Accreditation

Indiana University Kokomo is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools, which is located at 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504.

Campus Commitment to Assessment of Student Learning

As a reflection of our commitment to the student learning mission of IU Kokomo, the campus community is actively engaged in ongoing, systematic assessment of student learning. This process gives faculty information on how effectively academic programs are meeting their goals for student learning and provides guidance for enhancing those programs. In addition, ongoing, systematic assessment is required for the campus to continue to meet the accreditation standards of the North Central Association/Higher Learning Commission.

The faculty in the various degree programs develop the student learning outcomes for their programs and are responsible for assessing those outcomes. As part of this process, students will be asked to participate in activities such as surveys, standardized exams, or focus groups. In addition, student performance on examinations, quizzes, papers, or other assignments in a course may be used to assess learning outcomes. In all cases, the purpose is to assess the effectiveness of the program as a whole in achieving its student learning goals. So assessment results are aggregated. No individual students or faculty are identified in any assessment report.

Students who have questions about student learning assessment, or are interested in obtaining the results of a program's assessment of student learning may contact the Dean of the School in which the program resides.

Contact

Indiana University Kokomo
2300 S. Washington St.
Kokomo, IN 46904-9003

Phone: (765) 453-2000
www.iuk.edu

Fast Facts

- 4180 total student enrollment (includes ACP)
- 65 percent of students are female and 35 percent are male
- 76 percent of undergraduate students attend full time
- 39 percent of degree-seeking undergrad students are 1S Generation

Overview

Indiana University

Indiana University was founded in 1820 at Bloomington and is one of the oldest institutions of higher education west of the Allegheny Mountains. Its facilities and programs are internationally known for their excellence and diversity. With 109,000 full- and part-time students on eight campuses, as well as a faculty of more than 6,000, Indiana University is one of the largest universities in the nation. The university offers 5,000 courses of instruction and 880 degree programs, and it attracts students from all 50 states and more than 150 countries.

Indiana University has eight campuses: Indiana University Bloomington, Indiana University–Purdue University Indianapolis, Indiana University Northwest (Gary), Indiana University South Bend, Indiana University–Purdue University Fort Wayne, Indiana University Kokomo, Indiana University Southeast (New Albany), and Indiana University East (Richmond). It also offers courses through Columbus, Elkhart, and many other sites. The university puts quality education within reach of all Indiana citizens.

Indiana University Kokomo

Indiana University Kokomo was built upon the foundations of another institution, the Kokomo Junior College. Organized in 1932, the Junior College offered a basic two-year collegiate program. Throughout its 13-year history, it maintained an average enrollment of about 75 students.

In 1945, the Junior College asked Indiana University to assume its function and to establish an extension center in the former Junior College building at 508 West Taylor Street. In 1947, to accommodate steadily increasing enrollment, the university purchased the Seiberling-Kingston mansion at 1200 West Sycamore Street.

IU Kokomo's main classroom building was occupied in 1965 on South Washington Street. Housing classrooms, lounges, faculty research facilities, and a community auditorium, it is located on a 51-acre site in the southern part of the city.

Mission Statement

The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of north central Indiana through effective teaching, learning, and civic engagement and by providing a wide range of bachelor's degrees, and a limited number of master's and associate degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity and inclusion, and strengthening the economic and cultural vitality of the region and the state through a variety of community engagement, partnerships and programs.

Sport Marketing and Management Minor

Sport Marketing and Management Minor

(18 credit hours)

The Sport Marketing and Management Minor provides students with a foundational understanding of sport management theory, and how sport marketing activities and strategies contribute to sport business success. Upon completion of the minor, students will be able to apply sport marketing and management theory to identify opportunities and solve problems faced by sport organizations in a variety of contexts.

The minor is open to all current IU Kokomo students who have a minimum 2.0 cumulative GPA. It is also open to graduates and community members who have a B.A. or B.S. degree with a minimum 2.0 cumulative GPA. For successful completion of the minor, students must attain a C in each required course.

It is the student's responsibility to consult their school/unit to determine the suitability and practicality of the minor.

Advising

For academic advising on any of the Allied Health Sciences, Health Science or Applied Science related programs, see Allied Health Science Advisors located in KE 120 or call 765-455-9384

Bachelor of science in Applied Health Sciences

The BSAHS degree is a joint online degree program offered collectively by all five IU-managed regional campuses. The curriculum is available in an all-online format through the statewide BSAHS consortium.

The Bachelor of Science (BS) in Applied Health Sciences program is a 120 credit hour online program. The program is for individuals with an Associate of Science (A.S.) or Associate of Arts (A.A) degree, or who have completed at least 30 credit hours of coursework that can be applied toward the degree. Students with A.S or A.A degrees who enter the program will transfer in 60 – 64 credit hours from their degree. Students with associate degrees are expected to complete the degree in two academic years (four semesters). Full-time students entering with 30 credit hours are expected to complete in three years.

