, NAO, Titoism, Suez Crisis, Hungarian and Czech Uprisings, Cuban Missile Crisis, and Vietnam War.

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.) C: Senior level. May be repeated for up to 12 credits.

HIST-H 496 Internship in History (1-6 cr.) 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 216 Sophomore Seminar in History (3 cr.) The Sophomore Seminar in History introduces students to the basic methodological skills necessary for historical research and provides them with an overview of major historiographical fields in the discipline. Students apply this knowledge by engaging in their own original research project that culminates in a paper and presentation.

HIST-J 495 Proseminar for History Majors (3 cr.) J 495 is the designated CAPSTONE course required of all History majors. Selected topics of history. May be repeated once for credit.

HIST-J 496 Proseminar in History (3 cr.) Students engage in an original research project that culminates in a

formal oral presentation and substantive paper on a topic determined by the instructor.

HIST-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. May be repeated for credit.

HIST-T 325 Topics in History (3 cr.) Study and analysis of selected historical issues and problems of limited scope from the perspective of the arts and humanities. Topics will vary but will usually cut across fields, regions, and periods.

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. May be repeated for credit.

HIST-T 510 Historical Methodology (3 cr.) An intensive, multi-media investigation of what artifacts comprise history and how historians devise various methods of inquiry driven by research questions to explain/interconnect those artifacts. Looks at surveys of current research methods/problems, especially in U.S. history, to illuminate the development of history as a rigorous discipline of inquiry.

HIST-T 520 Teaching College History (3 cr.) This course prepares high-school teachers to teach college-level history. It contains three aspects: What to teach, how to teach, and how to assess both teaching and learning. The course will contain three aspects: content knowledge of history, the concept and skills of historical thinking, and development of an assessment plan.

HIST-T 530 Early America- 1400-1800 (3 cr.) This course explores the development of North America from 1400 to 1800. Special emphasis will be placed on encounters between natives of the continent and outsiders, the colonial experience, and the causes and consequences of the American Revolution.

HIST-T 531 European History (3 cr.) This course covers European history and it will focus on major historical interpretations and debates of the events and turning points that shaped that history. Along with weekly online participation in response to readings, assignments will include short essays and reviews of assigned works.

HIST-T 540 The Long Nineteenth Century, 1800-1917 (3 cr.) This course tracks U.S. history between the early nineteenth century and American participation in the First World War. Students will articulate their understanding of scholarly books, articles, and original records and will review two books, write short response papers, and craft a historiographical essay on a topic of their choosing.

HIST-T 541 Latin American History (3 cr.) This course provides an introduction to Latin American history. Instructors may choose to provide a broad overview or use a theme as a lens with which to gain an understanding of Latin American history.

HIST-T 550 Modern United States, 1917-Present (3 cr.) This course will focus on major historical interpretations and debates of the events and turning points that shaped the twentieth-century United States. Along with weekly online participation in response to readings, assignments will include short essays and reviews of assigned works.

HIST-T 551 Asian History (3 cr.) This course covers the histories of China, Japan, and Korea in the late 19th and 20th centuries. It covers the modernization of the three countries, Japanese imperialism, World War II in Asia, Chinese and North Korean communist revolutions, and postwar economy, politics, and society in Japan, South Korea, and China.

HIST-T 560 The United States and the World: Comparative History (3 cr.) HIST-T 560 considers themes from the American past connecting it to the wider world. If slavery, for example, is a principal element of our history, how does it compare with the history of other regions? To understand such topics, this course will examine studies in comparative and transnational history.

HIST-T 570 Introduction to Digital and Public History (3 cr.) Offers a graduate-level introduction to digital and public history. This class will provide you with an introduction to the literature of the fields of digital and public history as well as key theoretical, methodological, and practical, issues and concepts.

HIST-T 571 World History (3 cr.) This course provides an introduction to the field of World History. Instructors may choose to provide a broad overview or to use a theme as a lens with which to gain an understanding of world history.

HIST-T 590 Research Seminar in History (3 cr.) This course serves an intensive historical research and writing seminar that seeks to provide graduate students with the structure and support develop a substantial piece of scholarship. Students will also develop and practice other scholarly skills such oral and written presentations and offering effective and collegial critiques of scholarship.

HIST-T 591 Research Seminar in Digital and Public History (3 cr.) This course offers students the opportunity to develop their expertise in digital and public history. Students will be introduced to the theories and methods of digital and public history and will produce at least one research-based public or digital history project.

HIST-T 592 Thesis (3 cr.) The Thesis is an independent research project conducted in consultation with a faculty member.

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.) P: A grade of C or better in MATH-A 100 or an equivalent transfer course; or a grade of C or better in MATH-M 109; or an ALEKS assessment score of 36 or higher; or a math placement exam score of Level 3 or above. 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.

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 | **Karley Wajda** | *Bachelor of Arts in Communication Studies, Organizational Communication / Minor in Interpersonal Communication* | La Porte, Indiana (hometown)
Honors Program21st Century Scholar

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.) 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 200 Honors Interdepartmental Colloquia (1-3 cr.) Honors seminars. Topics will vary.

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 | **Tessa Ziwawo** | *Bachelor of Science in Informatics* | South Bend, Indiana (hometown)
Club Affiliation | Management Information Systems Club

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

INFO-C 100 Informatics Foundations (3 cr.) C: INFO-I 101. 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 201 Mathematical Foundations of Informatic (3 cr.) P: MATH-M 118 or higher recommended. An introduction to methods of analytical, abstract, and critical thinking; deductive reasoning; and logical and mathematical tools used in information sciences. The topics include propositional and predicate logic, natural deduction proof system, sets, functions and relations, elementary statistics, proof methods in mathematics, and mathematical induction.

INFO-C 203 Social Informatics (3 cr.) 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 Problem Solving and Programming 2 (3 cr.) P: INFO-C 210 with a grade of C or better. 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.) This course introduces core topics and approaches in human-computer interaction including the process of designing

and evaluating interactive technologies. Topics include interaction design, evaluation, usability, user psychology, prototyping, requirements and analysis, and related issues. Students working in teams identify stakeholders, build user-centered interfaces, and apply statistics to analyze user data.

INFO-C 307 Data Representation and Organization (3 cr.) P: INFO-C 211 with a minimum grade of C. 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 342 Mobile Application Development (3 cr.) INFO-I 308 or INFO-C 307. This course covers fundamental programming principles, software architecture and user experience considerations underlying mobile applications and their development environments. The course will focus on the Android platform.

INFO-C 399 Database Systems (3 cr.) P: INFO-C 201 and INFO-C 211 with a grade of C or better and major must be INFODEBS. 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 401 Foundations in Legal Informatics (3 cr.) This course examines the basic concepts of the design, evaluation, and use of technology in the study and practice of law. The course provides an overview of the application of a variety of emerging informatics and media technologies to the field of law. It covers technology for law office management, legal research, litigation support, document management, imaging and animations, case management, and electronic court filing.

INFO-C 402 Legal and Social Informatics of Society (3 cr.) This course examines that set of ethical and legal problems most tightly bound to the issues of information control. The interaction and technology change, but the core issues have remained: privacy, intellectual property, Internet law, concepts of jurisdiction, speech anonymity versus accountability, and ethical decision making in the networked environment. This is a case-based course on privacy and security in social contexts. Cases address the specific designs of technologies and discuss how different technically feasible design choices would result in distinct regulatory regimes, business strategies, or support different forms of social interaction. This course focuses on specific security and privacy technologies as sociotechnical systems.

INFO-C 403 Electronic Discovery (3 cr.) This course covers the legal, ethical, financial, logistical, procedural, and technological considerations of electronic discovery and its implications for lawyers and their clients. It highlights recently revised federal and state rules, new state and federal legislation, and recent court cases that impact electronic discovery policies and processes. We also consider electronic discovery from the point of view of a corporation that has to prepare for, and then respond to, requests for the production of digital evidence.

INFO-C 404 Litigation Support Systems and Courtroom Presentations (3 cr.) This course reviews software for organizing, managing, retrieving, and presenting documents and evidence in a legal matter. Students learn what is effective and allowable from a technical, legal, and ethical standpoint. The course covers court rules and procedures on how much visual evidence can be used and the extent to which this evidence can be altered or enhanced in the trial process.

INFO-C 405 Technology and the Law (3 cr.) This course provides students with a foundation on legal matters that impact informatics and media, including intellectual property (copyright, patents, trademark, trade secrets), contracts, licensing, privacy, publicity, global legal issues, and professional ethics.

INFO-C 413 Web Design and Development (3 cr.) 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 416 Applied Cloud Computing (3 cr.) P: INFO-C 307, INFO-I 308, or CSCI-C 243 This course covers cloud computing concepts, techniques, and tools to support IT infrastructure deployment, application development, data storage, and data analysis. The course includes non-relational databases (NoSQL), high-level language support. The course applies the MapReduce programming model and virtual-machine utility for scalable data processing.

INFO-C 421 Applications of Data Mining (3 cr.) P: INFO-C 307 or INFO-I 308 or CSCI-C 243 or CSCI-C 343. The course explores the use of data mining techniques in different settings, including business and scientific domains. The emphasis will be on using techniques, instead of developing new techniques or algorithms. Students will select, prepare, visualize, analyze and present data that leads to the discovery of novel and actionable information.

INFO-C 450 System Design (3 cr.) P: INFO-C 211. This course introduces the concepts of large scale system design and development. Topics include: the software development life cycle, specification, analysis, design, modeling, use cases, user interface design, planning, estimating, reusability, portability, working in teams, introductory project management and CASE tools. Student teams will present their final project design.

INFO-C 451 System Implementation (3 cr.) 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.) 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 453 Computer and Information Ethics (3 cr.) This course covers ethical and professional issues that arise in designing and using networked information technologies and information resources. It examines frameworks for making ethical decisions, emergent technologies and their ethical implications, and information and computer professionalism. Topics include privacy, intellectual property, cybercrime, games, social justice, and codes of professional ethics.

INFO-I 101 Introduction to Informatics (4 cr.) Computer Science and Informatics Majors should take MATH courses concurrently. Credit not given for both CSCI-B 100 and INFO-I 101. Students who have successfully completed AP Computer Science Principles in High School with a score of 4 or 5 are given credits for an equivalent course CSCI-B 100 and are waived from taking this course. Students who have successfully completed AP Computer Science A in High School with a score of 3 are given credits for an equivalent course CSCI-B 100 and are waived from taking this course. Consult an Informatics Faculty Advisor. P: Must have earned a math ALEKS assessment score of 10 or better to enroll. 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 methods of analytical, abstract and critical thinking, deductive reasoning; and logical and mathematical tools used in information sciences. Topics include propositional and predicate logic, natural deduction proof system, sets, functions and relations, proof methods in mathematics, mathematical induction, and graph theory.

INFO-I 202 Social Informatics (3 cr.) P: INFO-I 101, CSCI-B 100, or CSCI-C 101. Introduction to key social research perspectives and literatures on the use of information and communication technologies. Discusses current topics such as information ethics, relevant frameworks, popular and controversial uses of technology (e.g., peer-to-peer file sharing), digital divides, etc. Outlines research methodologies for social informatics.

INFO-I 203 Introduction to Bioinformatics (3 cr.) P: BIOL-L 101 or BIOL-L 102; MATH-M 107. The course is mainly intended introduce students to the basics concepts needed to understand biological data using computational methods. It will give a broad overview of the entire field, without getting into details. Topics 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.

INFO-I 210 Information Infrastructure I (4 cr.) Credit not given for both INFO-I 210 and CSCI-C 101. Students who have successfully completed AP Computer Science A in High School with a score of 4 or 5 are given credits for an equivalent course CSCI-C 101 and are waived from taking this course. Consult an Informatics Faculty Advisor. P: Must have earned a grade of C or better in CSCI-B 100 or INFO-I 101 or CSCI-A 201 or a Level 2 in the CS Placement Exam; and a grade of C or better in MATH-A 100 or a minimum 36 ALEKS assessment score. 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.) Credit not given for both INFO-I 211 and CSCI-C201. P: INFO-I 210 or CSCI-C 101. Must have earned a grade of C- or better in the CSCI/INFO prerequisite course. 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 254 2D Games Programming (3 cr.) P: C- or better in CSCI-A 201, CSCI-B 100, or INFO-I 101. This course introduces fundamental concepts of game programming, focusing on 2D games using current introductory software.

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 307 Introduction to Genomics (3 cr.) P: MATH-M 107 and INFO-I 203; OR MATH-M 107 and BIOL-L 211. This course will cover current topics in genomics and computational methods used in analyzing genomes. The course will provide a high level understanding of the methods and will focus on using the methods of genomics analysis and understanding the outputs generated from these methods. The course will extensively use methods developed under the R environment for genome analysis and annotation.

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 342 Mobile Programming I (3 cr.) P: INFO-I 308 or INFO-I 307. This undergraduate course uses a professional development environment to teach skills to program applications for mobile devices. Topics include graphical user interfaces (GUIs), data management, recording and playing back audio and video, location, maps, and using text messaging within an application.

INFO-I 355 3D Games Programming (3 cr.) P: INFO-I 254 and (CSCI-A 202 or CSCI-C 201 or INFO-C 211 or INFO-I 211). This course introduces fundamental concepts of game programming, focusing on 3D games and using a current game engine. The topics include the design of the game components and rules, graphical aspects, the use of physics in a game, user-generated content, and elements of artificial intelligence.

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 416 Cloud Computing for Data Science (3 cr.) This course covers data science concepts, techniques, and tools to support big data analytics, including cloud computing, parallel algorithms, nonrelational databases, and high-level language support. The course applies the MapReduce programming model and virtual-machine utility computing environments to data-driven discovery and scalable data processing for scientific applications.

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 441 Interaction Design Practice (3 cr.) Human-computer interaction design (HCID) describes the way a person or group accomplishes tasks with a computer - what the individual or group does and how the computer responds; what the computer does and how the individual or group responds. This course will be organized a collection of readings and three design projects applying human-computer interaction principles to the design, selection, and evaluation of interactive systems.

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. 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 453 Computer and Information Ethics (3 cr.) Ethical and professional issues that arise in the context of designing and using networked information technologies

and information resources. Examines frameworks for making ethical decisions, emergent technologies and their ethical implications, information/computer professionalism. Topics include privacy, intellectual property, cybercrime, games, social justice, and codes of professional ethics.

INFO-I 456 Integrated Games Development (3 cr.) P: INFO-I 355; and INFO-I 211, INFO-C 211, or CSCI-C 201. This course builds on the games programming sequence and focuses on the different stages of small and large-scale games development. The students work in teams to develop one game of significant size over the whole semester. Activities include expertise-based team selection, work division, class discussions, and presentations at various stages.

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 491 Capstone Project Internship (3-6 cr.) Online Collaborative Degree. P: Check schedule of classes. Students put their informatics education to practice through the development of a substantial project while working in a professional information technology environment.

INFO-I 492 Senior Thesis (3 cr.) The senior student prepares and presents a thesis: a substantial, typically multi-chapter paper based on a well-planned research or scholarly project, as worked out between a 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.

INFO-N 190 The Natural World (3 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.

Integrated New Media Studies | INMS

Pictured | **Alexander Muhumuza** | *Bachelor of Fine Arts in Integrated New Media Studies, 3D Modeling and Animation* | Kampala, Uganda (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 (3-99 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 int he social and spiritual values underlying the making of art. Issues of practice of the craft receives greater emphasis at this level. Repeatable for credit.

INMS-N 111 New Media Composition and Aesthetics I (3 cr.) P: INMS-N 111 or permission of instructor. 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 Compposition 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 Credit Hours 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: INMS-N 112, INMS-N 283, TEL-T 283, JOUR-J 210, INFO-I 101, FINA-P 273, FINA-S 291, FINA-S 296 or MUS-T 120. Exploration of the medium of video as an aesthetic expression in art. Time and sound are elements incorporated into visual composition's traditional concerns. Emphasis on technical command of cameras and editing procedures in conjunction with development of a visual sensitivity. Readings and a research (creative) project are also required.

INMS-N 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: INMS-N 283, TEL-T 283, INMS-N 300, FINA-S 300 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, Ruttman, 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 permission of instructor. 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: TEL-T 336 or INMS-N 302 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 or 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 or 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: TEL-T 273, TEL T 283, INMS-N 283, INMS-N 212, INMS-N 201, 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-I 213 and INMS-N 325 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.

INMS-N 497 Independent Study 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 (3 cr.) P: Permission of instructor. Final portfolio review for B.F.A. in Integrated New Media Studies.

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.

International Studies | INTL

Pictured | **Areonna Oberle** | *Bachelor of Arts in German; Minor in Earth and Space Science* | Bremen, Indiana (hometown)
Club Affiliation | German Club (president)

International Studies | INTL

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

INTL-I 490 International Studies Capstone Seminar (3 cr.) Interdisciplinary seminar dealing with major issues and problems of the contemporary global environment.

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

Pictured | **Ashley Rose** | *Bachelor of Arts in Political Science / Minor in Communication Studies* | Syracuse, Indiana (hometown)
Campus Involvement | Preface (writer and photographer); Cheerleader

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

JOUR-J 200 Reporting, Writing, and Editing I (3 cr.) P: ENG-W 131 or ENG-W 140 with a grade of C or better. 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.) P: Must have earned grade of C or better in ENG-W 131 or ENG-W 140 to enroll. Can be currently enrolled. Transfer credit accepted. 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 Online Journalism (3 cr.) Explore non-linear methods of storytelling and how Web-based tools can enhance journalism written and online work. In addition to building existing skills, students use photography and embedded audio to create story packages for an online magazine.

JOUR-J 319 Introduction to Public Relations (3 cr.) P: Must have earned grade of C or better in JOUR-C 200 and JOUR-J 200 to enroll. Transfer credit accepted. 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: Must have earned grade of C or better in JOUR-J 200 to enroll. Transfer credit accepted. 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: Must have earned grade of C or better in JOUR-J 341 to enroll. Transfer credit accepted. 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 390 Public Relations Writing (3 cr.) P: ENG-W 131 or ENG-W 140 with a grade of C or better. 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: Must have earned grade of C or better in JOUR-J 351 to enroll. Transfer credit accepted. 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 Ethics (3 cr.) P: Must have earned grade of C or better in JOUR-C 200 to enroll. Transfer credit accepted. 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: Must have earned grade of C or better in JOUR-J 200 to enroll. Transfer credit accepted. 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 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 475 Race, Gender, and the Media (3 cr.) Survey and analysis of how news and entertainment media represent issues of race and gender. History of women and people of color as media professional and media consumers. Discussion of contemporary problems and potential solutions.

JOUR-J 492 Media Internship (1-3 cr.) P: SPCH-S 205, JOUR-C 200, two courses from within the concentration, GPA 2.5, Junior or Senior status. 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.

Liberal Studies | LBST

Pictured | **Laronda Holman** | *Master of Liberal Studies* | Indiana University South Bend, 2010 | Edwardsburg, Michigan (hometown)

Liberal Studies | LBST

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

LBST-D 501 Humanties Seminar (3 cr.) An interdisciplinary graduate seminar in the humanities.

LBST-D 502 Social Sciences Seminar (3 cr.) Interdisciplinary graduate seminar in the social sciences. May be repeated twice for credit.

LBST-D 503 Science Seminar (3 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 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 (3 cr.) P: LBST-D 510. Topics vary. May be repeated for credit.

LBST-D 512 Master of Liberal Studies Social Science Elective (3 cr.) P: LBST-D 510. 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. Topics vary. May be repeated up to seven times for credit.

LBST-D 514 Study Abroad (3-6 cr.) P: LBST-D 510. This course will enable MLS students to participate in overseas studies. In some cases there may be a language prerequisite.

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 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. I, II, S

LING-L 103 Introduction to the Study of Language (3 cr.) Linguistics as a body of information: nature and function of language: relevance of linguistics to other disciplines, with reference to modern American English.