- 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 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 health care field.

Academic Advising

Students with a declared major are advised in the academic unit on their home campus. To determine who your advisor is and how to contact them, see www.One.IU.edu

Admission Requirements

- Full admission to the regional campus from which you will receive the degree
- Minimum 2.0 GPA on a 4.0-grade scale

Course Requirements

Course requirements fall into four categories and are defined by student learning outcomes.

General Education (varies by campus) 30 - 42 credit hours. Students must achieve the general education outcomes of the campus from which they will graduate.

BSAHS Core (required) 42 credit hours

Students take courses that meet the following learning outcomes:

- 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 optimal 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.

BSAHS Core Courses are:

- AHSC- H301 Health Care Delivery and Leadership (6 cr)
- AHSC- H330 Intercultural Health Communication (6 cr)
- AHSC- H310 Health Policy, Ethics, and Legal Issues (6 cr)
- AHSC- H360 Epidemiology/Biostatistics and Population Health (6 cr)
- AHSC- H340 Research (3 cr)
- AHSC- H320 Consumer Health (3 cr)
- AHSC- H350 Economics of Health Care (3 cr)
- AHSC- H370 Informatics (3 cr)
- AHSC- H480 Grant Writing & Internship (6 cr)

BSAHS Track (one required) 18 credit hours

Track 1: Community Health Educator

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.

Track 1 Courses are:

- AHSC- C415 Community Health Assessment, Education, and Promotion (6 cr)
- AHSC- C425 Program Assessment, Planning, Evaluation I (6 cr)
- AHSC- C435 Program Assessment, Planning, and Evaluation II (6 cr)

Track 2: Health Administration

Coursework will provide instruction in health care organization, planning, budgeting, and finance.

Track 2 courses are:

- AHSC- A440 Health Care Administration and Strategic Planning (6 cr)
- AHSC- A420 Health Care Budgeting and Finance (6 cr)
- AHSC- A430 Health Care Organization Supervision and Resource Management (6 cr)

Electives:

To total 120 credit hours

Students should choose electives that best support the BSAHS track they are pursuing, and in consultation with their academic advisor.

AHSC- H 301 Health Care Delivery and Leadership (6 cr): (Taken in the student's first semester of major). Health care is diverse and dynamic. In this course, students examine the history and current functions of health services delivery systems in the United States. The focus is on the components, their interaction, and internal/external controls. As a person in leadership roles of organizations, you will also discover how to effectively deliver health care services in hospitals, nursing homes, multi-specialty clinics, and home health care agencies. Students will examine how principles of effective leadership skills including organizational design, motivation, conflict management, teamwork, and strategic alliances are utilized in the ever-changing healthcare environment.

AHSC- H 310 Health Policy, Ethics, and Legal Issues (6 cr): In this course, students are introduced to the concepts of health policy and policy analysis, health care ethics and contemporary ethical dilemmas, and legal issues related to health care and health care outcomes. Students will be exposed to leadership strategies for effecting changes in policy, and in resolving legal and ethical dilemmas that arise in health care. Emphasis is placed on the application of knowledge to real and simulated case problems.

AHSC- H 320 Consumer Health (3 cr): In this course, students are introduced to the ways consumers receive and use the 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. Exemplary health issues are discussed.

AHSC- H 330 Intercultural Health Communication (6 cr): This course explores issues related to intercultural communication practices. It examines the important role of social, cultural, and historical context in human interactions related to health disparities. Students will explore the definition of health, wellness, and illness by various underrepresented groups. Students will be able to critically analyze how various groups are affected by illness, what effect this has on the community, and what health promotion specialists can do to address these concerns in a culturally and linguistically appropriate way.

AHSC- H 340 Research in the Health Sciences (3 cr): 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): Economics of Health Care is a growing field and is an important aspect of public policy in developed and developing countries. This course is designed to introduce undergraduate students to the field of Health Economics. The provision and production of health care have different characteristics and incentives from other consumer goods making health related markets a unique topic for study. You will cover a number of topics including basic economic concepts important for the study in health economics, why health is different from other good, aspects of the US health care market, health care in other countries, health care reform, as well as discussing the importance of health for development and some basic economic evaluation techniques.

AHSC- H 360 Epidemiology/Biostatistics and Population Health (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 the disease is distributed within populations and communities.

AHSC- H 370 Informatics (3 cr): In this course, students will explore the impact of meaningful data on health care systems. The concepts of converting data to information to knowledge in the national effort to create electronic health care records that provide privacy and security while ultimately improving patient outcomes will be discussed. Details on meaningful use in electronic health records, health care data analytics, health informatics exchange, quality improvement strategies, public health informatics, and health informatics ethics will be examined.