Mathematical Science | MATH

Pictured | **Emilee Edmonds** | *Bachelor of Science in Mathematics; Bachelor of Science in Physics* | Goshen, Indiana (hometown)
Honors Program | Intern

Club Affiliation | Physics Club (co-president)

Mathematical Science | MATH

P Prerequisite | C Co-requisite | R Recommended

MATH-A 100 Fundamentals of Algebra (4 cr.) P: A math placement exam score of level 2 or above, or an ALEKS assessment score of 16 or higher to enroll. Can be currently enrolled. Transfer credit accepted. 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-A 606 Fundamentals of Short-Term Actuarial Mathematics (3 cr.) P: MATH-M 311 and MATH-M 320 and (MATH-M 360 or MATH-M 463) and (MATH-M 366 or MATH-M 466). Insurance and reinsurance coverages; severity, frequency, and aggregate models; estimation; credibility; pricing and reserving for short-term insurance coverages; option pricing. Course topics matches SOA Exam FAM short-term section.

MATH-K 300 Statistical Techniques for Health Professions (3 cr.) Must earn a grade of C or better in MATH-A 100 or a math placement exam score of level 3 or better, or an ALEKS assessment score of 36 or better. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of C- or better in MATH-M 115 or MATH-M 127 or MATH-M 125 or a math placement exam score of level 5 or better, or an ALEKS assessment score of 61 or better. Transfer credit accepted. 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-K 310 Statistical Techniques (3 cr.) Credit given for only one of MATH-K 300 and MATH-K 310. P: Must earn grade of C- or better in MATH-M 115 or MATH-M 127 or MATH-M 125 or a math placement exam score of level 5 or better, or an ALEKS assessment score of 61 or better. Transfer credit accepted. 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: Must earn grade of C or better in MATH-A 100 or M 111 or M 118, or an ALEKS assessment score of 36 or higher, or a Math placement exam score of level 3 or above. Can be currently enrolled. Transfer credit accepted. 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 109 Mathematical Foundations of Analytics (3 cr.) P: A grade of C or better in MATH-A 100 or an ALEKS assessment score of 31 or higher and a Leighton School of Business undergraduate student. Topics primarily include percents, ratios, proportions, rates of change, select topics in geometry, basic pattern recognition, data organization, measures of average and measures of variation, normal distribution and quadratic functions. Emphasis will be given on solving real-world problems by transforming them into mathematical models. Builds conceptual understanding and develops problem-solving skills.

MATH-M 111 Mathematics in the World (3 cr.) Satisfy CW Gen Ed Fund Lit QR. P: Must earn grade of C or better in MATH-A 100 or equivalent, or an ALEKS assessment score of 31 or higher. 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.) 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. P: Must earn grade of C- or better in MATH-M 107, an ALEKS assessment score of 51 or higher, or a math placement exam score of level 4 or above to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of C or better in MATH-A 100 or equivalent, or a grade of C or better in Math-M109, or an ALEKS assessment score of 36 or higher. Sets, counting, basic probability, including random variables and expected

values. Linear systems, matrices, linear programming, and applications.

MATH-M 119 Brief Survey of Calculus 1 (3 cr.) 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. P: Must earn grade of C- or better in MATH-M 125 or MATH-M 115 or a math placement exam score of level 5 or above, or an ALEKS assessment score of 61 or higher. Can be currently enrolled. Transfer credit accepted. Sets, limits, derivatives, integrals, and applications.

MATH-M 120 Brief Survey of Calculus 2 (3 cr.) Credit not given for both MATH-M 216 and MATH-M 120. P: Must earn grade of C- or better in MATH-M 119 to enroll. Can be currently enrolled. Transfer credit accepted. 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.) Credit not given for both MATH-M125 and MATH-M127; or for both MATH-M 125 and MATH-M 115. Designed to prepare students for M215. Algebraic operations; polynomial, exponential, and logarithmic, functions and their graphs; conic sections; systems of equations; and inequalities.

MATH-M 126 Trigonometric Functions (3 cr.) Credit not given for both M 126 and M 127 or for both M 126 and M 115. Satisfies Campuswide General Education Fundamental Literacies: Quantitative Reasoning. P: Must have grade of C- or better in MATH-M 125, or an ALEKS assessment score of 61 or higher, or a math placement exam score of level 5 or above. Can be currently enrolled. Transfer credit accepted. Designed to develop the properties of the trigonometric, exponential, and logarithmic functions and to prepare for course in calculus.

MATH-M 127 Pre-Calculus with Trigonometry (5 cr.) P: C- or higher in MATH-M 107 or equivalent, or an ALEKS assessment score of at least 51. This course is designed to prepare students for calculus (M215). Subject matter includes polynomial, rational, exponential, logarithmic, and trigonometric functions and their application.

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.) Credit given for only one of the following: MATH-M 119, MATH-M 208, MATH-M 215. P: Must earn grade of C- or better in MATH-M 115 or MATH-M 127 or MATH-M 119 and MATH-M 126 or both MATH-M 125 and M 126 or an ALEKS assessment score of 76 or higher or a math placement exam score of level 6 or above to enroll. Limits, continuity, derivatives, definite and indefinite integrals, applications, techniques of integration, infinite series.

MATH-M 216 Calculus II (5 cr.) P: Must have earned grade of C- or better in MATH-M 215 or an equivalent transfer course to enroll. Can be currently enrolled. 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 220 Calculus for Data Science I (3 cr.) Calculus for Data Science I is designed as an introduction to calculus with applications to data sciences, business and the social sciences.

MATH-M 230 Calculus for Data Science II (3 cr.) Calculus for Data Science II is designed as the second semester in a calculus sequence for the data sciences, business, and the social sciences.

MATH-M 260 Combinatorial Counting and Probability (3 cr.) Credit not given for both MATH-M 260 and MATH-M 365. P: Must have earned grade of C- or better in MATH-M 215 or an equivalent transfer course to enroll. Can be currently enrolled. 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 (3 cr.) P: Must have earned a grade of C- or better in MATH-M 260 to enroll. Transfer credit accepted. Credit not given for both MATH-M 261 and MATH-M 366. Types of sampling, sampling distributions, estimators for population parameters, unbiasedness and mean square error of estimators, t and chi-square distributions, confidence intervals, hypothesis testing, two types of errors and their probabilities, sample size determination, linear and nonlinear least square regression equations for prediction. Computational techniques are used throughout the course.

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.

MATH-M 301 Linear Algebra and Applications (3 cr.) P: Grade of C- or higher in MATH-M @15 or MATH-M 230. 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 216. Transfer credit accepted. Elementary geometry of 2, 3, and n-space, functions of several variables, partial differentiation, minimum and maximum problems, multiple integration.

MATH-M 303 Linear Algebra or Undergraduates (3 cr.) Introduction to the theory of real vector spaces. Coordinate systems, linear dependence, bases. Linear transformations and matrix calculus. Determinants and rank. Eigenvalues and eigenvectors.

MATH-M 312 Calculus 4 (3 cr.) P: MATH-M 311 or MATH-S 311. Differential calculus of vector valued functions, transformation of coordinated, change of variables in multiple integrals. Vector integral calculus: line integrals, Green's theorem, surface integrals, Stokes' theorem. Applications.

MATH-M 320 Theory of Interest (3 cr.) P: MATH-M 216 or equivalent transfer course or consent of instructor. Measurement of interest; accumulation and discount; equations of value; annuities; perpetuities; amortization and sinking funds; yield rates; bonds and other securities; installment loans; depreciation, depletion, and capitalized cost.

MATH-M 325 Problem Seminar in Actuarial Science (1-6 cr.) P: Must earn a grade of C- or better in MATH-M 463. 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: Must have completed 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: Must have earned a grade of C- or better in Math-M 311 and Math-M 343 to enroll. 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 366 Elements of Statistical Inference (3 cr.) Introduction to statistical theory. Basic sampling distributions. Order statistics. Point estimation, maximum likelihood estimation, the Cramer-Rao bound, least squares method, confidence intervals, hypothesis-testing concepts, Neyman-Pearson lemma, likelihood ratio tests, linear models, large sample theory, contingency tables, goodness-of-fit tests.

MATH-M 371 Elementary Computational Methods (3 cr.) Interpolation and approximation of functions, solution of equations, numerical integration and differentiation. Errors convergence, and stability of the procedures. Students write and use programs applying numerical methods.

MATH-M 380 History of Mathematics (3 cr.) P: MATH-M 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-M 216. Transfer credit accepted. Elementary logic, techniques of proof, basic set theory, functions, relations, binary operations, number systems, counting. Bridges the gap between elementary and advanced courses.

MATH-M 403 Introduction to Modern Algebra I (3 cr.) P: Must have completed MATH-M 301. Study of groups, rings, field extensions, with applications to linear transformations.

MATH-M 404 Introduction to Modern Algebra 2 (3 cr.) P: Must have completed MATH-M 403. Study of groups, rings, field extensions, with applications to linear transformations.

MATH-M 405 Number Theory (3 cr.) P: Must have earned grade of C- or better in MATH-M 216 or MATH-M 212 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must have completed 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: Must have completed 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. 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: Must have completed 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: Must have earned a grade of D- or better in Math-M 311 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must have completed MATH-M 347 or 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 or 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: Must have completed 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 320. This course is a continuation of a first semester in Theory of Interest and prepares students for the second professional actuarial examination. Topics include the rate of return of an investment, term structure of interest rates, cash flow duration, cash flow convexity and immunization.

MATH-M 447 Mathematical Models and Applications 1 (3 cr.) P: Must have earned grade of C- or better in MATH-M 301 to enroll. Can be currently enrolled. Transfer credit accepted. 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 and MATH-M 463. Course covers probability theory, Brownian motion, Ito's Lemma, stochastic differential equations, and dynamitic hedging. These topics are applied to the Black-Scholes formula, the pricing of financial derivatives, and the term theory of interest rates. I

MATH-M 463 Introduction to Probability Theory I (3-4 cr.) P: MATH-M 311, may be enrolled concurrently. 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: Must have completed 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: Must have completed MATH-M 466. 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: Must have completed MATH-M 466. Analysis of discrete data, chi-square tests of goodness of fit and contingency tables, Behrens-Fisher problem, comparison of variances, nonparametric methods, and some of the following topics: introduction to multivariate analysis, discriminant analysis, principal components.

MATH-M 471 Numerical Analysis 1 (3 cr.) P: Need MATH-M 301, MATH-M 311, and CSCI-C 101. 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: Must have earned grade of C- or better in each of MATH-M 343 and M 471 (or M 571) to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must have earned grade of C- or better in MATH-M 215 or an equivalent transfer course to enroll. Can be currently enrolled. 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 505 Basic Number Theory I (3 cr.) P: MATH-M 216 Calculus II and MATH-M 403 Modern Algebra. Congruencies, unites modulo n, lattices and abelian groups, quadratic residues, arithmetic functions, Diophantine equations, Farey fractions, continued fractions, partition function, the Sieve method, density of subsets of integers, c-function, the prime number theorem.

MATH-M 513 Complex Variables 1 (3 cr.) Algebra, topology, and geometry of the complex plane; analytic functions; conformal mapping, Riemann surfaces; Cauchy's theorem and formula; convergence theorems; infinite series and products; Riemann mapping theorem.

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.) Credit not given for both MATH-M 577 and MATH-M 447. P: MATH-M 209, MATH-M 212, MATH-M 216, or MATH-M 301. 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-M 578 Operations Research II (3 cr.) P: MATH-M 577. Network Optimization Models: The Terminology of Networks, the Shortest-Path Problem, The Minimum Spanning Tree Problem, The Maximum Flow Problem, The minimum Cost Flow Problem, The Network Simplex Method, A network Model for Optimizing a Projects Time-Cost Trade-Off, PERT and CPM.

MATH-M 590 Seminar (3 cr.) This seminar is offered to cover a variety of mathematical topics at graduate level. Topics may vary each term. Repeatable up to 12 credits.

MATH-M 800 Mathematical Reading and Research (1-12 cr.)

MATH-N 390 The Natural World (3 cr.) P: Must have earned grade of C- or better in MATH-M 215 or an equivalent transfer course to enroll. Can be currently enrolled. 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: A grade of C or better in MATH-A 100 or a math placement exam score of level 3 or better, or an ALEKS assessment score of 36 or higher. 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: Must earn grade of C or better 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: Must earn grade of C or better 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: C or better in MATH-T 102 and C or better in T 103, or C- or better in M 118 and M 125. 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: Must have earned grade of C- or better in MATH-M 301 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must have completed MATH-T 103. 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-T 601 Topics in Algebra (3 cr.) This course will cover core topics in Algebra, including Group Theory, Ring Theory, Field Theory, Commutative and Noncommutative Algebra, Number Theory, and other topics in Algebra.

MATH-T 610 Topics in Analysis (3 cr.) This course will cover graduate-level knowledge in Analysis applications, including Real Analysis, Complex Analysis, Fourier Analysis, and other topics in Analysis.

MATH-T 620 Topics in Topology/Geometry (3 cr.) Students will develop graduate-level knowledge in essential concepts of Topology/Geometry including topics in Euclidean and non-Euclidean Geometry, Point set topology, Differential Topology, Differential Geometry, and other topics in Topology/Geometry.

MATH-T 640 Topics in Applications (3 cr.) Students will develop graduate-level knowledge in Differential Equations and Applications including Numerical Methods, Mathematics of Finance, Graph Theory, Mathematical Physics, and other topics.

MATH-T 650 Topics in Probability/Statistics (3 cr.) This course will cover graduate-level knowledge of key concepts of Probability/Statistics.

MATH-W 109 Mathematical Typesetting (1-2 cr.) This course introduces the creation of mathematical and scientific documents in the universal typesetting software LATEX.

MATH-Z 100 Basic College Mathematics (2 cr.) This course will give an overview of various number types including whole numbers, fractions, decimals, and signed numbers. It will enable students to do basic numerical operations, exponents, and order of operations with these numbers, as well as basic algebra operations in order to solve real-life application problems.

Microbiology | MICR

Pictured **| Brad Hardwick |** *Bachelor of Arts in Biological Sciences* **|** South Bend, Indiana (hometown)
Club Affiliation | Dungeons and Dragons Club at IU South Bend

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.) Credit not allowed toward a biology major. P: CHEM-C 102 with a grade of C or higher. 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.) Credit not allowed toward a biology major. P: MICR-M 250 or concurrent enrollment in MICR-M 250 and CHEM-C 102 with a grade of C or higher. 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 and BIOL-L 211 with a grade of C- or higher in each course; and CHEM-C 105, CHEM-C 106, and 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: BIOL-L 101, BIOL-L 102, and BIOL-L 211 with a grade of C- or higher in each course, MICR-M 310 with a grade of C- or higher in each course or concurrent enrollment; and CHEM-C 105, CHEM-C 106, and CHEM-C 341. 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 | **Audree Narkawicz** | Bachelor of Music Education, Instrumental | South Bend, Indiana (hometown)
Student Government Association | Senator
Volunteer Activity | Peer Mentor, Ernestine M. Raclin School of the Arts
Club Affiliation | National Association for Music Education (NAfME)

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 audio engineering and sound production majors only. Introduction to the technology and techniques employed in audio recording, editing, and mixing; sound production for visual media, and live 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 (3-99 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 Repeatable for credit.

MUS-B 110 Horn Elective/Secondary (1-2 cr.) Private French horn lessons.

MUS-B 120 Trumpet/Cornet 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 and 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 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 400 Undergraduate Readings in Music Education (1-6 cr.) Examination of current topics relevant to the field of music education as found in the professional literature. Sample topics include teaching competencies, curricular content, choral and instrumental techniques, and innovative methodology.

MUS-E 457 Instrumental Pedagogy (1-3 cr.) Pedagogy classes pertaining to the individual instruments.

MUS-E 459 Instrumental Pedagogy (1-3 cr.)

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.) 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.) 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 337 Woodwind Techniques (1-2 cr.) Class instruction and teaching methods for flute, oboe, bassoon, clarinet and saxophone.

MUS-G 370 Techniques for Conducting (2 cr.) P: MUS-T 114 and 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 patters; varying dynamics, accents, musical characteristics and styles. I

MUS-G 338 Percussion Techniques (1-2 cr.) Class instruction to learn the rudiments of snare drum, tympani, and mallet instruments. Study of methods and materials for teaching percussion instruments in class or private lessons.

MUS-G 372 Choral Conducting 2 (2 cr.) Emphasis on repertoire sung in parts, counterpoint, and conducting choral ensembles. Explore aspects of choral tone, vocal techniques, period style sounds, seating arrangements, voice placing, mixed meters, changing meters, and other advanced problems in choral conducting.

MUS-G 373 Instrumental Conducting (2 cr.) Further development of score reading and conducting techniques. Emphasis on experience conducting live instrumental ensembles.

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.) Study and development of effective gesture and stylistically appropriate interpretations of repertoire from a variety of time periods. For students majoring in fields other than choral conducting.

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 and 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. Repeatable for credit.

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.) 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 503 Graduate Residency (1 cr.) Graduate residency for composition majors. Students will attend an intensive three- to four-day residency on campus to prepare readings, rehearsals, coachings, and recordings and performances of the works composed during previous semesters. Masterclasses with guest ensembles and composers will be part of the residency. S/F graded.

MUS-I 711 Masters Recital (0 cr.)

MUS-K 110 Composition, Elective Level (1-2 cr.) 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 and MUS-T 115. A weekly seminar/master-class with variable topics for composition students.

MUS-K 210 Applied Composition, Secondary Level (1-2 cr.) 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.) 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.) 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 (1-2 cr.) Instruction in techniques and composition for live electronic performance.

MUS-K 406 Projects in Electronic Music (1-3 cr.) Projects in Electronic Music. May be repeated for credit.

MUS-K 410 Applied Composition, Major Level (1-6 cr.) 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 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.) Must be taken as the first course in the music history sequence. P: MUS-M 111, MUS-T 113, MUS-T 114, MUS-T 115 and MUS-T 116 or consent of instructor. 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.) Must be taken as the second course in the music history sequence. P: MUS-M 201 or consent of instructor. 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: Music Ed Majors. Field experiences and observations in vocal and instrumental music program K-12.

MUS-M 236 Introduction to Music Education K-12 (2 cr.) P: Music Ed Majors. 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.) 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: Music Ed Majors. Field experiences and observations in instrumental music education.

MUS-M 318 Laboratory-Field Experience (0 cr.) Field experience and observations in choral music education.

MUS-M 319 Laboratory-Field Experience (0 cr.) Field experiences and observations in elementary general music.

MUS-M 337 Methods and Materials for Teaching Instrumental Music (2 cr.) P: Music Ed Majors. Development and organization of instrumental music programs, including methods, and materials, rehearsal techniques, and a survey of band and orchestra literature.

MUS-M 338 Methods and Materials for Teaching Choral Music (2 cr.) Development and organization of administration of choral music programs in the middle and secondary school. Emphasis on auditioning and placement, vocal productions, rehearsal techniques, and appropriate choral literature.

MUS-M 339 General Music Methods K-8 (2 cr.) 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.) Must be taken as the third course in the music history sequence. P: MUS-M 201 and MUS-M 202 or consent of instructor. 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. The course is intended as an overview of the origins and evolution of the modern guitar, examining repertoire from about 1500 to the present. Students will be introduced to important guitar/vihuela composers and performers throughout history. Analysis of

the scores and sound selections will be integral part of the course.

MUS-M 443 Survey of Keyboard Literature I (2-3 cr.) 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.) 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 (3 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 (3 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 repertories, 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.) Offered concurrently for music graduate students when the school teaches LBST-D 501. P: Consent of instructor. 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.) 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 110 Beginning Piano Clas I- Non-Music Majors (1-3 cr.) Class piano for beginning piano students who are not music majors.

MUS-P 120 Beginning Piano Class 2-Non-Music Major (3 cr.) P: MUS-P 110. Class piano (second-semester level) for students who are not music majors.

MUS-P 200 Piano (1-2 cr.) Individual piano lesson at the secondary level. Additional applied fee. Time scheduled with instructor.

MUS-P 211 Keyboard Techniques (1-2 cr.) Preparation of advanced practical keyboard skills necessary for pianists, such as score-reading and sight-reading.

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.) C: Must be taken concurrently with applied study.

MUS-P 501 Graduate Piano Review 1 (1 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 (1 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 511 Keyboard Techniques (2 cr.) This 2-credit course for graduate Piano Majors will enable students to develop both the theoretical knowledge and the practical skills to become a versatile musician at the keyboard. Course emphasizes on keyboard harmony, harmonization, score reading in different formats, reading figured bass, transposition.

MUS-P 515 Graduate Keyboard Proficiency (0 cr.) This is a graduate-level exam for music majors, and will test proficiency in scales, harmonization, and sight-reading. Several skills tested vary according to major.

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 (1-3 cr.) Open to undergraduate voice majors; 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 (1-3 cr.) Open to undergraduate voice majors; 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.) Artist Diploma only.

MUS-S 920 Viola Graduate Major (1-8 cr.)

MUS-S 929 Viola AD (2-8 cr.) Artist Diploma only.

MUS-S 930 Cello Graduate Major (1-8 cr.)

MUS-S 939 Cello AD (2-8 cr.) Artist Diploma only.

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 natation, 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.) Required for all music majors, Continuation of the study of harmony in context with four-part writing, diatonic harmony, secondary functions and modulation. Examination of musical forms and structures. Emphasis on musical analysis and compositional applications. II

MUS-T 115 Sightsinging and Aural Perception I (1 cr.) Diatonic melody and harmony; aural skills, music sight-reading, keyboard skills. Music majors are advised to take this course concurrently with MUS T113.

MUS-T 116 Sightsinging and Aural Perception II (1 cr.) 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. Repeatable for credit.

MUS-T 213 Music Theory III (3 cr.) 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.) Required of all music majors. Historical survey of the elements, forms, and aesthetics of musical styles through written analysis, listening examples, and structured composition activities. Classical through 20th century. II

MUS-T 215 Sightsinging and Aural Perception III (1 cr.) Aural skills, music sight-reading, and keyboard. Music majors are advised to take this couse concurrently with MUS-T 213. I

MUS-T 216 Sightsinging and Aural Perception IV (1 cr.) 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.) Analysis of formal and harmonic structure of representative Baroque, Classical and early Romantic compositions. I (even years)

MUS-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. Repeatable for credit.

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 (3 cr.) Pending credit hour approval. 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 (3 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 503 Graduate Aural Skills Review I (1 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.

MUS-T 504 Graduate Aural Skills Review 2 (1 cr.) Pending credit hour approval. 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.) 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. Course designed to teach both musicians and non-musicians about the basics of the MIDI (Musical Instrument Digital Interface) system, its software and hardware. Will include MIDI sequencing, digital sampling, principles of digital synthesis, digital audio editing. Geared to those with little prior technical training.

MUS-U 530 Seminar on Current Topics in Music Studies (3 cr.) This course is an introduction for graduate students to major issues driving current research in the fields of musicology, music theory, and ethnomusicology, situating this scholarship in relation to key works of interdisciplinary critical theory and cultural studies.

MUS-V 100 Voice Elective-Secondary (1-4 cr.) Individual voice lessons for non-music majors. Time scheduled with instructor.

MUS-V 101 Voice Class (2-4 cr.) Instruct beginners in introductory aspects of voice, vocal techniques, and sight-reading.

MUS-V 200 Voice (1-2 cr.) Private lesson.

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 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 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.) Artist Diploma only.

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.) Private lesson.

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 Saxophone lessons for music majors. Additional applied fee. Time scheduled with instructor.

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 Undergradute Major (1-6 cr.)

MUS-W 440 Bassoon Undergraduate Major (1-6 cr.) Applied music studies for undergraduate bassoon majors.

MUS-W 450 Saxaphone 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 Saxaphone Graduate Major (1-8 cr.)

MUS-X 2 Piano Accompanying (1-2 cr.) Admission by consent of the academic advisor. For BM piano majors who have passed the upper-division examination and for MM, AD, PDSP, and PDCP piano majors. Other qualified students may enroll with approval of the choral department.

MUS-X 3 Graduate Music Ensemble (0 cr.) Graduate students will enroll in MUS-X 003 for the number of semesters required to fulfill their ensemble requirement.

MUS-X 40 University Instrumental Ensembles (0-2 cr.) University instrument ensemble I, II

MUS-X 70 University Choral Ensembles (0-2 cr.) 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.) An oral examination of knowledge and professional development for the purpose of evaluating progress toward the Bachelor of Music Education. I

MUS-X 341 Guitar Ensemble (1-2 cr.) Guitarist receive coaching in duet, trio and quartet ensembles. Provides students with the opportunity to perform with other guitarists as well as other instrumentalists/vocalists.

MUS-X 350 Jazz Ensembles (0-1 cr.) Jazz Ensemble Rehearsal and Performance

MUS-X 420 Small Ensembles (0-1 cr.) The rehearsal and performance of both traditional and contemporary literature for brass.

MUS-X 423 Chamber Music (1 cr.) Performance and analysis of selected chamber works for keyboard, strings, and winds.

MUS-X 430 Electronic Music Ensemble (1 cr.)

MUS-Z 103 SPECIAL TOPICS IN MUSIC/NON-MAJOR (3 cr.)

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.) 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.) P: Student must be enrolled in the pre-nursing program in the College of Health Sciences to enroll in course. 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: Student must be a BSN (NURBSBSN) to enroll. 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.

NURS-B 231 Communication Skills for the Health Professionals (3 cr.) P: Student must be a BSN (NURBSBSN) to enroll. 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.) 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: Student must be a BSN (NURBSBSN) to enroll. 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 248 Science and Technology of Nursing (2-4 cr.) P: Admission to B.S.N. degree program. C: Taken concurrently with NURS-B 249. This course focuses on the fundamentals of nursing from a theoretical research base. It provides an opportunity for basic care nursing skills development. Students will be challenged to use critical thinking and problem solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the life-span. I, II

NURS-B 249 Science and Technology of Nursing Practicum (1-2 cr.) C: Student must be a BSN (NURBSBSN) to enroll. 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: Student must be a BSN (NURBSBSN) to enroll. 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. P: Must be an RN-BSN major to enroll. 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. P: Must be an RN-BSN major to enroll. 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. P: Must be an RN-BSN major. 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 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.

NURS-B 403 Gerontological Nursing (3 cr.) P: Must be an RN-BSN major. 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.) P: Must be an RN-BSN major. This course addresses nursing informatics: state of the science and issues for research, development, and practice. It clarifies concepts of nursing, technology, and information management; and comprises theory, practice, and the social and ethical issues in nursing and health care informatics.

NURS-D 615 Performance Improvement and Patient Safety in Health Systems (3 cr.) This course prepares students to lead the development, implementation, and evaluation of performance improvement and patient safety initiatives for patient populations across a variety of health systems. Performance improvement science, quality and safety theories, selection of appropriate process and outcomes measures, and principles of organizational learning are emphasized.

NURS-C 310 Discipline of Nursing: Theory, Research, and Practice (3 cr.) P: Student must be a BSN (NURBSBSN) or Accelerated BSN (BNBSN) major to enroll. This course focuses on the introduction to the discipline of nursing. Content addresses nursing theory & research, ethics, interprofessional and intra-professional communication, civility, healthcare informatics, cultural awareness and sensitivity, and the nursing process.

NURS-C 315 Nursing Care Fundamentals (4 cr.) P: Student must have major of BSN (NURBSBSN), Accelerated BSN (BNBSN), or RN-BSN (NRSRNBSN) to enroll in course. This course focuses on the theoretical and clinical development of fundamental health principles across the lifespan, incorporating foundational nursing care skills that direct care based on introduction to the nursing process.

NURS-C 320 Holistic Health Assessment in Nursing Care (4 cr.) P: Must be an RN-BSN major to enroll. This course focuses on the theoretical and clinical application of integrative fundamental health assessment of individuals across the lifespan.

NURS-C 322 Pathopharmacology I (2 cr.) P: Student must be a BSN (NURSBSN) major to enroll. This course focuses on the clinical application of integrative health care principles for pathophysiologic based pharmacodynamics relevant to clinical nursing practice across the lifespan. The nursing process is used to emphasize the nurse's interprofessional role in drug administration.

NURS-C 325 Nursing Care of Adults and Older Adults I (5 cr.) First Semester. P: Must be Junior. This course focuses on the theoretical and clinical application of

integrative health care principles for adults and older adults with acute and chronic health conditions. The nursing process is used to focus on common health and illness issues.

NURS-C 327 Mental Health Nursing Care (3 cr.) First Semester. P: Must be Junior. This course focuses on theoretical and clinical application of integrative health principles for individuals and families with acute and chronic mental health conditions across the lifespan. The nursing process and therapeutic communication skills are used to promote mental health from a holistic perspective.

NURS-C 330 Nursing Care of Peripartial Women, Neonates, and the Family (3 cr.) First Semester. P: Must be Junior. This course focuses on the theoretical and clinical application of family-centered, integrative nursing care of women throughout the lifespan. The nursing process is used to emphasize a wellness focus on women's health, maternity and newborn care.

NURS-C 332 Pathopharmacology II (2 cr.) P: NURS-C 322. This course builds on pathopharmacology I to continue the clinical application of integrative health care principles for pathophysiologic based pharmacodynamics relevant to clinical nursing practice across the lifespan. The nursing process is used to emphasize the nurse's interprofessional role in drug administration.

NURS-C 405 Nursing Care of Adults and Older Adults II (5-5 cr.) P: NURS-C 325. This course builds on Nursing Care of Adults and Older Adults I to continue the theoretical and clinical application of integrative health care principles for adults and older adults with acute and chronic health conditions. The nursing process is used to focus on common health and illness issues.

NURS-C 410 Nursing Care of Children (3 cr.) This course focuses on the theoretical and clinical application of integrative health care principles for children spanning infancy through adolescence with acute and chronic health conditions. The nursing process is used to focus on essential principles of family-centered care and common health illness issues including well childcare and child development.

NURS-C 415 Nursing Care of Communities (4 cr.) Second semester. P: Must be junior. This course focuses on the theoretical and clinical application of basic epidemiologic principles and population health models. Holistic community assessment, disease prevention, and health promotion are used to plan, implement, and evaluate interventions to maximize health of populations in the community.

NURS-C 418 Nursing Inquiry (3 cr.) First Semester P: Senior status. This course focuses on scholarly inquiry about holistic nursing practice problems. The principles of evidence-based practice serve as the foundation of the course. Review of the research process with emphasis on analysis, critique, and synthesis of research and theoretical evidence is included.

NURS-C 422 Complex Nursing Care Across the Lifespan (5 cr.) Second Semester. P: NURS-C 405 and senior status This course builds on previous coursework to continue the theoretical and clinical application of integrative health care principles for nursing care of persons with acute and chronic health conditions. The nursing process is used to focus on complex health and illness issues across the lifespan.

NURS-C 427 Nursing Leadership and Management (4 cr.) P: NURS-C 405, NURS-C 410, NURS-C 415, NURS-C 418. This course focuses on theoretical and clinical application of effective leadership skills relevant in health care systems. Students examine information management, health informatics application, and processes that result in exceptional organizational outcomes. Students use healthcare data and research evidence in quality improvement and change initiatives.

NURS-C 430 Nursing Care Synthesis (3 cr.) P: NURS-C 405, NURS-C 410, NURS-C 415 and NURS-C 418. This course focuses on transitioning to the reality of professional practice. This includes career planning, performance standards, advocacy, and empowerment of self and to others. Integration of previously acquired knowledge is used to analyze ethical and legal aspects of nursing and the impact of health care policy.

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.

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.) 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 and Stable Illnesses Processes (3 cr.) Theory-guided, evidence-based advanced nursing practice approaches to acute and stable chronic illness processes of individuals across the lifespan within primary care are examined with a focus on increasingly complex health problems. Individual health-illness processes are applied within the context of health promotion for the family and community.

NURS-F 582 Primary Care III: Chronic and Complex Illnesses Processes (3 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-F 585 Advanced Health Assessment Across the Lifespan Laboratory (1 cr.) P: NURS-F 570. This course enables students to develop advanced practice nursing skills in individual health assessment of infants, children, adults, and the older adult. In addition, students develop skills in family and community assessment.

NURS-H 351 Alterations in Neuro-Psychological Health (3 cr.) P: Student must be a BSN (NURBSBSN) to enroll; all sophomore-level courses. 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.) P: Student must be a BSN (NURBSBSN) to enroll; all sophomore-level courses. 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: Student must be a BSN (NURBSBSN) to enroll; all sophomore-level courses. 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.) P: Student must be a BSN (NURBSBSN) to enroll; NURS-H 354. 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 for Practice and Research (3 cr.) P: MATH-M 107. Introduces nursing and other health science students to the basic concepts and techniques of data analysis needed in professional health care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real world situations in client care.

NURS-H 361 Alterations in Health II (3 cr.) P: Student must be a BSN (NURBSBSN) to enroll; all BSN NURS 5th Semester courses. 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.) P: Student must be a BSN (NURBSBSN) to enroll; 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.) P: Student must be a BSN (NURBSBSN) to enroll; statistics (MATH-K 300, NURS-H 355, PSY-P 354, or SOC-S 351, or equivalent). This course focuses on development of students' skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of nursing and nursing related research studies will be emphasized in identifying applicability to nursing practice. I, II

NURS-H 366 Nursing Care of Children and Their Families (3 cr.) P: Student must be a BSN (NURBSBSN) to enroll; all BSN NURS 5th Semester courses. 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: Student must be a BSN (NURBSBSN) to enroll; NURS-H 366. 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: Student must be a BSN (NURBSBSN) to enroll; all BSN NURS 5th Semester courses. 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: Student must be a BSN (NURBSBSN) to enroll; 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-I 630 Introduction to Nursing Informatics (3 cr.) Introduction to the field of nursing informatics, current state of the science, and major issues for research and development. Includes theoretical models of nursing informatics; nursing roles; information processing and data management; data acquisition and data representation; information system standards system architecture and networking; evaluation; and ethical/social issues in healthcare informatics.

NURS-J 692 Independent Study in Nursing (3 cr.) Topics vary from year to year. Individual assignments arranged.

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.) 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.) P: Student must be a BSN (NURBSBSN) or RN-BSN to enroll. 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.) P: Student must be a BSN (NURBSBSN) or RN-BSN to enroll. 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.) P: Student must be a BSN (NURBSBSN) or RN-BSN to enroll. 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 310 Self-Management and Health Promotion (3 cr.) P: This course is offered in the IU Online RN to BSN Option. Students are required to take the B331 course first and R470 last. Students may choose to take all other courses in order of preference according to offerings each term. Prereq is NURS-B 331 with a minimum grade of C (73). This course explores self-management and health promotion based on the Eight Dimensions of Wellness from an interprofessional perspective. This course unfolds as modules, each focusing on a dimension of wellness. Students will examine eight areas of wellness: occupational, social, financial, physical, emotional, environmental, spiritual, and intellectual wellness.

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 434 Current Trends in Global Health Nursing (3 cr.) P: Academic plan must be NRSDARNBSN. This dynamic course provides learning opportunities for global health issues that contribute to health disparities and ways in which healthcare workers are striving to address them. Priority is given to healthcare issues highlighted by the World Health Organization including infectious and chronic illness, women's health, environmental impacts and disaster response.

NURS-K 490 Clinical Nursing Elective (1-6 cr.) S/F grading only. Planned and supervised clinical experiences in an area of concentration.

NURS-K 492 Nursing Elective (1-6 cr.) P: Student must be a BSN (NURBSBSN) to enroll. Opportunity for the student to pursue study in an area of interest.

NURS-K 499 Genes and Precision Health (3 cr.) RN-BSN. The course introduces nurses to genetics and genomics. The role of the nurse; genetic basis of selected alterations to health across the lifespan; precision medicine/epigenetic treatments; and ethical, legal, cultural and social issues in genetic health care are examined from a nursing perspective.

NURS-L 579 Nursing Administration Practicum (3 cr.) 112 clinical hours required. P: Successfully completed all administrative-track required program courses: NURS-L 530, L 596, L 671 and L 574 with at least a B- in each course. A practicum experience designed for synthesis of theory and practice. Agency involvement and activities are planned individually.

NURS-L 596 Seminar in Health Systems Leadership (3 cr.) This seminar course provides students with opportunities to explore the impact of contemporary topics confronting current and future health systems leaders. Emphasis is placed on the interaction of theory and research on leadership practice.

NURS-L 671 Financial Management: Nursing (3 cr.) This course acquaints students with budget preparation and fiscal management. Fiscal management and strategic change are analyzed. Students use computerized spreadsheets in budget preparation.

NURS-N 390 Genetics and Genomics in Health and Illness (3 cr.) P: BIOL L101, L211, L280, MICR M250, M255, PHSL P130, P204, P261, P262. Other 100 or 200- level life sciences course may be eligible to meet the prerequisite, consult with NURS program. 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.

NURS-N 502 Nursing Theory (3 cr.) This course focuses on analyzing the relationships between theory and research for effective translation to practice. Emphasis is placed on selection and evaluation of theories, interprofessional perspectives, and using theory to guide practice and research.

NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.) This course is designed to address organizational and leadership knowledge and skills required to advance health outcomes and influence

policy. Key leadership issues and challenges affecting all advanced nursing practice roles will be examined within the context of developing leadership and advocacy skills.

NURS-P 216 Pharmacology (3 cr.)

NURS-P 345 Pharmacology for Professional Nursing Practice (3 cr.) P: RN-BSN student to enroll. This course focuses on principles of pharmacology for professional nursing practice. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process.

NURS-P 505 Population Health (4 cr.) This course is an overview of population health practices addressing the prioritized healthcare needs of populations, emphasizing vulnerable populations and social determinants of health, focusing on improving access and quality of care. An introduction to population health, clinical prevention/health promotions, current clinical practices, and health systems/ policy will also be explored.

NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr.) P: RN-BSN student to enroll. 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.) P: RN-BSN student to enroll. This course allows students to synthesize knowledge and skills learned in the baccalaureate program and to demonstrate competencies consistent with program outcomes and to refine their nursing practice skills. Students will plan and organize learning experiences, design a project, and practice professional nursing in a safe and effective manner.

NURS-R 500 Nursing Research Methods (3 cr.) This course emphasizes using research for decision-making in the delivery of quality evidence-based health care. Emphasis is placed on identifying problems and searching, appraising and synthesizing evidence for application or generating new knowledge using research methods. Strategies for disseminating findings across inter-professional contexts are examined.

NURS-R 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.) P: RN-BSN student to enroll. 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.) P: RN-BSN student to enroll. 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 Related to Multi-System Failures (3 cr.) P: Student must be a BSN (NURBSBSN) to enroll; all junior-level BSN courses. 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 Related to Multi-System Failures: The Practicum (2 cr.) P: Student must be a BSN (NURBSBSN) to enroll; 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: Student must be a BSN (NURBSBSN) to enroll; all junior-level BSN courses. 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 A Mutli-System Approach to the Health of the Community: The Practicum (2 cr.) P: Student must be a BSN (NURBSBSN) to enroll; 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.) P: Student must be a RN-BSN to enroll. 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.) 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: Student must be a BSN (NURBSBSN) to enroll. 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.) P: Student must be a BSN (NURBSBSN) to enroll. 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 (3-5 cr.) P: NURS-C 405, NURS-C 410, NURS-C 415, NURS-C 418. Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NURS-S 485 Professional Growth and Empowerment (2-3 cr.) P: Student must be a BSN (NURBSBSN) to enroll. 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, realty orientation, and commitment to life-long learning. I, II

NURS-S 487 Nursing Management: RN-BSN (3 cr.) P: RN-BSN student to enroll. This course focuses on development of management skills assumed by professional nurses, including delegation of responsibilities, networking, and facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, delivers systems, change, managing quality and performance, budgeting and resource allocation, staffing, scheduling, evaluation and career development.

NURS-T 615 Nursing Curriculum (3 cr.) Focus is on the process of developing a curriculum of nursing within a peer setting. Emphasis is also directed toward individual investigation of a nursing curriculum issue.

NURS-T 670 Teaching of Nursing (3-6 cr.) Seminar and guided experiences in teaching of nursing, including planning, developing, implementing and evaluating classroom and clinical instruction.

NURS-T 679 Nursing Education Practicum (3 cr.) P: NURS-T 670 and NURS-T 615 and NURS-T 619. A practicum experience designed for application, demonstration and synthesis of theory and competencies related to the role of nurse educator. Learning experiences are planned and negotiated to meet individual learning goals in the context of preceptor supervised experiences.

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 (3 cr.) This course teaches students advanced principles of human physiology and pathophysiology across the lifespan. It explores the physiological manifestation and clinical presentation of disease processes in preparation for advanced nursing practice. Graduate students learn to differentiate between normal and abnormal human physiology and the clinical data necessary to identify abnormal pathogenesis and disease processes.

NURS-Y 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.

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.

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: BSN or RN-BSN degree plan. 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: Student must be a BSN or RN-BSN (NURBSBSN) to enroll. Opportunity for the nurse to pursue independent study of topics in nursing under the guidance of a selected faculty member.

NURS-B 245 Health Assessment: Practicum (1-2 cr.) P: Student must be a BSN (NURBSBSN) to enroll. 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.

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 | **Danielle Schwenk** | *Bachelor of Science in Advertising and Marketing / Minor in Philosophy* | Knox Bend, Indiana (hometown)
Student Government Association | Associate Justice
Club Affiliation | Advertising Club, Marketing Club

Philosophy | PHIL

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

PHIL-P 101 Philosophy in the Public Sphere (3 cr.) Meets the IU South Bend campuswide General Education Critical Thinking requirement. 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.) Meets the IU South Bend campuswide General Education Critical Thinking requirement. This course is an introduction to ethics and is approved as meeting the IU South Bend campuswide 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.) Meets the IU South Bend campuswide General Education Critical Thinking requirement. 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.) Meets the IU South Bend campuswide General Education Critical Thinking requirement. 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 200 Problems of Philosophy (3 cr.) Important problems at the center of rational reflection upon human experience, including issues in ethics, aesthetics, political philosophy, philosophy of religion, metaphysics, epistemology, and/or the history of philosophical thought. Emphasis upon interpretation, critical analysis, and evaluation of philosophical texts from contemporary and/or historical perspectives. Topics vary. Introductory level.

PHIL-P 201 Ancient Greek Philosophy (3 cr.) Selective survey of ancient Greek philosophy (Presocratics, Plato, Aristotle).

PHIL-P 202 Medieval to Modern Philosphy (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: ALEKS Math Score of 31 or MATH-A 100. 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 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. An overview of the main problems, themes, and foundational texts of Phenomenology and Existentialism, as well as intensive study of the writings of several of the

most prominent thinkers in these movements. Selected readings from Buber, Camus, de Beauvoir, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Merleau-Ponty, Nietzsche, Sartre, and others.

PHIL-P 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.) May concentrate on a single large issue (e.g., whether utilitarianism is an adequate ethical theory), or several more or less independent issues (e.g., the nature of goodness, the relation of good to ought, the objectivity of moral judgments, moral responsibility, moral emotions, concepts of virtue, cultural conflicts of value, the nature of moral discourse).

PHIL-P 343 Classics in Social and Political Philosophy (3 cr.) P: 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.) 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 348 Philosophy and Literature (3 cr.) A study of philosophical issues raised by and in literature. Special emphasis on reading works of literature as texts of philosophical interest.

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.) 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.) 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.) 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.) Advanced treatment of a special topics. May be repeated for credit under new subtitle.

PHIL-P 393 Biomedical Ethics (3 cr.) A philosophical consideration of ethical problems that arise in current biomedical practice, e.g. with regard to abortion, euthanasia, determination of death, consent to treatment, and professional responsibilities in connection with research, experimentation, and health care delivery.

PHIL-P 394 Feminist Philosophy (3 cr.) 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 401 History of Philosophy: Special Topics (3 cr.) A focused look at a particular thinker, movement, period, or set of ideas in the history of philosophy.

PHIL-P 490 Readings in Philosophy (1-3 cr.) Intensive study of selected authors, topics, and problems.

PHIL-P 495 Senior Proseminar in Philosophy (1-4 cr.) P: Consent of instructor. 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-P 497 Internship in Philosophy (1-3 cr.) P: Consent of instructor. Designed to provide academic credit for paper or other project done for supervisor of the intern in a given semester. The student will also be assisting in some course(s) in this department.

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. May be repeated for credit.

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. May be repeated for credit.

Physiology | PHSL

Physiology | PHSL

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

Note | See BIOL and MICR for additional biological sciences courses.

PHSL-P 130 Human Biology (3-4 cr.) Credit not for Biology majors. Basic concepts in human biology. Covers reproduction and development, physiological regulations, stress biology and behavioral biology and emphasizes related social problems.

PHSL-P 261 Human Anatomy and Physiology 1 (4-5 cr.) Credit not for Biology majors. P: PHSL-P 130, CHEM-C 102 with a grade of C or higher, or BIOL-L 102 with a grade of C- or higher and CHEM-C 106, to enroll. Transfer credit accepted. 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 with a grade of C- or better. 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 | **Emilee Edmonds** | *Bachelor of Science in Mathematics; Bachelor of Science in Physics* | Goshen, Indiana (hometown)
Honors Program (intern)
Club Affiliation | Physics Club (co-president)

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 (3-5 cr.) P: An ALEKS score of 31 or greater, or equivalent. 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. May be repeated for credit.

PHYS-P 120 Energy and Technology (3 cr.) Provides physical basis for understanding interactions of technology and society, and for the solution of problems such as energy use and the direction of technological change.

PHYS-P 201 General Physics 1 (3-5 cr.) Credit not given for both PHYS-P 201 and PHYS-P 221. P: MATH-M 115 or equivalent. 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 (3-5 cr.) Credit not given for both PHYS-P 201 and PHYS-P 221. P: PHYS-P 201. x Electricity and magnetism; geometrical and physical optics; introduction to concepts of relativity, quantum theory, and atomic and nuclear physics. S

PHYS-P 203 Fundamentals of Physics (Online) (4-5 cr.) P: Must earn grade of C- or better in MATH-M 107, or an ALEKS assessment score of 51 or higher, or a math placement exam score of level 4 or above to enroll. An algebra based single semester introduction to the fundamentals of physics in mechanics and electromagnetism. The focus is on general concepts, with the subject matter enhanced through a systematic development of a conceptual understanding as well as quantitative problem solving skills. Laboratory activities are a key part of this course.

PHYS-P 221 Physics 1 (3-5 cr.) Credit not given for both PHYS-P 201 and PHYS-P 221. C: MATH-M 215. Newtonian mechanics, oscillations and waves, heat and thermodynamics.

PHYS-P 222 Physics 2 (3-5 cr.) Credit not given for both PHYS-P 202 and PHYS-P 222. P: PHYS-P 221. C: MATH-M 216. 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 AND 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 AND 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 AND PHYS-P 222. Third semester of a four-semester sequence. Special relativity, introduction to quantum theory, Schroedinger equation, the hydrogen atom, many-electron atoms, statistical physics, molecules, and solids. I

PHYS-P 324 Physics 4 (3 cr.) P: 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: MATH-M 216 AND PHYS-P 222. Electrostatitic 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: MATH-M 216 AND PHYS-P 222. 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: 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 AND 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: MATH-M 216 AND PHYS-P 222. 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. The Schroedinger Equation with applications to problems such as barrier transmission, harmonic oscillation, and the hydrogen atom. Discussion of orbital and spin angular momentum, and identical particles. Introduction to perturbation theory. II (odd years)

PHYS-P 473 Introduction to String Theory (3 cr.) P: MATH-M 216 AND 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 (0-2 cr.) P: Consent of instructor. 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. II

PHYS-T 105 Physical Science for Elementary Teachers (4 cr.) P: MATH-T 101. 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 | **Jarrett Taft** | *Bachelor of Arts in Political Science* | *Minor in Communication Studies* | Mishawaka, Indiana (hometown)
Volunteer Activity | Peer Mentor

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-P 570 Introduction to the Study of Politics (3 cr.) This course is an introductory overview of the discipline of political science and its place in the social sciences. It covers the major subfields of Political Science and the central questions that each subfield addresses.

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.) Credit given for only one of POLS-Y 107 and POLS-Y 217. 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. I

POLS-Y 109 Introduction to International Relations (3 cr.) Credit not given for both POLS-Y 109 and POLS-Y 219. 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 205 Analyzing Politics (3 cr.) Introduces the approaches and techniques used to study politics. Includes an introduction to social science language, concepts and critical research skills. Overview of political science research and approaches, including case study, surveys, and model-building. Emphasizes skills such as interpreting the presentation of data in charts, graphs, and tables, and elementary analysis of qualitative and quantitative data.

POLS-Y 211 Introduction to Law (3 cr.) P: 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.) Does not count toward Political Science major requirements. This course is designed to introduce students to legal research on line. It will give students hands on experience in internet research of legal databases and secondary sources.

POLS-Y 221 Legal Research and Writing for Paralegal Studies (3 cr.) Does not count toward Political Science major requirements. P: Paralegal students only. 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.

POLS-Y 222 Litigation for Paralegal Studies (3 cr.) Does not count toward Political Science major requirements. P: Paralegal students only. This course examines the processing of a case from initial client interviews to final disposition. Includes the drafting of complaints, answers, counterclaims, interrogatoties and other discovery tools, gathering of evidence, and motions and judgements.

POLS-Y 224 Property Law for Paralegal Studies (3 cr.) Does not count toward Political Science major requirements. P: Paralegal students only. 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.

POLS-Y 229 Estate Law for Paralegal Studies (3 cr.) Does not count toward Political Science major requirements. P: Paralegal students only. This course reviews legal rules and procedures concerning the transfer of property upon the owner's demise. Provides a practical approach to the language, procedure, forms, interpretation and administration of wills and trusts. Emphasis on current trends in Indiana and federal law.

POLS-Y 234 Legal Research (2 cr.) Does not count toward Political Science major requirements. This course will focus on legal research using printed texts. It will also focus on how to find answers to legal questions within the context of using printed materials.

POLS-Y 235 Introduction to Public Management (3 cr.) The management process in public organizations. Focus is especially on external influences on public managers, the effects of the intergovernmental environment and problems of management in a democratic, limited government system.

POLS-Y 301 Political Parties and Interest Groups (3 cr.) P: Any 100- or 200-level POLS course or Department Permission. 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 302 Public Bereaucracy in Modern Society (3 cr.) P: Any 100- or 200-level POLS course or Department Permission. Examines public bureaucracy, with special emphasis upon the United States, as a political phenomenon engaging in policy-making and in the definition of the terms of policy issues. Considers the role of bureaucratic instruments in promoting social change, and in responding to it.

POLS-Y 303 Policy Making in the United States (3 cr.) P: Any 100- or 200-level POLS course or Department Permission. Processes and institutions involved in the formation of public policy in American society.

POLS-Y 304 Constitutional Law (3 cr.) P: Any 100- or 200-level POLS course or Department Permission. American political powers and structures; selected Supreme Court decisions interpreting American constitutional system.

POLS-Y 305 Constitutional Rights and Liberties (3 cr.) P: Any 100- or 200-level POLS course or Department Permission. Extent and limits of constitutional rights; selected Supreme Court decisions interpreting American constitutional system.

POLS-Y 306 State Politics in the United States (3 cr.) P: Any 100- or 200-level POLS course or Department Permission. Comparative study of politics in the American states. Special emphasis on the impact of political culture, party systems, legislatures, and bureaucracies on public policies.

POLS-Y 307 Indiana State Government and Politics (3 cr.) P: Any 100- or 200-level POLS course or Department Permission. Constitutional foundations, political development, organizational and functional process and growth, and current problems of Indiana government. Readings, case studies, and problems.

POLS-Y 308 Urban Politics (3 cr.) P: Any 100- or 200-level POLS course or Department Permission. 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 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 or Department Permission. The nature of public opinion on major domestic and foreign policy issues; mass political ideology; voting behavior and other forms of political participation; political culture; and the impact of public opinion on political systems.

POLS-Y 317 Voting, Elections, and Public Opinion (3 cr.) Determinants of voting behavior in elections. The nature of public opinion 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 or Department Permission. Examination of the american Presidency both in historical setting and in contemporary context. Topics include presidential elections; rols 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 or Department Permission. 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 or Department Permission. 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 or Department Permission. 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 (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 or Department Permission. 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 or Department Permission. 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 340 East European Politics (3 cr.) P: Any 100- or 200-level POLS course or Department Permission.

Compares political change in the East European states, and emphasizes the legacies of authoritarianism and communism and the post-communist transition to democracy. Topics include the building of political institutions, the inclusion of citizens into the polity, the reform of the economy, the management of ethnic and social conflicts, and integration into the European Union.

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 346 Politics in the Developing World (3 cr.) 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 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 pubic 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 376 International Political Economy (3 cr.) P: Any 100- or 200-level POLS course. Theories about the interaction between the international economic and political systems are the subject of this course. Works from each of the main traditions-liberal, Marxist, and statist-will be assigned. Specific topics covered will include (among others): the politics of trade, aid, foreign investment, and international monetary affairs; theories of dependency and imperialism; the politics of international competition in specific industries; the stability/ instability of international economic regimes.

POLS-Y 379 Ethics and Public Policy (3 cr.) This course examines the ethical responsibilities of public officials in democratic societies. It explores such topics as the meaning of moral leadership, the appeal to personal conscious in public decision making, and the problem of "dirty hands" among others. A special concern is how institutional arrangements affect moral choices.

POLS-Y 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 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. Explores the evolution of American political ideas under the Constitution of the United States, and its promises and problems.

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: Any 100- or 200-level POLS course. 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: Department 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: Department 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: Department 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 508 Topics in World Politics: Geopolitics and the Making of the World Map (3 cr.) This course examines the interconnectedness of politics and geography through the perspective of geopolitics. The goal is to understand how the geopolitical behavior of various actors such as states, supranational organizations, corporations, and interest groups, is shaping the world we live in.

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 Managemet 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 529 National Political Institutions (3 cr.) The course is concerned with American national institutions and their interaction with one another. We cover Congress, the Presidency, and the Court. In addition to studying these institutions, we will also study political parties, the bureaucracy, public opinion, and the media.

POLS-Y 530 Globalization and the International Political Economy (3 cr.) This course offers an analysis of globalization forces that shape the contemporary interaction between economics, politics, and geography. The focus is on examining the ties and tensions emerging from the market-led processes of global integration,

and the complex uneven development dynamics they generate.

POLS-Y 567 Public Opinion: Approaches and Issues (3 cr.) This course is an exploration of the role, application, and measurement of public opinion. Special attention is given to measurement of opinion as it impacts decision-making by both the public and various elements of societal leadership.

POLS-Y 570 Introduction to the Study of Politics (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Problems of graduate study and professional scholarship; central organizing concepts and the use of theory in political science and related disciplines; specialized areas of research and scholarship in political science; conditions of scientific inquiry and methodological problems in the study of political phenomena; central importance of theory in explanation.

POLS-Y 575 Political Data Analysis I (3 cr.) Basic quantitative analysis techniques applied to political science data: principles of measurement, tables, graphs, probability distributions, nonparametric statistics, matrix algebra, Markov chains, correlation and simple regression, tests of significance. Computer processing of data and applications of bivariate statistics to problems in political science are emphasized.

POLS-Y 580 Research Methods in Political Science (1-3 cr.) Foundations of political research; alternative research strategies; problems of measuring political variables; design of research to test hypotheses.

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.

POLS-Y 657 Comparative Politics (3 cr.) (The focus may be on one or more political systems within regions indicated.) Illustrative topics: political elites and social stratification, comparative administration and public policy, cross-national analysis, West Europe, East Europe, comparative Communist systems, Russia, Africa, Middle East, Latin America, East Asia, comparative development strategies.

POLS-Y 661 American Politics (3 cr.) Illustrative topics: the Presidency, legislative process, political behavior, political parties and representation, political socialization, comparative state politics, urban politics, interest group politics.

POLS-Y 675 Political Philosophy (3 cr.) Illustrative topics: analysis of political concepts; political theory of the Enlightenment; 19th century political thought; welfare state; theory and practice; Marxist theory.

POLS-Y 757 Comparative Politics (3 cr.)

Psychology | PSY

Pictured | **Haley Fair** | *Bachelor of Arts in Psychology* | Plainfield, Indiana (hometown)
Athletic Participation | IU South Bend Softball

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. P: PSY-P 103 or PSY-P 106, and ENG-W 131. 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-G 505 Clinical Appraisal and Assessment (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course is an analysis of the theoretical, historical, statistical, psychometric, sociometric, and clinical principles crucial to professional screening, appraisal, assessment, interpretation, diagnosis, and outcome monitoring.It includes a survey of commonly used assessment instruments (e.g., intelligence/aptitude, personality, achievement, substance-related, clinical interviewing, behavioral observation, mental status examination, check-lists) and applications of assessment in different settings (e.g., academic, clinical, forensic). Special attention is given to substance-related disorders, risk to self/others, trauma and abuse, and reporting criteria. Assessment issues related to ethics, diversity, disability, individual differences, technology, and legal implications are also examined.

PSY-G 510 Alcohol and Drug Counseling (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course is an introduction to the major theories of addiction and compulsive behaviors. Topics

include the history of clinical addiction counseling and the physiological, psychological, environmental, social, familial, spiritual, and behavioral theories/domains concerning the etiology and maintenance of addictions and compulsive behaviors contained in the current edition of the Diagnostic and Statistical Manual of Mental Disorders. The study and application of research-based theories of addiction counseling is emphasized. Recent developments and issues in the field are discussed. Students are expected to engage in active learning projects.

PSY-G 512 Counseling Approaches with Addictions (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course evaluates treatment modalities of substance-related and addictive disorders contained in the current edition of the Diagnostic and Statistical Manual of Mental Disorders. Special attention is given to treatment readiness, assessment, treatment planning, counseling modalities, psychopharmacology, client education, case management, crisis intervention, referral, consultation, community resources, and reports and record keeping. Recent issues in addiction and recovery, evidence-based practices, and co-occurring disorders are discussed. Students are expected to engage in active learning projects.

PSY-G 513 Psychopharmacology and Counseling (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course is an introduction to psychopharmacology, the study of drugs that affect mood, sensation, thinking, and behavior, with an emphasis on substance-related disorders of the DSM and prescribed psychopharmacological medications. Special emphasis is placed on appropriate uses of medications, identification of effects and side effects, as well as acute and chronic observable signs and symptoms of substances. Attention will also be given to diagnosis, treatment, recovery, and prevention. Recent trends in psychoactive substance use, and the wide-ranging research addressing substance-related and addictive disorders is included.

PSY-G 524 Practicum in Mental Health Counseling (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course offers students experiential training in providing counseling services to clients. It includes intensive supervision and instruction to help students develop basic clinical competencies in preparation for their internship experiences. The goal is to help students develop professionalism and proficiency at conceptualizing cases and counseling techniques.

PSY-G 550 Internship in Mental Health Counseling (1-3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course expands the experiential training students received in practicum. The course provides a continuing opportunity to apply theory to practice in mental health counseling under direct clinical supervision. Students will engage in a variety of professional activities performed by regularly employed counseling professionals in the setting.

PSY-G 575 Multicultural Counseling (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course explores the historical, theoretical, social justice, advocacy, and diversity importance of multicultural counseling in advancing the counseling profession, including a critique of multiculturalism as a multifaceted concept that permeates human experience.

PSY-I 501 Multicultural Counseling (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course explores the role of increasing diversity in the U.S. population and how it will impact the delivery of mental health services. The focus of the course is on different ethnic and minority groups, their customs and values, and the impact that these cultural factors have on the utilization of psychological services.

PSY-P 101 Introductory Psychology 1 (3 cr.) Introduction to psychology; its methods, data, and theoretical interpretations in areas of learning, sensory psychology, and psychophysiology.

PSY-P 102 Introductory Psychology 2 (3 cr.) Continuation of P101. Developmental, social, personality, and abnormal psychology.

PSY-P 103 General Psychology (3 cr.) May not be taken by students who have previously taken PSY-P 101. Introduction to psychology: its methods, data, and theoretical interpretations in areas of learning, sensory psychology, psychophysiology, individual differences, personality, development, abnormal, and social psychology. I, II, S

PSY-P 106 General Psychology-Honors (3-4 cr.) May not be taken by students who have had PSY-P 103 or PSY-P 101/PSY-P 102. P: Permission of instructor or Honors Program director. 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: 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.) Credit not given for both PSY-P 216 and PSY-P 316. P: PSY-P 103 or PSY-P 106. 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 or PSY-P 106. Application of psychological principles and research techniques to industrial and personnel problems, including selection, training efficiency, safety, and design of equipment. I

PSY-P 241 Functional Analysis of Behavior 1 (3 cr.) P: PSY-P 103 or PSY-P 106. Recent developments in the study of superstitious behavior, intermittent reinforcement, chaining, stimulus control, sensory processes and punishment. II

PSY-P 303 Health Psychology (3 cr.) P: PSY-P 103 or PSY-P 106. Focuses on the role of psychological factors in health and illness. 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.) Credit given for only one of PSY-P 304 or PSY-P 320. P: PSY-P 103 or PSY-P 106. Principles of scientific psychology applied to the individual in social situations. I, II

PSY-P 321 Group Dynamics (3 cr.) P: PSY-P 103 or PSY-P 106. R: 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 535 Introduction to Addictions Counseling (3 cr.) Online Collaborative Degree. P: Check schedule of classes. This course serves as an introduction to the field of counseling and human development services, with a special focus on addictions.

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.) Credit not given for PSY-P 333 and MUS-L 418 or MUS-E 490. P: Twelve credit hours of psychology and music, with at least one course in each area, or permission of instructor. 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 (Recommended MATH-M 111 or MATH-M 118); any computer literacy course. R: 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; 80 case studies. I, II

PSY-P 420 Advanced Laboratory in Community Psychology (3 cr.) Meets liberal arts and sciences junior/senior-level writing requirement. P: PSY-P 354, PSY-P 403 and PSY-P 434. 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.) Meets liberal arts and sciences junior/senior-level writing requirement. 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: Six credit hours of 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 or PSY-P 316. 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: Six credit hours in Psychology, including either PSY-P 241, PSY-P 324 or PSY-P 325; 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: PSY-P 103 or PSY-P 106. An ecological orientation to the problems of mental health, social adaptation, and community change.

PSY-P 435 Laboratory: Human Learning and Cognition (3 cr.) Meets liberal arts and sciences junior/senior-level writing requirement. P: PSY-P 354, PSY-P 403, and either PSY-P 325, PSY-P 326, PSY-P 329, or PSY-P 335. 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. 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 457 Topics in Psychology (1-3 cr.) P: PSY-P 103 or PSY-P 106 and consent of instructor. Studies in special topics not ordinarily covered in other departmental courses. Topics vary with instructor and semester.

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: Six credit hours in Psychology; or three credit hours in Psychology and three credit hours 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.) Meets liberal arts and sciences junior/senior-level writing requirement. P: PSY-P 354, PSY-P 403, and either PSY-P 216, PSY-P 316, PSY-P 320 or PSY-P 331. Principal research methods in the study of developmental and social psychology.

PSY-P 481 Laboratory in Clinical Psychology (3 cr.) P: PSY-P 354, PSY-P 403 and PSY-P 324. 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 487 Senior Seminar Project (3 cr.) Meets liberal arts and sciences junior/senior-level writing requirement. P: PSY-P 211, PSY-P 354, PSY-P 403, 9 additional hours in Psychology 300-level courses or above, and consent of the instructor. A capstone seminar experience designed to delve deeply into a particular topic in psychology using primary sources resulting in substantial analysis of various theoretical perspectives as well as methodological designs. An independent project will focus on application of theory and/or diversity in psychology incorporating skills learned in previous psychology courses and resulting in an extensive APA format writing assignment as well as oral presentation. By the end of the course, students will have a better understanding of how to think and write like a psychological scientist.

PSY-P 495 Readings and Research in Psychology (1-3 cr.) Without special consent of the departmental chairperson, a student may enroll in only one PSY-P 495 independent study section during a given semester. 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.

PSY-P 499 Honors Thesis Research (1-12 cr.) May be substituted for advanced laboratory requirement in the program of major (with approval of departmental chairperson). P: Approval of departmental Honors Committee.

PSY-P 540 Principles of Psychological Assessment and Prediction (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Concepts of validity and reliability. Diagnostic devices viewed as bases for decisions. Classification. Comparison of methods of making predictions about individuals.

PSY-T 190 Literary and Intellectual Traditions (3 cr.) PSY-T 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. 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.

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.) Introduction to the religious traditions of Asia as integral to culture and society. Examines sacred stories, beliefs, values, and practices from multiple Asian religions in historical and comparative perspectives. Reveals how concepts of how the world works and what it means to be human vary across time and place, influencing domains not conventionally deemed religious in the U.S.

REL-R 160 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 300 Studies in Religion (3 cr.) Selected topics and movements in religion.

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 | **Jamie Zheng** | *Bachelor of Social Work / Minor in Counseling and Human Services* | Elkhart, Indiana (hometown)
21st Century ScholarClub Affiliation | Student Social Work Association

Social Work | SWK

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

SWK-S 490 Independent Study (1-6 cr.) Intensive study of specific areas relative to social work profession and practice.

SWK-S 102 Diversity in a Pluralistic Society (3 cr.) This course covers theories and models, which 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, and gay, lesbian, and bisexual persons. This course addresses self-socialization and analyses the working relationship and interrelationship of race, class, age, ethnicity, and gender and how these factors influence social values regarding economic and social justice. Course content will be integrated through student writing and experiential exercises.

SWK-S 141 Introduction to Social Work (3 cr.) This course is an introduction to the profession of social work and the philosophical, societal, and organizational contexts within which professional social work activities are conducted. 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 204 Writing in Professional Social Work (3 cr.) This course also includes requirements to complete the informational literacy COAS-Q 110 requirements at IU South Bend. This course prepares BSW students to successfully complete scholarly writing tasks. Topics addressed include expectations and standards for scholarly writing, conducting searches of professional literature, using effective paraphrasing and summarization skills, writing logically and coherently, and appropriately citing references adhering to APA format. The course is intended to support students' efforts on writing tasks assigned in future courses.

SWK-S 221 Human Growth and Development in the Social Environment (3 cr.) This course assists the undergraduate social work student in building a foundation for understanding human behavior and development in diverse contexts across the life course. The course emphasizes the interdependence of dynamic interactions between a person and that individual's environment, and thus introduces students to implications for human development through a person-in-environment lens. S221 Human Growth and Development in the Social Environment explores influences of the biological, social, cultural, psychological and spiritual dimensions on individual human development and behavior. Students examine how the diverse contexts in which individuals live impact the range of human development and behavior in themselves and others. Understanding human behavior and development from a multidimensional perspective builds a strong foundation for development of skills later in the curriculum. Specifically, foundational concepts presented in this course help students apply critical thinking to an understanding of the diversity of human functioning and implications for the processes of social work assessment, evaluation and intervention.

SWK-S 251 History and Analysis of Social Welfare Policy (3 cr.) 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.

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 313 Poverty in the United States (3 cr.) Working with persons experiencing poverty is a major focus of the social work profession. The primary purpose of this course is to examine the nature of poverty in the United States. We explore and examine the history of poverty, theories about poverty, and the effects of poverty on personal development.

SWK-S 322 Small Group Theory and Practice (3 cr.) The course examines groups as context and means for social development, and as a vehicle for generalist practice. Based on systems and empowerment perspectives, S322 facilitates understanding of the impact of groups on the individual and society. It focuses on group practice, enhancing students' effectiveness as group participants and leaders.

SWK-S 331 Generalist Social Work Practice I: Theory and Skill (3 cr.) P: Admitted to the BSW program; P or C: SWK-S 102, SWK-S 221 and ENG-W 131. C: P or C: SWK-S 102, SWK-S 221 and ENG-W 131. This course focuses on the beginning phase of the problem-solving process and the application of basic generalist social work skills that demonstrate an understanding of the continuum of social work practice. The course is based on the assumption that professional practice is built on knowledge, skills, and values.

SWK-S 332 Generalist Social Work Practice II: Theory and Skills (3 cr.) P: SWK-S 331. Generalist SWK-S 251. P: or C: SWK-S 322 C: P: or C: SWK-S 322 This course examines the middle and ending phases of the helping process and focuses on the application of related generalist social work practice skills. Students learn to conduct assessment, identify interventions, apply theory, and develop and implement measurable goals and specific action steps to resolve client problems.

SWK-S 352 Social Welfare Policy and Practice (3 cr.) This course explores social welfare delivery systems and the impact on people through an emphasis on critical thinking, policy analysis, policy-practice skills, and social work values. Students learn how to influence social welfare policies at all levels, while centering a commitment to social, economic, and environmental justice.

SWK-S 371 Social Work Research (3 cr.) The goal of this course is to introduce skills to conceptualize a research problem, find and integrate new and existing research literature, and derive solutions based on empirical evidence. Attainment of this goal prepares students to engage in practice-informed research as social workers.

SWK-S 400 Special Topics in Fields of Practice (1-6 cr.) In-depth study of a special field of social work practice, such as family and child welfare, health care, mental health.

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 433 Community Behavior and Practice Within a Generalist Perspective (3 cr.) This course helps students build a theoretical foundation for community practice and competencies needed to promote social change and mitigate socio-political and economic injustice. The course orientation is primarily based on sociological theories, the ecological and strengths perspectives and concepts of conflict, power, empowerment, corporate domination, global interconnections, and advocacy.

SWK-S 442 Intermediate Practice-Policy Seminar in Selected Fields of Practice (3 cr.) P: Admitted to the BSW program; all 300-level courses. C: SWK-S 481. 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 472 Practice Evaluation (3 cr.) This course provides students with the knowledge and skills needed to evaluate their own practice and the effectiveness of social service programs within which they work, as well as to become critical consumers of the professional literature to guide their practice.

SWK-S 481 Social Work Practicum I (2-7 cr.) P: admitted to the BSW program; all 300-level courses. P or C: SWK-S 442 S-F grading. Field education provides the opportunity to demonstrate competency in practice, integrating knowledge, values, and skills gained in the BSW curriculum. Social Work Practicum I allows the student to develop and demonstrate beginning practice competency. Students complete 240 hours in the agency and receive weekly supervision from a field instructor.

SWK-S 482 Social Work Practicum II (2-7 cr.) Social Work Practicum II allows the student to demonstrate proficiency in practice competency integrating knowledge, values, and skills gained in the BSW curriculum. Students complete 320 hours in the agency, receive weekly supervision from a field instructor, and present a Case Analysis as a capstone assignment.

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 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 613 Specialized Instruction and Support Services for Diverse Student Populations (3 cr.) This course introduces students to the school social worker's role as a specialized instructional support personnel (SISP), whose task is to enhance the ability of every school child to learn to his or her capacity. Through the study of research, practice, and policy issues facing school children, especially those with exceptionalities, students in this course will learn to promote educational services and expand educational success for children with exceptionalities, their families, schools, and communities. Students will learn the imperative for multidisciplinary collaboration that advances student well-being and supportive school environments. Recognizing the influence of historical and cultural contexts, diversity and oppression as well as social and economic forces shaping educational experiences are examined, specifically focusing on the occurrence of educational disparities and academic outcomes.

SWK-S 614 School Social Work Practice with Children, Adolescents, and Families (3 cr.) Pending Final Approval. This course is designed to build individual and family practice skills for school social work with children, adolescents, and families, with an emphasis on the impact of traumatic life events, including poverty, homelessness, child physical abuse, sexual abuse, neglect and/or family violence. Students will learn how to engage with community partners and various child-serving systems to meet the needs of children, adolescents, and families. A primary focus of the course will be acquiring knowledge and skills for culturally responsive practice, including assessment, interviewing, and engagement with children, adolescents and families in a school-based context.

SWK-S 616 Social Work Practice in Schools (3 cr.) This advanced level practice course is designed to provide students with an overview of contemporary social work practice in school settings. Specific topical areas include the historical and contemporary contexts of social work service in school settings, legal mandates for social work practice in schools, social policies and trends in education affecting school settings and social work practice in schools, preventive and intervention methods and roles applicable to diverse populations in school settings, research issues and practice effectiveness, and multiculturalism and diversity issues in social work practice in schools.

SWK-S 618 Social Policy and Services (3 cr.) The purpose of this course is to provide intensive study of a specific service delivery system and to provide an opportunity for synthesis and application of learning and practice of policy in that system.

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.) Practicum must be in a school setting. 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.) Practicum must be in a school setting. 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 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

Labor Studies
Sociology | SOC

Pictured | **Kassie Calzada** | *Bachelor of Arts in Political Science / Paralegal Certificate / Minor in Sociology / Pre-Law* | Elkhart, Indiana (hometown)
Volunteer Activities | Peer Mentor; Habitat for Humanity

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. May be repeated for credit.

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 161 Principles of Sociology (3 cr.) Nature of interpersonal relationships, societies, groups, communities, and institutional areas such as the family, politics, education, the economy, and religion. Includes social process operating within these areas; significance for problems of social organization, social change, and social stratification.

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.

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: Must have earned grade of D- or better in either SOC-S 100 or SOC-S 161 to enroll. Can be currently enrolled. Transfer credit accepted. 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 240 Social Informatics (3 cr.) Credit not given for both SOC-S 240 and INFO-I 202. 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), digitial divides, etc. Outlines research methodologies for social informatics.

SOC-S 261 Research Methods in Sociology (3 cr.) The logic of scientific work in sociology; theory construction; major research designs, including experiments, sample surveys, and ethnographic field studies; methods of sampling; measurement of variables.

SOC-S 262 Statistics for Sociology (3 cr.) This is a general introduction to the logic of statistics, both descriptive and inferential. Students learn how to use sample data to reach conclusions about a population of interest by calculating confidence intervals and significance tests. SPSS software is used to produce the appropriate calculations.

SOC-S 306 Urban Society (3 cr.) P: Must earn grade of D- or better in SOC-S 161 or S 163 or S 204 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. A study of cities and urbanization in the modern world; special consideration of ecological patterning, urban lifestyles, and urban problems. S

SOC-S 308 Global Socieety (3 cr.) Multinational corporations, new information technologies, and international trade have made the world increasingly interdependent. This course considers how business, technology, disease, war, and other phenorena must be seen in global context as affecting national sovereignty, economic development and inequality in resources and power between countries.

SOC-S 310 The Sociology of Women in America (3 cr.) P: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. Survey of the history of women's changing role in America with particular emphasis on: women's legal status in this century; persistence of occupational segregation; the organization and growth of

the Women's Movement since 1960; the impact of these changes on the nuclear family; and the female self image.

SOC-S 313 Religion and Society (3 cr.) P: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of D- or better in SOC-S 161 or S 163 or S 204 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. Group characteristics in the causation, amelioration, and prevention of mental and physical illness, and the social influences in medical education, medical practice, and hospital administration.

SOC-S 315 Work in the New Economy (3 cr.) P: Must earn grade of D- or better in SOC-S 161 or S 163 or S 204 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. Sociological perspective on work roles within such organizations as factory, office, school, government, and welfare agencies; career and occupational mobility in work life; formal and informal organizations within work organizations; labor and management conflict and cooperation; problems of modern industrial workers; and how work has changed over time.

SOC-S 316 Sociology of Families (3 cr.) P: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. Exploration of the diversity of family forms, norms and meanings over time and across social contexts. Considers the interrelationship between families and other social institutions; investigates family formation and processes of social reproduction within families as they are shaped by race, class, gender and sexual orientation; examines stability and change in families in response to shifting social and cultural contexts.

SOC-S 317 Social Stratification (3 cr.) P: Must earn grade of D- or better in SOC-S 161 or S 163 or S 204 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. 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 331 Sociology of Aging (3 cr.) P: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of D- or better in SOC-S 161 or S 163 or S 204 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. Sociological perspectives on gender in contemporary societies. Examination of norms regarding gender and how these norms influence and are influenced by individual behavior, group interaction, and social institutions. Topics to be discussed may include family, education, work, media, and other social institutions.

SOC-S 340 Social Theory (3 cr.) P: Permission of instructor or passed SOC-S 204. May be currently enrolled. 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: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. 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: MATH-A 100, M 107 or M 111 or a Math Placement level 3 or above or an ALEKS assessment score of 31 or higher to enroll. Can be currently enrolled. 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.) P: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. 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.) P: Any ANTH or SOC course and MATH-A 100 or above or a math placement exam score of level 3 or better, or an ALEKS assessment score of 36 or better. Can be currently enrolled. Transfer credit accepted. 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 362 World Societies and Cultures (3-6 cr.) P: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Passed SOC-S 204. May be currently enrolled. 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 382 Environmental Sociology (3 cr.) This course explores the relationship between society and the environment. The course analyzes the development of environmental sociology, the historical domination of nature in western society, and the existing sociological approaches analyzing the environment-society relationship.

SOC-S 395 Selected Topics in Sociology (3 cr.) P: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. Specific topics announced in the Schedule of Classes, e.g., "Conflict resolution and mediation," and "Sociological practice in the community." Repeatable up to 9 credits.

SOC-S 410 Advanced Topics in Social Organization (3 cr.) P: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. A sociological examination of a variety of forms of human sexuality from a social constructionist and politics of sexuality perspective.

SOC-S 444 Research Conference Practicum (1 cr.) This course cannot substitute for the 400-level seminars required of majors and minors. P: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. T 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: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. 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.) P: Must earn grade of D- or better in SOC-S 161, SOC-S 163 or ANTH-E 105 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Any ANTH or SOC course. 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.) This course can substitute for one of the 400-level seminars required of majors and minors. P: ANTH-E 105, ANTH-N 190, SOC-S 161 or SOC-S 163, 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.) This course cannot substitute for the 400-level seminars required of majors and minors. P: Any ANTH or SOC course. 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 | **Noah Lethbridge** | *Bachelor of Science in Communication Studies, Organizational Communication / Minor in Spanish* | Granger, Indiana (hometown)
Campus Involvement | Spanish Tutor

Spanish | SPAN

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

Note | All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center.

SPAN-S 101 Elementary Spanish I (3-5 cr.) Recommendation: It is designed for those who have no previous experience in Spanish, those who recently completed two years or less in high school, or those for whom it has been a long time since your last experience with Spanish. An introduction to contemporary Spanish and the Spanish-speaking world through study of basic structural patterns and functional vocabulary.

SPAN-S 102 Elementary Spanish 2 (3 cr.) P: SPAN-S 101 with a C- or higher, placement, or instructor's permission. 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 105 Communication and Culture Spanish I (3 cr.) C: This course requires concurrent enrollment in a culture course in English during the study abroad program. A course for those with a personal interest in Spanish-speaking countries. Develops comprehension skills, cultural awareness, and elementary speaking ability. Classroom focus on communicative activities rather than grammar analysis. Does not duplicate S101 or 102. May not count toward a university foreign language requirement, but may transfer as elective credit. **This course is not open to students whose first language is Spanish or have completed intermediate Spanish coursework.**

SPAN-S 116 Elementary Spanish 2 with Review (4 cr.) Students deemed to be beyond this level are subject to administrative withdrawal. 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.

SPAN-S 160 Spanish for Health Care Personnel (2-3 cr.) P: SPAN-S 101 with a C or higher, placement, or instructor's permission. 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 200 Second-Year Spanish I (3 cr.) Continuation of S110-S150, with increase emphasis on communication skills and selected readings. Attendance in the language laboratory may be required.

SPAN-S 203 Second Year Spanish 1 (3-4 cr.) P: SPAN-S 102 with a C- or higher, placement, or instructor's permission. 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 with a C- or higher, placement, or instructor's permission. 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 with a C or higher, placement, or instructor's permission. 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 221 Oral Spanish 1 (2 cr.) Guided oral practice of intermediate grammatical and conversational patterns and vocabulary through topics of current interest.

SPAN-S 231 Spanish-American Fiction in Translation (3 cr.) Representative prose fiction of Spanish America. Background lectures on the evolution of the short story and novel. Readings and discussions will concentrate on the fiction of the 20th century.

SPAN-S 250 Second-Year Spanish II (3 cr.) Continuation of S110-S150, with increase emphasis on communication skills and selected readings. Attendance in the language laboratory may be required.

SPAN-S 260 Introduction to Hispanic Film (3 cr.) Hispanic culture in film. Cinematic techniques used to portray Hispanic culture. Taught in English.

SPAN-S 275 Hispanic Culture and Conversation (3 cr.) Fulfills Non-Western Cultures CLAS General Education requirement. P: SPAN-S 204 or SPAN-S 206 with a C or higher, placement, or instructor's permission. Practice of language skills though reading, writing, and discussion of Hispanic culture. Treats facets of popular culture, diversity of the Spanish-speaking world, and themes of social and political importance. Conducted in Spanish.

SPAN-S 284 Women in Hispanic Culture (3 cr.) Images, roles and themes involving women in Hispanic literature.

SPAN-S 290 Topics in Hispanic Culture (3 cr.) Emphasis on one topic, author, or genre in Hispanic culture.

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 SPAN-S 206; or a placement exam score of 427 or higher or instructor's permission. Transfer credit accepted 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 SPAN-S 206; or a placement exam score of 427 or higher or instructor's permission. Transfer credit accepted. 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 SPAN-S 206; or a placement exam score of 427 or higher or instructor's permission. Transfer credit accepted. 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 311 Spanish Grammar (3 cr.) This course is designed to integrate the four basic language skills into a review of the major points of Spanish grammar. Course work will combine grammar exercises with brief controlled compositions based on a reading assignment and class discussion in Spanish. Sentence exercises will be corrected and discussed in class.

SPAN-S 305 Masterpieces of Spanish Literature I (3 cr.) P: SPAN-S 204 or SPAN-S 206; or a placement exam score of 427 or higher or instructor's permission. Transfer credit accepted. Texts selected from 18th, 19th, and 20th centuries. Historical background, literary movements, authors.

SPAN-S 306 Masterpieces of Spanish Literature 2 (3 cr.) Fulfills Pre-1800 CLAS General Education requirement. P: SPAN-S 204 or SPAN-S 206; or a placement exam score of 427 or higher or instructor's permission. Transfer credit accepted. Texts selected from Middle Ages to 1700, with emphasis on Golden Age. Historical background, literary movements, authors.

SPAN-S 312 Written Composition in Spanish (3 cr.) This course integrates the four basic language skills into a structured approach to composition. Some review of selected points of Spanish grammar will be included. Each student will write a weekly composition, increasing in length as the semester progresses. Emphasis will be on correct usage, vocabulary building, and stylistic control.

SPAN-S 313 Writing Spanish 1 (2-3 cr.) P: SPAN-S 204 or SPAN-S 206; or a placement exam score of 427 or higher or instructor's permission. Transfer credit accepted. Grammar review, composition, and themes in Spanish.

SPAN-S 314 Writing Spanish 2 (2-3 cr.) P: SPAN-S 204 or SPAN-S 206; or a placement exam score of 427 or higher or instructor's permission. Transfer credit accepted. Grammar review, composition, and themes in Spanish.

SPAN-S 315 Spanish in the Business World (3 cr.) P: SLHS-G 521. Introduction to the technical language of the business world with emphasis on problems of style, composition, and translation in the context of Hispanic mores.

SPAN-S 317 Spanish Conversation and Diction (3 cr.) P: SPAN-S 204 or SPAN-S 206; or a placement exam score of 427 or higher or instructor's permission. Transfer credit accepted. Intensive controlled conversation correlated with readings, reports, debates and group discussions. May be repeated once for credit.

SPAN-S 318 Writing Spanish for Heritage Speakers (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Spanish-S 318 is a course that focuses on developing the literacy and writing skills of students who need additional practice and accuracy with standard written Spanish. It is designed for native speakers and/or heritage speakers of Spanish. "Native" speakers are students who graduated from a high school in a Spanish-speaking country. "Heritage" speakers are students whose dominant language is English but who have had significant exposure to Spanish at home or in a Spanish-speaking country. Students who do not fit into either of these categories should register for SPAN-S 313.

SPAN-S 323 Introduction to Translating Spanish and English (3 cr.) A comparative study of the style and grammar of both languages with a focus on the difficulties involved in translating. Introduction to the techniques and process of translation through intensive practice.

SPAN-S 325 Spanish for Teachers (3-4 cr.) P: SPAN-S 204 or SPAN-S 206; or a placement exam score of 427 or higher or instructor's permission. Transfer credit accepted. Focuses on major problem areas of teaching Spanish. Includes review, exercises, and work in pronunciation accompanied by intensive individual practice.

SPAN-S 326 Introduction to Spanish Linguistics (3 cr.) Introduces the basic concepts of Hispanic linguistics and establishes the background for the future application of linguistic principles. The course surveys linguistic properties in Spanish, including phonology, morphology, and syntax. Additional introductory material on historical linguistics, second language acquisition, semantics, and sociolinguistics will be included.

SPAN-S 360 Introduction to Spanish Culture (3 cr.) P: Completion of the two-year initial sequence of Spanish, either by passing SPAN-S 204 or an equivalent course (SPAN-S 206, SPAN-S 289), placement in Spanish upper division, or instructor approval. Using fiction, drama, and poetry from both Spain and Latin America, this course introduces strategies to increase reading comprehension and presents terms and concepts useful in developing the critical skills of literary analysis.

SPAN-S 363 Introduction to Hispanic Culture (3 cr.) P: SPAN-S 204 or SPAN-S 206; or a placement exam score of 427 or higher or instructor's permission. Transfer credit accepted. Introduction to the cultural history of Spanish-speaking countries with the emphasis on its literary, artistic, social, economic and political aspects.

SPAN-S 370 Service Learning in Spanish (1-3 cr.) In this course students will apply their linguistic skills to a service learning project involving the local Latino community.

SPAN-S 381 Hispanic Civilization I: Pre-History to Renaissance Cultural and Literary Expressions (3 cr.)

Study of prehistoric to Renaissance Spanish and Latin American cultural manifestations, literary practices and texts in their historical contexts. Materials include poems, short stories, plays, prose fiction, etc. Taught in Spanish.

SPAN-S 382 Hispanic Civilization II: Baroque to Independence Cultural and Literary Expressions (3 cr.) Study of Baroque to Independence Spanish and Latin American cultural manifestations, literary practices and texts in their historical contexts. Materials include poems, short stories, plays, novels, etc. Taught in Spanish.

SPAN-S 383 Hispanic Civilization III: Modern Cultural and Literary Expressions (3 cr.) Study of twentieth-century Spanish and Latin American cultural manifestations and literary texts and practices in their historical contexts. Materials include poems, short stories, plays, novels, films, etc. Taught in Spanish.

SPAN-S 384 Hispanic Civilization IV: Contemporary Cultural and Literary Expressions (3 cr.) P: SPAN-S 204 or equivalent. Study of twenty-first-century Spanish and Latin American cultural manifestations and literary texts and practices in their historical contexts. Materials include poems, short stories, plays, novels, films, etc. Taught in Spanish.

SPAN-S 390 Special Topics in Spanish (3 cr.) Study of twentieth-century Spanish and Latin American cultural manifestations and literary texts and practices in their historical contexts. Materials include poems, short stories, plays, novels, films, etc. Taught in Spanish.

SPAN-S 399 Reading for Honors (3 cr.) P: SPAN-S 313 or instructor's permission.

SPAN-S 405 Spanish Medieval Literature (3 cr.) P: SPAN-S 313 and an additional Spanish literature course (S 302, S 305, S 306, S 4## level literature course) or instructor permission. ENG-L 202 as a prerequisite or corequisite. The course studies some of the most representative works of Castilian medieval literature. By using diverse analytical methodologies, we will review how the discourses circulating in medieval Iberia find literary expressions, the social practices that develop around these expressions and the form they acquire. The course has a particular focus in the process of academic writing.

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 410 Contemporary Hispanic Culture and Conversation (3 cr.) P: SPAN-S 317 or equivalent 5th semester conversation course. Preparation and presentation of oral reports; group discussions. Topic may vary. Goals are to maintain and develop oral proficiency, and to examine some aspect of contemporary Hispanic civilization. Written research projects may be required.

SPAN-S 411 Spain: The Cultural Context (3 cr.) P: SPAN-S 275 & SPAN-S 313; or a placement exam score of 456 or higher or instructor's permission. Transfer credit accepted. 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 275 & SPAN-S 313; or a placement exam score of 456 or higher or instructor's permission. Transfer credit accepted. A course to integrate historical, social, political, and cultural information about Spanish America.

SPAN-S 413 Hispanic Culture in the United States (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Integrates historical, racial, political, and cultural information about Hispanics in the United States.

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 275 & SPAN-S 313; or a placement exam score of 456 or higher or instructor's permission. Transfer credit accepted. 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, Salines, Paz. Literary relations between Latin America and Spain.

SPAN-S 418 Hispanic Drama (3 cr.) P: SPAN-S 275 & SPAN-S 313; or a placement exam score of 456 or higher or instructor's permission. Transfer credit accepted. Forms, traditions, themes and periods of Hispanic drama from the Renaissance to the present.

SPAN-S 421 Advanced Grammar and Composition (2-3 cr.)

SPAN-S 423 The Craft of Translation (3 cr.) Basic introductory course in translation. The problems and techniques of Spanish/English and English/Spanish translation using a variety of texts and concentrating on such critical areas as stylistics, tone, rhythms, imagery, nuance, and allusion.

SPAN-S 426 Introduction to Spanish Linguistics (3 cr.) General aspects of Spanish linguistics: traditional, descriptive, historical, and dialectal.

SPAN-S 429 Medical Interpreting in Spanish/English (3 cr.) This is a course for advanced students who are considering a career in medical interpreting in the various health care fields. Students get in-depth oral and comprehension practice in the primary areas of sight translation and consecutive interpreting and focus on medical terminology to reduce errors in interpreting.

SPAN-S 440 Hispanic Sociolinguistics (3 cr.) Examines current topics in Hispanic sociolinguistic/pragmatics. Topics include sociolinguistic and phonological and syntactic variation, field methods, discourse analysis, language and power, language ideology language attitudes, languages in contact, language and gender, language and the law, bilingualism, linguistic politeness, and speech act theory.

SPAN-S 450 Don Quijote (3 cr.) Fulfills Pre-1800 CLAS General Education requirement. P: SPAN-S 275 and SPAN-S 313; placement or instructor's permission. Detailed analysis of Cervantes' novel. Life and times of the

author. Importance of the work to the development of the novel as an art form.

SPAN-S 468 Varieties of Spanish (3 cr.) This course is an advanced descriptive analysis of the varieties of Spanish spoken around the globe. A detailed analysis of the phonetic, lexical and morphosyntactic aspects of such varieties is provided with an aim to define its different macrodialectal areas, including Spanish in the US and Creole languages.

SPAN-S 477 Modern Spanish-American Prose Fiction (3 cr.) P: SPAN-S 275 & SPAN-S 313; or a placement exam score of 456 or higher or instructor's permission. Transfer credit accepted. Close readings of representative novelists and short story writers, including established authors (Borges, Asturias, Arreola, Carpentier) and promising young writers.

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 493 Internship Program in Spanish (3 cr.) Students work in businesses, organizations or institutions applying their skills in Spanish in order to gain awareness of the uses of Spanish in the work place. They record and analyze their experiences through logs and meetings with the internship director and write a paper.

SPAN-S 494 Individual Readings in Hispanic Studies (3 cr.) P: Only by departmental permission. SPAN-S 275 and SPAN-S 313, or placement. Topic to be selected by the student with the consent of the department.

SPAN-S 495 Hispanic Colloquium (1-3 cr.) P: SPAN-S 275 and SPAN-S 313; placement or instructor's permission. 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.) P: SPAN-S 275 and SPAN-S 313; or a placement exam score of 456 or higher or instructor's permission. Transfer credit accepted. See department.

SPAN-S 498 Capstone Seminar in Spanish (3 cr.) A senior level course for all Spanish majors which integrates students' undergraduate study. Students showcase academic progress through a capstone portfolio, a reflection journal, discussions with the faculty capstone director, and by a final presentation to students and faculty.

SPAN-S 518 Studies in Latino and Spanish American Culture (3 cr.) P: Special permission by instructor. Introduction to themes and topics in the study of the cultural phenomena produced in Latin America and among Hispanics in the United States: popular culture, colonialism, the Other, etc.

SPAN-S 578 Cuento Hispanoamericano (2-5 cr.) P: Open to all Graduate students Study of selected short stories by Latin American or Latino authors.

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.) 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.

SPAN-T 510 Second Language Acquisition for Spanish Teaching (3 cr.) Applies second/additional language (L2) research to maximize learning opportunities in Spanish L2 classrooms. Contextualizes Spanish in the U.S. and explores how L2 Spanish is acquired and what this means for the classroom. Focuses on all main areas of L2 research, including vocabulary, morphosyntax, pragmatics, pronunciation, and variation.

SPAN-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, ideas of truth, ideas of beauty, ideas of community, ideas of nature, ideas of conflict. Writing-intensive, discussion-focused.

SPAN-T 520 Spanish Writing and Grammar (3 cr.) Spanish Writing and Grammar for teachers.

SPAN-T 530 Spanish Through Cultural Expressions (3 cr.) This graduate level course explores the cultures of Spain and Latin America. Through readings, discussion and projects, students will develop the knowledge and skills necessary to incorporate intercultural awareness into their teaching. Students will interpret works of art, architecture, music, film, traditions and attitudes, based on cultural contexts.

SPAN-T 540 Spanish Phonetics (3 cr.) Spanish Phonetics is a course specially designed for current teachers of K-12 Spanish courses. Primary goals are to increase student understanding of the Spanish sound system and variations, provide space to reflect on teaching the Spanish sound system to K-12, and to improve their own pronunciation.

SPAN-T 550 Hispanic Studies (3 cr.) In this course, students will increase their Spanish language and intercultural competences through the study of topics related to the history and cultural diversity of the Hispanic world.

SPAN-T 560 Hispanic Sociolinguistics (3 cr.) Introduces sociolinguistics concepts with emphasis on application in the classroom and focuses on the symbolic value of language as an expression of group identity based on region, gender, ethnicity, socioeconomic class, age, or ways of defining group affiliation. Topics include: speech community, sociolinguistic variable, phonological and syntactic variation, field methods.

Speech | SPCH

Pictured | **Noah Lethbridge** | *Bachelor of Science in Communication Studies, Organizational Communication / Minor in Spanish* | Granger, Indiana (hometown)
Campus Involvement | Spanish Tutor

Speech | SPCH

P Prerequisite | C Co-requisite | R Recommended

I Fall Semester | II Spring Semester | S Summer Session/s

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-B 399 Human Behavior and Social Institutions (3 cr.) 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 393 Communication Research Methods (3 cr.) This course explores major research methods used by communication scholars, including experimental research, survey research, textual analysis, and ethnography. Students learn how to interpret, evaluate and propose research.

SPCH-S 223 Business and Professional Communication (3 cr.) P: Must have earned grade of C or better in SPCH-S 121 to enroll. Transfer credit accepted. Examines organizational communication with emphasis on skills acquisition. Developed skills including interviewing, group discussion, parliamentary procedure, and public speaking.

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 130 Public Speaking-Honors (3 cr.) For outstanding students, in place of S121.

SPCH-S 205 Introduction to Speech Communication (3 cr.) Overview of fundamental theoretical and methodological issues involved in the social scientific and critical study of human communication. Analyzes influences on and impact of communication in dyadic, group, public, and mediated contexts.

SPCH-S 229 Discussion and Group Methods (3 cr.) Leadership and participation in group, committee, conference, and public discussion; logical and psychological aspects of group process.

SPCH-S 230 Introduction to Health Communication (3 cr.) This course provides a broad survey of the field of health communication. It is an introduction to the roles of communication in health, health and risk behavior, health care, and health promotion, including interpersonal, organizational, and media contexts.

SPCH-S 321 Rhetoric and Modern Discourse (3 cr.) P: Must have completed either SPCH-S 121 or SPCH-S 205, transfer credit accepted. 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.) 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: Must have completed either SPCH-S 121 or SPCH-S 205, transfer credit accepted. 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.) P: Must have completed either SPCH-S 121 or SPCH-S 205, transfer credit accepted. 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 335 Media and Health (3 cr.) Examination of the impact of media on health beliefs and behaviors. Topics can include types of messages that contain health information, coverage and effects of health issues, and media health campaigns.

SPCH-S 336 Current Topics in Communication (3 cr.) Extensive analysis of selected problems in contemporary speech communication. Topics vary each semester and are listed in the Schedule of Classes. May be repeated once for credit.

SPCH-S 398 Independent Study in Speech Communication (1-3 cr.) 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: Must have completed either SPCH-S 121 or SPCH-S 205, transfer credit accepted. Study of problems and issues in rhetoric and communication. Topic varies.

SPCH-S 405 Human Communication Theory (3 cr.) Survey of contemporary theories of human communication with emphasis on the nature of theory construction; contributions of allied disciplines to communication theory.

SPCH-S 450 Gender and Communication (3 cr.) P: Must have completed either SPCH-S 121 or SPCH-S 205, transfer credit accepted. 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: SPCH-S 205, JOUR-C 200, two courses from within the concentration, GPA 2.5, Junior or Senior status. 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 627 Studies in Cross-Cultural Communication (3 cr.) The study of cross-cultural communication in theory and practice.

SPCH-S 633 Studies in Interpersonal Communication (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Focuses on one area of the social scientific study of interpersonal communication. The topic may vary dependent upon instructor and student interest, and include such things as power and control in interactions, the formation of relationships, or the foundations of communicative competence.

SPCH-S 640 Studies in Organizational Communication (3 cr.) Critical examination of quantitative and qualitative research in the area of organizational communication. Emphasizes decision making, superior-subordinate interaction, communication not works and climate and organizational culture. Focuses on critical assessment of research.

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.

Speech Language Pathology | SLHS

Pictured | **Leah Gibson** | Associate of Science in Radiography | Round Lake, Illinois (hometown)
Photo provided by the Vera Z. Dwyer College of Health Sciences

Speech Language Pathology | SLHS

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

SLHS-G 501 Neuroanatomy (3 cr.) This course provides information related to basic structures and functions of the human neurological system with emphasis on human communication processes and related functions from neurological, pathophysiological, theoretical, and clinical perspectives.

SLHS-G 502 Research Methods and Evidence Based Practice (3 cr.) This course focuses on the SLP's role as a clinical researcher. Students will read and critically analyze existing research, review common research designs, and plan and design a research project, including filling out an Institutional Review Board (IRB) submission, and completing the CITI (Collaborative Institutional Training Initiative) course.

SLHS-G 503 Capstone Project/Research (2 cr.) P: SLHS-G 502. Students use content learned in SLP 502 to design and implement a research project or capstone paper and presentation.

SLHS-G 504 Multicultural Diversity and Counseling (3 cr.) Emphasis on cultural differences within the healthcare and education system across the lifespan. Alternative assessment models are introduced, counseling procedures reviewed, and cultural considerations in regards to interviewing, obtaining case history, and developing intervention will be discussed.

SLHS-G 505 Clinical Methods in SLP and Audiology (2 cr.) An overview of clinical writing skills, basic diagnostic skills including a case history, interviewing, assessment selection, and preliminary intervention planning including goal writing and inclusion of evidence-based practice. Content and skills will continue to be refined throughout subsequent clinical courses and practicum experiences.

SLHS-G 510 Audiology and the Speech-Language Pathologist (1 cr.) Overview of audiology oriented towards the needs of speech language pathologists. Hearing screening and follow-up. Audiogram interpretation. Hearing aids and FM systems. Cochlear implants, central auditory processing problems, symptoms and management. Information related to aural rehabilitation and its implementation will also be discussed.

SLHS-G 511 Best Practices for School Speech-Language Pathologists (1 cr.) Discussion of the role of the speech-language pathologist in the classroom setting from preschool through transition to employment. Emphasis will be placed on the role of the SLP as a collaborator. Review of Individualized Education Plans and case conference expectations. Licensure and supervision will be covered.

SLHS-G 512 Medical Speech-Language Pathology (1 cr.) Roles and responsibilities of speech-language pathologists in the medical arena with clients across the lifespan will be reviewed and discussed. Topics to be investigated will include continuum of care, interdisciplinary approach, pharmacology, terminology, client advocacy.

SLHS-G 520 Speech Sound Disorders (3 cr.) Assessment and treatment of pediatric phonological and articulation disorders. Selection of appropriate assessment tools, interpretation of results, and corresponding treatment methods are evaluated relative to evidence-based practice.

SLHS-G 521 Early Childhood Language Disorders and Autism (3 cr.) Theories and research relating to normal development of phonology, syntax, semantics, and pragmatics in children from birth through age four. Language and communication characteristics of various populations will be compared to that of normal development. Developmentally and caregiver focused assessment and evidence-based intervention practices are reviewed.

SLHS-G 522 School Age Language and Literacy (3 cr.) P: SLHS-G 521. Communicative competency at the narrative conversational levels of children with language learning disabilities. Applied clinical service delivery models (i.e. curriculum based instructions) are reviewed,

pertinent to promoting oral language through literacy-based assessments and interventions. Various reading disorders are discussed when attributed to language impairments.

SLHS-G 531 Cognitive Communication Disorders in Brain Injury and Disease (3 cr.) P: SLHS-G 501. This course reviews disorders of perception, cognition, communication and behavior associated with acquired brain injury, dementia, and degenerative disease in adults contrasting normal vs. disordered aging. Topics will include basic neuropathological processes, etiologies, characteristics, assessment and basic treatment approaches.

SLHS-G 535 Cleft Palate and Resonance Disorders (1 cr.) An overview of communicative disorders related to cleft palate and other structurally-based conditions affecting velopharyngeal function. Research and practical knowledge related to the characteristics, assessment, and treatment of these communicative problems are addressed.

SLHS-G 537 Adult Acquired Language Disorders (3 cr.) P: SLHS-G 501. This course covers information on aphasia and right hemisphere acquired neurogenic communication disorders in adults. Basic neuropathological processes, etiologies and characteristics, assessment practices and tools, prognostic indicators, and, evidence-based treatment approaches for adults with aphasia and right hemisphere acquired neurogenic communication disorders will be presented.

SLHS-G 540 Voice Disorders (3 cr.) This course focuses on clinical skills related to assessment and management of children and adults with voice disorders. Anatomy, pathophysiology, causes, prevention, assessment, and treatment of functional, organic, neurologic, laryngectomy, velopharyngeal insufficiency and cleft lip and palate are addressed. Criterion-referenced, instrumented assessments, videostroboscopy are included. Laryngeal cancer also addressed.

SLHS-G 544 Dysphagia (3 cr.) P: SLHS-G 501. Assessment and management of dysphagia in children and adults, including those with tracheostomy and ventilator-dependence. Pathophysiology, causes, assessment, and treatment will be addressed as well as rehabilitation options. Clinical and ethical decision making will be discussed.

SLHS-G 550 Fluency Disorders and Management (2 cr.) Nature and etiology of developmental stuttering, diagnostic procedures, and approaches to treatment in children and adults. Other disorders of fluency, such as acquired stuttering and cluttering will be discussed. Counseling procedures will be reviewed.

SLHS-G 555 Motor Speech Disorders (3 cr.) P: SLHS-G 501. Motor speech disorders in children and adults are discussed including, neuropathological systems and processes, etiologies and characteristics, assessment practices and tools, prognostic indicators, and evidence-based treatment approaches for adults and children with motor speech disorders and neurodegenerative disease processes will be presented.

SLHS-G 560 Augmentative and Alternative Communication (3 cr.) Needs assessment and communication evaluation considerations; selection and development of appropriate and effective augmentative/alternative communication systems including communication boards, electronic instrumentation, etc. Strategies and procedures for implementing AAC systems for people who are permanently or temporarily severely communicatively impaired.

SLHS-G 570 Diagnostic Practicum I (1 cr.) P: SLHS-G 505. Theoretical bases of human hearing assessment and its impact on speech and language. Practicum experience will include concepts of testing and measurement, formal and informal evaluation techniques, and normative and non-normative approaches.

SLHS-G 575 Clinical Practicum I (1 cr.) P: SLHS-G 505. Supervised clinical practice in intervention with a variety of clinical populations. Students will enroll for practicum each semester and will be assigned either on- or off-campus in accordance with policies, availability of site placements, and clinical competence.

SLHS-G 580 Diagnostic Practicum II (1 cr.) P: SLHS-G 505. Supervised clinical practice in assessment strategies, collecting clinical data, client interviewing, counseling, preparation of reports, and referral procedures. Specific content areas will include fluency, voice disorders, adult neurogenic disorders, pediatric speech and language disorders, AAC, motor speech disorders.

SLHS-G 585 Clinical Practicum II (1 cr.) P: SLHS-G 505. Supervised clinical practice in intervention with a variety of clinical populations. Students will enroll for practicum each semester and will be assigned either on or off-campus in accordance with policies, availability of site placements, and clinical competence.

SLHS-G 590 Independent Studies (3 cr.) Pending approval. This independent study course is designed to enhance critical thinking skills through the analysis of complex case studies and directed exploration of a specialized topic of interest. Students will engage deeply with primary and secondary sources, critically evaluate arguments and develop original perspectives on their chosen topic. The course emphasizes independent learning, analytical writing, and practical application of theoretical concepts.

SLHS-G 600 Optional Thesis (1-3 cr.) Optionally, students may complete one of the following options related to a thesis in lieu of completing a capstone project: experimental group or single subject research design, library research design, or individual case study design.

SLHS-G 610 Professional Issues and Regulation (1 cr.) Overview of professional issues facing clinicians. Examines ethical, multicultural, and service delivery issues in a variety of work settings across the lifespan. Certification, licensure, and health care and education legislation and regulation are reviewed and discussed. Employment and internship opportunities and issues are discussed.

SLHS-G 670 Diagnostic and Clinical Practicum III (2 cr.) Course updates pending approval. P: SLHS-G 505. Supervised clinical practice in assessment and intervention with a variety of clinical populations. Students

will be assigned to an on- or off-campus, part-time clinical placement in accordance with policies, availability of sites and supervisors, needed breadth and depth of experiences, and clinical competence.

SLHS-G 675 Clinical Practicum III (1 cr.) P: SLHS-G 505. Supervised clinical practice in intervention with a variety of clinical populations. Students will enroll for practicum each semester and will be assigned either on or off-campus in accordance with policies, availability of site placements, and clinical competence.

SLHS-G 680 Fieldwork I (5 cr.) 8 week full time externship off-campus.

SLHS-G 690 Independent Study (1-6 cr.) This independent study course is designed to enhance critical thinking skills through the analysis of complex case studies and directed exploration of a specialized topic of interest. Students will engage with sources, critically evaluate arguments and this experience will emphasize independent learning, analytical writing, and practical application.

SLHS-G 700 Fieldwork II (9 cr.) Culminating off-campus fieldwork experience over the course of 12-16 weeks (variable per placement), full time. Student will be paired with a certified speech-language pathologist with the goal of assuming the full caseload by end of the semester.

Sustainability Studies | SUST

Pictured | **Mary Laviolette** | *Master of Liberal Studies / Graduate Certificate in Strategic Sustainability Leadership* | Bachelor of General Studies, IU South Bend, 2017 | Elkhart, Indiana (hometown)

Sustainability Studies | SUST

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

SUST-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. May be repeated for credit.

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) May be repeated for credit.

SUST-C 340 Social and Behavioral Approaches to Sustainability (3 cr.) Application of the methods of social and behavioral science to understand the human contributions to climate change and environmental degradation. May focus on the social, economic, cultural, and political factors essential to development of sustainable strategies and practices.

SUST-C 350 Sustainability in the Arts and Humanities (3 cr.) Application of arts and humanities approaches such as historical perspectives, ethical sensibilities, and works of the creative imagination to topics and issues of special interest to sustainability studies.

SUST-C 490 Sustainability Practicum (3 cr.) P: SUST-S 201 or SUST-C 301. 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 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 310 Systems Thinking for Sustainability (3 cr.) P: SUST-S 201; or permission of instructor. This course will give students a clear general understanding of what systems are and how they work, in order that they may have the conceptual tools needed for understanding and productively responding to sustainability challenges at local, national, and global levels.

SUST-S 341 Life in the Anthropocene: Past, Present, and Future(s) (3 cr.) This course introduces the concept of the Anthropocene and considers how to locate it in historical events, emerging processes, and in future trajectories. It will also consider what kind of Anthropocene we would like to live in, how to incorporate sustainable transitions, and how can we get there.

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 400 Energy Sources and Needs (3 cr.) Online Collaborative Degree. P: Check schedule of classes. 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.) P: SUST S-201. 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.

SUST-S 490 Sustainability Practicum (3 cr.) P: SUST-S 201 and completed at least one 300 level sustainability 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. II

SUST-S 491 Internship in Sustainability (3 cr.) P: SUST-S 201 and permission. 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 permission. 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 permission. 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 stategic 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.

BUS-M 421 Fundamentals of Negotiation (3 cr.) Online Collaborative Degree. Provides exposure to the concepts of negotiations in both the national and international environments, including negotiation strategies and tactics, influence, third-party intervention, audience effects, nonverbal communication, and ethical and cultural aspects. Case studies, simulations, and guest speakers are used throughout the course.

Telecommunications | TEL

Pictured | **David Saleh** | *Bachelor of Arts in Communication Studies, Public Relations and Strategic Communication; Bachelor of Arts in Communication Studies, Relational Communication and Social Interaction / Minor in Political Science* | South Bend, Indiana (hometown)
Volunteer Activities | South Bend Community School Corporation (head wrestling coach–middle school; head girls' wrestling coach–high school)
Club Affiliation | Muslim Student Association

Telecommunications | TEL

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

TEL-R 208 Audio Production (3 cr.) Credit not given for both TEL-R 208 and TEL-R 305. P: JOUR-C 200 and consent of instructor. Practice and principles in concepts of communication via audio for radio and television.

TEL-R 404 Topical Seminar in Telecommunications (1-3 cr.) P: Must have earned grade of C or better in JOUR-C 200 to enroll. Transfer credit accepted. Exploration of problems and issues of telecommunications in contemporary society.

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 or ENG-W 140 with a grade of C or better. Covers format, structure, and writing of dramatic and non-dramatic scripts.

TEL-T 336 Digital Video Production (3 cr.) P: TEL-T 273 or TEL-T 283 or INMS-N 283 or permission of instructor. An intermediate-level production course that combines organizational, technical, and aesthetic skills. Emphais 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.) P: Must have earned grade of C or better in ENG-W 131 or ENG-W 140 to enroll. Can be currently enrolled. Transfer credit accepted. 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.) 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.) Credit not given for both TEL-T 430 and TEL-T 452. P: One of the following: TEL-T273, TEL-T 283, INMS-N 283, INMS-N 212, INMS-N 201, or permission of instructor. Exploration of design or production problems and issues in telecommunications. Topics vary.

TEL-T 434 Advanced Production Workshop (3 cr.) P: TEL-T 336 or permission of instructor. 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.) Exploration of design or production problems and issues in telecommunications. Topics vary.

TEL-T 498 Projects in Telecommunications (1-3 cr.) P: TEL-T 336 or permission of insructor. Individual projects in the area of telecommunication. May be repeated.

Theatre and Dance | THTR

Pictured | **Natasha Collins** | *Bachelor of Arts in Theatre / Minor in English* | South Bend, Indiana (hometown)

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.) 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 120. 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.) P: THTR-D 130. 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.) P: THTR-D 170 or have permission of department. 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 150. 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: THTR-D 170. 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.) 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: THTR-D 280. 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: THTR-D 281. 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 114 Theatre and Dance Symposium (0 cr.) This course focuses on sharing the work of students in all areas of the Department of Theatre and Dance. This course serves as a meeting of all majors to share work, communicate department information, and provide opportunities to hear from guest speakers. Required for all majors every semester of enrollment.

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 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 or have permission of department. 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 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.) P: or C: THRT-T 228. Transfer credit accepted. 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 300 Musical Theatre Workshop (3 cr.) P: or C: MUS-V 101 or MUS-V 201. 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 313 Costume Crafts (3 cr.) P: THTR-T 230. This course is an exploration of craft materials and techniques used in the creation of costumes. Students will be introduced to various materials including, but not limited to, felts, dyes, paints, thermoplastics, metals, and leather. The course will include an introduction to casting, beading techniques, and millinery. Emphasis will be placed on health and safety.

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 ENG-W 140 with a grade of C or better. 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.) 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.) P: FINA-F 100 and FINA-T 249. 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.) 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.) 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. 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 (2 cr.) A hands-on course that immerses the student in their individual production assignment within the Theatre and Dance co-curricular production season. This course is the equivalent of a professional production lab that allows students to extend their studio learning to production-based experiences in our season at a beginner level. Repeatable for 6 credit hours.

THTR-T 342 Theatre Production II (2 cr.) P: THTR-T 341. A hands-on course that immerses the student in their individual production assignment within the Theatre and Dance co-curricular production season. This course is the equivalent of a professional production lab that allows students to extend their studio learning to production-based experiences in our season at an intermediate level. Repeatable for 6 credit hours.

THTR-T 343 Theatre Production III (2 cr.) P: THTR-T 342. A hands-on course that immerses the student in their individual production assignment within the Theatre and Dance co-curricular production season. This course is the equivalent of a professional production lab that allows students to extend their studio learning to production-based experiences in our season at a leadership level. Repeatable for 4 credit hours.

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.) P: THTR-T 249. 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 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, ideas of truth, ideas of beauty, ideas of community, ideas of nature, ideas of conflict.

THTR-T 392 Theatre Internship (3 cr.) 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 402 The Business of Acting (3 cr.) P: Junior standing or higher. This course is designed to introduce the student to the many facets of the business of performance including: the tools of the trade, professional networking, business acumen, creating your own work, social media, website and marketing platforms as well as various performance-centric cities in which to live and work.

THTR-T 405 Stage Management (3 cr.) 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. Transfer credit accepted. 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 220. Transfer credit accepted. 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.) 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: THTR-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 430 Costume Technology II (3 cr.) P: Must earn grade of C- or better in THTR-T 230 to enroll. Can be currently enrolled. Transfer credit accepted. 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 433 Costume Design II (3 cr.) P: THTR-T 339. 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 436 Topics in Costume (3 cr.) P: Variable by topic. This course covers rotating topics related to costume design and technology not taught in other theatre courses. May be repeated once for credit if topic differs.

THTR-T 438 Advanced Stage Lighting Design (3 cr.) P: 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 449 Profession of Theatre Design (3 cr.) P: FINA-F 100 and THTR-T 249. 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 470 History of the Theatre 1 (3 cr.) 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: THTR-T 470. 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 485 Capstone Project (1 cr.) 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.) Readings, performances, experiments, and reports in area of student's special interest. May be repeated for up to 6 credits.

Women's and Gender Studies | WGS

Pictured | **Dionysus Raven** | *Bachelor of Arts in Women's and Gender Studies / Bachelor of Art Education* | South Bend, Indiana (hometown)
Honors ProgramVolunteer Activities | Planned Parenthood, Potawatomi Zoo
Club Participation | Japanese Club, Gamers Guild, Queer Straight Alliance

Women's and Gender Studies | WGS

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

WGS-B 190 Human Behavior and Social Institutions (3 cr.) B190 courses explore the processes of social interaction and emphasize the techniques social scientists use to explain the causes and patterns of individual and institutional behavior. To understand themselves and their relationship to others in society, students need to develop insight into human nature and the nature of social institutions.

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. Repeatable for credit.

WGS-H 260 History of American Women (3 cr.) Covers American women from 1607 to the present. It focuses on the changes which have occured 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)

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)

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-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)

WGS-P 394 Feminist Philosophy (3 cr.) Study of contemporary feminist philosophy in the United States and Europe. (joint-listed course)

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)

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)

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)

WGS-T 190 Literary and Intellectual Traditions (3 cr.) P: Open only to Freshman students (29 or fewer credit hours). 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. Repeatable for credit.

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. Repeatable for credit.

WGS-W 100 Gender Studies (3 cr.) 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 240 Topics in Feminism: Social Science Perspective (1-3 cr.) 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.

WGS-W 250 Interdis Views of Women (3 cr.)

WGS-W 299 Research Methods in Women's Studies (3 cr.) P: WGS-W 100. 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.

WGS-W 301 International Perspectives on Women (3 cr.) Feminist analysis of women's legal, social, and economic status in two or more cultures other than those of the United States, Canada, Australia, New Zealand, and Europe. Interdisciplinary approach. Required for a Women's Studies major.

WGS-W 302 Issues in Gender Studies (3 cr.) 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.

WGS-W 350 Global Health, Gender, and Sexuality (3 cr.) This course examines the gendered dimensions of global health. It puts a specific emphasis on the power relations and ideologies that surround gender and sexuality and examines how they are linked with global health inequalities. This course focuses on contemporary issues–e.g. Zika and HIV/AIDS– through an interdisciplinary perspective.

WGS-W 360 Feminist Theory (3 cr.) P: WGS-W 100. This course is an introduction to feminist theory. Using primary and secondary text, this couse will introduce students to the main debates in feminist theories to interpret a wide range of sources on women's lives. II

WGS-W 400 Topics in Women's Studies (3-6 cr.) P: ENG-W 131 and WGS-W 100. An interdisciplinary approach to selected ideas, trends, and problems in women's studies. The "capstone" course focusing on issues and controversies in the new scholarship on women. Specific topics announced in Schedule of Classes.

WGS-W 402 Seminar in Gender Studies (3 cr.) P: WGS-W 100. 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.) P: WGS-W 100. 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.) Invididual readings and research.

WGS-Y 327 Gender Politics (3 cr.) Seeks to analyze issues of power and politics from the perspective of gender within the United States cultural context. It considers the impact of women in traditional areas of politics as well as revised theoretical understandings of power, the political, and the public/private debate. (joint-listed course)

Palliative and Support Care

Pictured | **Kelsea Harris** | Bachelor of Science in Applied Health Science / Minor in Palliative and Supportive Care | Angola, Indiana (hometown)

Palliative Care | PALC

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

PALC-A 102 Introduction to Palliative Care (3 cr.) This course provides an introduction to the basic principles of Palliative and Supportive care and the essential skills required for working with diverse people of various ages and among teams of health care professionals.

PALC-B 190 Introduction to Palliative Care (This course is an introduction to the basic principles of Palliative and Supportive care and the essential skills required for working with diverse people of various ages and among teams of health care and social service professionals. cr.) This course is an introduction to the basic principles of Palliative and Supportive care and the essential skills required for working with diverse people of various ages and among teams of health care and social service professionals.

PALC-B 302 Palliative Care Models and Systems (3 cr.) P: PALC-A 102. This course provides insight into the structure and spectrum of Palliative and Supportive care delivery systems and explores features of the integrated, efficient systems required to improve quality of life while reducing the cost of health care.

Radiography | RAD

Pictured | **Yasmine Hernandez** | *Associates of Science in Radiography* | Elkhart, Indiana (hometown)

Radiography | RAD

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

RADI-R 351 Principles of Diagnostic Medical Sonography I (4 cr.) The first of two semesters covering normal sonographic anatomy, sonographic appearance and common pathology of various organs as seen with ultrasound.

RADI-R 352 Principles of Diagnostic Medical Sonography II (4 cr.) The second of two semesters covering normal anatomy, sonographic appearance and common pathology of various organ specific sonographic examinations.

RADI-R 434 Ultrasound Physics I (3 cr.) In-depth instruction into the physical principles of ultrasound production and image formation.

RADI-R 435 Ultrasound Physics II (3 cr.) Continuation of instruction into the physical principles of ultrasound production and image formation including Doppler and Color Flow methods of imaging.

RADI-S 421 Medical Sonography Procedures II (4 cr.) This is the second of two semesters where the student will learn normal sonographic appearance, common variants, anomaly identification, and pathology in obstetrical, pediatric, and vascular examinations. Students will learn the scanning protocols for standard exams in these sonographic concentrations.

RADI-S 441 Sonographic Physical Principles II (3 cr.) This is the second of a two-semester course in Ultrasound. It offers the student an opportunity to use reasoning skills to understand and explain the physical concepts of ultrasound production, ultrasound interaction with anatomic material, ultrasound equipment operation, and how these principles contribute to image quality.

Labor Studies | LSTU

Labor Studies | LSTU

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

Occupational Therapy | OCTH

Pictured | (l-r) **Brittin Thomas** | *Master of Science in Occupational Therapy* | Bachelor of Science in Special Education, IU South Bend | Mishawaka, Indiana (hometown)
Kristine Magorien | *Master of Science in Occupational Therapy* | Bachelor of Science in Kinesiology, California State University–East Bay | Camarillo, California (hometown)
Photo provided by the Vera Z. Dwyer College of Health Sciences

Occupational Therapy | OCTH

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

OCTH-G 540 Introduction to Occupational Science and Therapy (3 cr.) This course introduces the scope and domain of the profession, foundational theories, models of practice and frames of reference of the profession and tenants of professional behavior.

OCTH-G 546 Occupational Analysis and Environmental Assessment and Design in Occupational Therapy (2 cr.) This course provides knowledge and teaches skills required for the analysis of occupations including client factors, skills, patterns, and environments to design occupation-based interventions.

OCTH-G 548 Core Skills and Documentation in Professional Practice of Occupational Therapy (2 cr.) This course provides training on essential safety and foundational practice skills in occupational therapy and how to professionally communicate using documentation methods.

OCTH-G 550 Group Process in Occupational Therapy (2 cr.) This course teaches principles and concepts of group theory related to design and implementation of occupational therapy group interventions.

OCTH-G 551 Rehabilitation in Occupational Therapy Practice (3 cr.) This course teaches methods of the occupational therapy process to address neuromusculoskeletal and sensory function in adults with impairment or disability.

OCTH-G 554 Mental Health and Functional Cognition in Occupational Therapy (3 cr.) This course teaches methods of the occupational therapy process to address mental health and functional cognition in persons with impairment or disability.

OCTH-G 555 Hand and Upper Extremity Rehabilitation in Occupational Therapy (4 cr.) This course teaches methods of the occupational therapy process to address occupational performance in hand and upper extremity rehabilitation.

OCTH-G 556 Population and Individual Health and Wellness in Occupational Therapy (3 cr.) This course addresses health determinants, health literacy and wellness management in occupational therapy. Prevention and management of chronic health conditions will be emphasized.

OCTH-G 565 Research Methods in Occupational Therapy (2 cr.) This course provides knowledge and teaches skills on design and interpretation of occupational therapy research methods to articulate and apply to evidence-based practice.

OCTH-G 569 Leadership and Professional Advocacy in Occupational Therapy (3 cr.) This course explores and applies skills for leadership and advocacy roles in occupational therapy.

OCTH-G 573 Applied Kinesiology in Occupational Therapy (3 cr.) This course provides an overview of musculoskeletal anatomy and physiology of the human body and biomechanical application for occupational performance.

OCTH-G 576 Pathophysiology in Occupational Therapy (2 cr.) This course provides knowledge on the etiology, diagnostic testing, pharmacology, and medical management for conditions frequently treated in occupational therapy.

OCTH-G 577 Neuroscience in Occupational Therapy (3 cr.) This course covers the fundamentals of neuroanatomy and neurophysiology to evaluate and provide occupational therapy interventions for persons with select neurological and neurocognitive impairments.

OCTH-G 592 Fieldwork Models and Level I Psychosocial Fieldwork in Occupational Therapy (2 cr.) This course orients students to the fieldwork components of the curriculum. Students will participate in a Level I fieldwork experience in a practice setting that serves individuals with behavioral or psychosocial mental health needs.

OCTH-G 641 Adaptation and Participation in Occupational Therapy (3 cr.) This course teaches the interaction between persons, contexts, and environmental factors to facilitate occupational performance.

OCTH-G 647 Health Planning and Evidence-Based Practice in Occupational Therapy (3 cr.) This course develops skills to integrate evidence-based research into health programming design and implementation for persons, group and populations.

OCTH-G 652 Occupational Therapy with Young Children (3 cr.) This course teaches methods of the occupational therapy process to address developmental, sensory, motor and psychosocial needs in infants and young children.

OCTH-G 653 Occupational Therapy with Children and Youth (3 cr.) This course provides methods of occupational therapy assessment and intervention to address developmental, motor, behavioral, and psychosocial needs in children and youth (school-aged to adolescents).

OCTH-G 654 Occupational Therapy with Older Adults (3 cr.) This course teaches methods of the occupational therapy process to address diagnoses and conditions among the aging population.

OCTH-G 655 Assistive Technology in Occupational Therapy (3 cr.) This course provides knowledge and teaching skills to evaluate varied technology needs and environment modifications to maximize occupational performance for children and adults.

OCTH-G 664 Management and Entrepreneurship in Occupational Therapy (3 cr.) This course teaches essential concepts for participation in occupational therapy clinical supervision, management, and entrepreneurship in healthcare and community settings.

OCTH-G 665 Service Delivery in Occupational Therapy (3 cr.) This course provides knowledge on the provision of occupational therapy services within a variety of delivery systems using technologies and innovative practices.

OCTH-G 692 Level 1 Fieldwork B Pediatric (1 cr.) This course translates didactic learning to clinical practice. Students will participate in a Level I fieldwork experience in a practice setting that services infants, children or youth.

OCTH-G 693 Level I Fieldwork (C) Adults (1 cr.) This course translates didactic learning to clinical practice. Students will participate in a Level I fieldwork experience in a practice setting that services adults.

OCTH-G 699 Level II Fieldwork A (5 cr.) P: Successful completion of OCTH-G 592, OCTH-G 692, and OCTH-G 693. This course is the first of two required full-time clinical fieldwork rotations providing an in-depth clinical experience to develop competency entry-level, generalist occupational therapy practice skills in selected occupational therapy practice settings.

OCTH-G 761 Ethics and Professionalism in Occupational Therapy (2 cr.) This course explores and analyzes the interaction and issues between societal values and health policies that impact occupational therapy service delivery. Resolving organizational and personal conflicts using professional resources will be emphasized.

OCTH-G 799 Level II Fieldwork B (5 cr.) P: Successful completion of OCTH-G 592, 692 and 693. This course is the second of two required full-time clinical fieldwork rotations providing an in-depth, clinical experience to develop competency entry-level, generalist occupational therapy practice skills in selected occupational therapy practice settings.

Health Information Management | HIM

Health Information Management | HIM

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

HIM-M 101 Introduction to Health Records (3 cr.) Study of health record documentation, as they relate to various healthcare settings, organizational principles, and Information Governance initiatives. Development

of systems and processes for collection, maintenance, and dissemination of health-related information. Study of the various uses of the data contained within the health record.

HIM-M 101 Introduction to Health Records (3 cr.) Study of health record documentation, as they relate to various healthcare settings, organizational principles, and Information Governance initiatives. Development of systems and processes for collection, maintenance, and dissemination of health-related information. Study of the various uses of the data contained within the health record.

HIM-M 108 Introduction to Health Information Management (3 cr.) This course introduces the health information management profession and healthcare delivery systems. Topics include healthcare settings, the patient record, electronic health records (EHRs), data collection standards, legal aspects of health information, coding, and reimbursement. Students gain hands-on experience with a virtual EHR and examine the impact of EHRs on healthcare.

HIM-M 110 Computer Concepts for Health Information (3 cr.) Course provides an overview of applications for the health and medical professionals. Topics include: audit trails, generating, quantifying and analyzing medical reports, word processing, computer hardware, medical software, copyright and fair usage. Students retrieve and present medical data.

HIM-M 195 Medical Terminology (3 cr.) The study of the language of medicine, including word construction definitions, spelling and abbreviations; emphasis placed on speaking, reading and writing skills.

HIM-M 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.

HIM-M 301 Health Quality and Information Management (3 cr.) The study and application of regulatory requirements for quality and performance improvement, utilization management, risk management, and medical staff organization. The examination of other quality -based programs affecting healthcare such as pay-for-performance and RAC programs. Application of the collection, analysis and interpretation of healthcare data.

HIM-M 317 Health Information Requirements and Standards II (3 cr.) This course examines health information laws and standards, medical record documentation, compliance, various healthcare settings, and specific secondary databases, such as the cancer registry. Students design a data dictionary and learn about database architectures to meet organizational needs. Healthcare industry information resources are researched and examined extensively.

HIM-M 325 Health Information Requirements and Standards I (3 cr.) This course outlines the documents and data content required legally to maintain health records using paper and electronic media. It examines federal, state, and local law; accreditation standards; regulatory requirements for maintaining patient data; and documentation in acute care, psychiatric, and other healthcare settings.

HIM-M 328 Laboratory Enrichment for Healthcare Information Requirements and Standards II (1 cr.) This course consists of exercises that reinforce the lectures in HIA-M 327. Students explore Web resources used in the healthcare field and perform extensive database searches.

HIM-M 330 Medical Terminology (3 cr.) This course develops a student's understanding and use of medical terminology. It covers spelling, pronunciation, and abbreviations; the analysis of words based on their root, prefix, and suffix; the identification and description of the major functions and structures of body systems; and the identification of common mistakes in medical terminology. Students read, analyze, and interpret actual electronic medical records in an AHIMA virtual lab.

HIM-M 350 Pathophysiology and Pharmacology for Health Information Management I (3 cr.) This course covers the signs, symptoms, and functional changes in each body system caused by diseases, focusing on the development of diseases.

HIM-M 351 Pathophysiology and Pharmacology for Health Information Management II (3 cr.) This course covers the signs, symptoms, and functional changes in each body system caused by diseases, focusing on the drugs used in treatment.

HIM-M 355 ICD-10 CM/PCS Coding (3 cr.) This course covers both diagnosis and procedure classification systems, namely the International Classification of Diseases, Tenth Revision, Clinical Modification and Procedure Coding System (ICD-10-CM/PCS). Students learn accurate coding guidelines to code, index, and sequence diagnoses and procedures for medical documentation. Ethical coding guidelines are examined.

HIM-M 358 CPT Coding (3 cr.) The course focuses on current procedural terminology coding and sequence of procedures as they relate to correct coding guidelines. The Healthcare Common Procedure Coding System (HCPCS) is covered. Ethical coding guidelines are examined.

HIA-M 410 Computers in Health Care (3 cr.) Computer applications in clinical information systems; (e.g. design characteristics, data requirements, access, storage and processing, linkage, security and support facilities).

HIM-M 345 Healthcare Law, Ethics, and Information Release (3 cr.) This course covers legal and ethical concepts in medicine and healthcare as applied to physicians, healthcare workers, hospitals, and other institutions. It focuses on confidentiality and privacy in the release of information and the privacy and security of electronic healthcare transactions and code sets under the Health Insurance Portability and Accountability Act.

HIM-M 425 Quantitative Analysis of Health Information (3 cr.) This course outlines vital statistics and other procedures in healthcare. Students research access techniques, national research policy-making, biomedical and health research investigation, and research protocol data management. Students identify the statistical reporting requirements of hospital users and medical staff for licensing, accrediting, and approving agencies.

Students review null hypothesis, data validity, and reliability and critique the literature on inferential statistics.

HIA-M 430 Healthcare Planning and Information Systems (3 cr.) Understanding the design of systems, research various vendors, present information so that a selection of information system can be recommended. This course will also address systems planning; systems selection process; clinical and business applications of computing in healthcare; resolving organization and information issues.

HIM-M 470 Healthcare Reimbursement Systems (3 cr.) This course presents data elements that apply to prospective payment systems. Students learn to work with reimbursement systems and must effectively identify issues, patient types, and facility requirements to meet medical necessity guidelines for compliance with laws and standards. Students use applications and processes for chargemaster and claims management in the AHIMA virtual lab.

Statistics | STAT

Statistics | STAT

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

STAT-I 414 Introduction to Design of Experiments (3 cr.) Online Collaborative Degree. The course offers comprehensive coverage of the key elements of experimental design used by applied researchers to solve problems in the field. It shows students how to use applied statistics for planning, running, and analyzing experiments. The emphasis is placed on the basic philosophy of design. The course requires the use of the software such as SAS, Minitab or R.

STAT-I 421 Modern Statistical Modeling Using R and SAS (3 cr.) An introductory course on statistical computation. The primary goals of this course are (i) to introduce popular statistical software SAS and R and to develop basic data analysis skills, and (ii) to introduce basic statistical computation methods used in applications.

STAT-S 352 Data Modeling and Inference (3 cr.) P: MATH-M 466 or consent of instructor. Intermediate-level survey of resampling, likelihood, and Bayesian methods of statistical inference. Distributional models of various data types. Categorical, count, time-to-event, time series, linear models, and hierarchical regression models.

STAT-S 412 Statistical Learning Using R (3 cr.) P: MATH-M 301 and one of the following courses: MATH-M 466 or MATH-M 365 or MATH-M 261, with a grade of C- or better in each course; or consent of instructor. This course emphasizes the applications of statistical learning and data mining with the least of mathematical details using standard computer packages in R. Topics include the methods of supervised learning: regression, classification, resampling methods, tree-based methods, and support vector machines. Some unsupervised learning methods are also covered.

STAT-S 437 Categorical Data Analysis (3 cr.) P: MATH-M 261, MATH-M 365, or MATH-M 466. The analysis of cross-classified categorical data. Loglinear models; regression models in which the response variable is binary, ordinal, nominal, or discrete. Logit, probit, multinomial logit models; logistic and Poisson regression.

STAT-S 450 Time Series Analysis (3 cr.) P: MATH-M 466 and (MATH-M 574 or STAT-S 431), or consent of instructor Introduces techniques for analyzing data collected at different points in time. Emphasizes probability models, forecasting methods, analysis in both time and frequency domains, linear systems, state-space models, intervention analysis, transfer function models and the Kalman filter. Explores stationary processes, autocorrelations, and autoregressive, moving average, and ARMA processes, among other topics.

STAT-S 470 Exploratory Data Analysis (3 cr.) P: STAT-S 352 or consent of instructor. Techniques for summarizing and displaying data. Exploration versus confirmation. Connections with conventional statistical analysis and data mining. Applications to large data sets.

STAT-S 512 Statistical Learning and Data Analytics (3 cr.) P: MATH-M 301, MATH-M 466 or MATH-M 365 or MATH-M 261 or consent of instructor. This course emphasizes the fundamentals of statistical learning & data mining & their applications with the least of mathematical details. Topics include methods of supervised: regression, classification, resampling methods, tree-based methods, and support vector machines. Some unsupervised learning methods are also covered. The methods are illustrated with real data examples

STAT-S 520 Introduction to Statistics (3 cr.) Online Collaborative Degree. P: Check schedule of classes. Basic concepts of data analysis and statistical inference, applied to 1-sample and 2-sample location problems, the analysis of variance, and linear regression. Probability models and statistical methods applied to practical situations and actual data sets from various disciplines. Elementary statistical theory, including the plug-in principle, maximum likelihood, and the method of least squares.

Public Health | PBHL

Public Health | PBHL

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

PBHL-B 275 Probability Without Tears and Without Calculus (3 cr.) This is a course teaching fundamental concepts in biostatistics through computer simulation. While this is a self-contained course, working knowledge of R or another computer language is desirable.

PHLB-B 304 Biostatistics for Health Data Scientists: A Computational Approach (3 cr.) This course introduces the basic principles and methods of data analysis in public health biostatistics. Emphasis is placed on public health examples as they relate to concepts such as sampling, study design, descriptive statistics, probability, statistical distributions, confidence intervals, hypothesis testing, chi-square tests, t-tests, analysis of variance, linear regression, correlation.

PBHL-B 352 Fundamentals of Data Management in R (3 cr.) This course teaches concepts related to research data planning, collection, storage, processing, and dissemination. The curriculum includes theoretical

guidelines and practical tools for conducting public health research. Hands-on training with real-world examples and problem-solving exercises in RStudio and RMarkdown will be used to ensure students are comfortable with all concepts.

PBHL-B 384 Classical Biostatistical Regression Methods (3 cr.) This is the first course in a two-semester sequence teaching fundamental concepts of classical regression methods in biostatistics, both linear (i.e., least squares) and non-linear (e.g., logistic, Poisson, etc.). While this is a self-contained course, working knowledge of the R statistical environment is desirable.

Latino Studies | LALS

Latino Studies | LALS

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

LATS-L 228 An Interdisciplinary Look at United States Latino/a Identities (3 cr.) Exploration of historical and contemporary constructions of Latino/a identities and experiences in the U.S. Emphasizes trans-cultural social contexts, racial formations, and intersections with other identities, including class, sexuality, and gender.

LATS-L 350 Contemporary Issues in Latino Studies (3 cr.) Online Collaborative Degree. P: Check schedule of classes. LATS- L 350 Contemporary Issues in Latino Studies seeks to provide a thorough understanding of the questions of "who, why, when, and what (can we expect)" that underlies the Latino population's arrival and experience in the United States. The class aims to illuminate such questions about Latinos as to where do they come from, why are they here, where have they settled in the US (and why there), what has been their experience, and what can they expect in the future. We will find that while, by definition, they come from a common part of the world (Central and South America, the Caribbean, or more basically, Latin America) their origins are more disparate than commonly conceived and their prospects are uncertain. What is eminently clear is that they are here to stay, can be an enormous force for good or ill, and will play an increasingly critical role in our nation's political, social, and economic life.

LATS-L 396 Social and Historical Topics in Latino Studies (3 cr.) Study of historical and current issues affecting Latino communities and Latino integration into U.S. mainstream society. Topics may vary.

Reserve Officers' Training Corps

Reserve Officers' Training Corps

IU South Bend offers the opportunity to combine the pursuit of an academic degree with earning an officer's commission. Students should check with their academic program advisors concerning applicability of Reserve Officers Training Corps (ROTC) program credit(s) toward degree requirements.

Military Science and Leadership

- Military Science and Leadership
- Course Descriptions

ROTC | Military Science and Leadership

Army ROTC
LTC William B. Kobbe | Chair and Professor
(574) 631-6987 | 216 Pasquerilla Center | Notre Dame, Indiana | 46556
army@nd.edu | ND Army ROTC Website

Faculty

Professor | **Lieutenant Colonel William B. Kobbe (Chair)**
Assistant Professor | **Captain Christian Henderson**
Instructors | **Master Sergeant James F. Kuritz**

About the Military Science and Leadership 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 US 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 Fightin' Irish Cadet Battalion and complete a planned and managed sequence of classroom courses and practical exercises intended to develop each participant into what an US Army 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 their country and focuses on the role of Army officers in the preservation of peace and national security, with particular emphasis placed on ethical conduct, understanding officer's leadership responsibility to society, develop themselves as well as others, and achieve life -long success. The experience culminates with participants earning a commission as a Second Lieutenant 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 $420 per month. Interested students should contact the Notre Dame Army ROTC scholarship and enrollment officer at (574) 631-4656 or cpratt2@nd.edu.

Additional Army ROTC Curriculum

Professional Military Education Requirements

In addition to the Military Science and Leadership 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 Battalion, and as part of

the ROTC orientation. An approved list of courses that meet the professional military education requirement is available upon request.

Student Organizations and Activities

Army ROTC students have the opportunity to participate in a variety of activities, which include: Running Club, Rifle Team, Ranger Challenge Team, ATLAS (community outreach) and Color Guard. Army ROTC students also have the opportunity to attend: US Army Airborne School, Air Assault School, Special Forces Combat Diver Qualification Course, Mountain Warfare School, Survival Evasion Resistance Escape Course, during the summer break, cultural exchanges abroad, and/or a wide variety of global internships.

Student Awards

***The Dixon Award*.** Named in memory of an alumnus of the Notre Dame Army ROTC Battalion, annually recognizes an outstanding senior who has exemplified the highest professionalism, dedication, and service to the Fightin' Irish Battalion.

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 Fort Leavenworth, Kansas.

The Schellinger / Dukeman Commanders Award. Named in honor of Notre Dame Army ROTC Battalion alumni and former Cadre, annually recognizes the most outstanding Cadets of the fall semester with an US Army saber for their ability to collaborate as a teammate and be a leader amongst peers.

The McKee Award. Named in honor of an alumnus of the Notre Dame Army ROTC Battalion, a US Army saber is presented annually to an outstanding member of the Army ROTC Club.

The Brooks Award. Named in memory of a student and contributor to Notre Dame Army ROTC Battalion, a commemorative plaque and knife is presented annually to an outstanding member of the Irish Rangers.

The Jordan Exemplar Award. Named in honor of a contributor to Notre Dame Army ROTC Battalion, a US Army saber is presented each year to an outstanding member of the Fightin' 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: armyrotc.nd.edu.

Course Descriptions >>

ROTC Military Science and Leadership Course Descriptions

P Prerequisite | C Co-requisite | R Recommended
I Fall Semester | II Spring Semester | S Summer Session/s

- **MIL-G 111 Military Science and Leadership 101- Introduction to the Army and Critical Thinking (1 cr.) Corequisite: MIL-G 410.** 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 Battalion, 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.

MIL-G 112 Military Science and Leadership 112- Introduction to the Profession of Arms (1 cr.) Corequisite: MIL-G 410. 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.) Corequisite: **MIL-G 410.** 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.) Corequisite: **MIL-G 410.** 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. 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.) Corequisite: **MIL-G 410.** 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 Advanced Camp, 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.) Corequisite: MIL-G 410. 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.

Successful completion of this course will help prepare you for the Advanced Camp, which you will attend in the summer at Fort Knox, KY. II

MIL-G 410 Military Leadership Lab I (0 cr.) Corequisite: **MIL-G 410.** 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.) Corequisite: **MIL-G 410.** 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.) Corequisite: **MIL-G 410.** 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, as well as operate in a Battalion staff in any 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.) Corequisite: **MIL-G 410.** 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 Advanced Camp 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