AHSC- H 480 Grant Writing & Internship (6 cr): (Taken in the student's last semester)

AHSC- C 415 Community 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, Evaluation I (6 cr): This course examines individual, group, and community needs assessment strategies and how these strategies are used in conjunction with theory to develop program goals, objectives, and program evaluation mechanisms that address public health concerns through health education and health promotion programs.

AHSC- C 435 Program Assessment, Planning, and Evaluation II (6 cr) (P: AHSC-C 425): This course examines the implementation and evaluation of health education and promotion programs, population health status, and health behavior initiatives. Effective strategies

for developing, implementing, and evaluating program goals, objectives and outcomes will be examined.

AHSC- A420 Health Care Budgeting and 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 Health Care Organization Supervision and Resource Management (6 cr): This course is designed for those individuals with healthcare experience who are currently, or striving towards healthcare management positions. In addition, it will provide basic knowledge of many crucial aspects of healthcare organization and resource management that can be used as a foundation or course for graduates. Healthcare organizations supervision can differ from other sector management in that it is multifaceted especially in the area of generating revenue and reimbursement for services. 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 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 health care organizational management.

AHSC- A 440 Health Care Administration and Strategic Planning (6 cr): (P: ASCH H 301) This course will build on concepts introduced in ASCH 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.

Pre-Physical Therapy and Pre-Occupational Therapy

Students interested in Physical Therapy or Occupational Therapy should enroll in the Bachelor of Health Sciences (concentration in Exercise and Sport Science) at IU Kokomo. By selecting appropriate elective courses, students can then complete the admission requirementsfor the Doctorate of Physical Therapy (DPT) at IUPUI (http://shrs.iupui.edu/physical_therapy/admissions/). Students are advised to consult with their advisors, Health Science faculty members, and the IUPUI DPT website regarding admission requirements including courses, required grades and other admission requirements. **Nutritional Science** is another key component to a healthy life. Everyone needs food and nutrition to sustain life. Courses in this concentration include both traditional didactic material and experiential learning through our nutrition laboratory. Students study a variety of nutritional science that include how the body metabolizes of nutrients, food preparation, global sustainability, medical therapy, food as an art, and nutrition for chronic diseases and weight management. https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm

Post-Baccalaureate Certificate-Advanced Medical Imaging Technology

Medical Imaging Technologists are employed in a variety of settings. Graduates can be found in hospitals, imaging centers, clinics, physician offices, federal and state agencies, medical supply and equipment businesses, educational institutions, and veterinary services. Due to the rise in baccalaureate radiologic science degrees, the BS degree in Medical Imaging Technology (MIT) may not meet the needs of all individuals looking for further career development and opportunity. Local hospitals and other healthcare facilities face a shortage of qualified technologists. Indeed, many of these facilities frequently seek qualified individuals to fill positions in advanced imaging modalities. This certificate program would help alleviate this problem by educating workers locally, and in communities continually seeking candidates. Moreover, a post-baccalaureate certificate will allow technologists who already have a bachelor's degree an avenue to become board-eligible, highly qualified advanced modality technologists. Finally, a post-baccalaureate certificate will allow those international students who have a reciprocally recognized bachelor's degree in imaging the opportunity to expand their education beyond that level through recognizing their earned bachelor's degree, which is currently an obstacle within the educational system.

Courses in the certificate program, aside from clinical rotations, will be offered at Indiana University Kokomo. The certificate core courses would meet simultaneously with the BS MIT courses as the subject matter would be identical. The major topics and courses in the certificate are listed below:

What are the admission requirements?

Students must have completed a baccalaureate degree at an accredited institution (minimum GPA of 2.70 in all courses and in the mathematics and science courses). The degree should include courses in the sciences and some mathematics to meet at least some of the pre-requisites. The following pre-requisites are required for completion of the certificate program and may have been completed during undergraduate study:

Advising

For academic advising on any of the Allied Health Sciences, Health Science or Applied Science related programs, see Allied Health Science Advisors located in KE 120 or call 765-455-9384

The Admissions Committee will select the number of students each year based on clinical site availability, provided such students meet the admissions criteria. Applications will be due on November 15 for priority consideration but will be accepted until all available clinical spots are filled. For students who are missing pre-requisite courses, these courses can all be completed at IU Kokomo in one year (two regular semesters).

Admission will be determined on a first come, first served basis after candidates applying for the BS in Medical Imaging Technology program are clinically placed.

Post-Baccalaureate Certificate in Medical Imaging Technology: Students who have previously earned a Baccalaureate degree in MIT or Radiologic Sciences may be eligible to earn a second BS degree in a specific concentration which allows them to be eligible for certification in any of our modality specific concentrations.

Information concerning concentrations can be found by visiting the IU Kokomo MIT web page or contact our Medical Imaging Technology Coordinator (davisp@iuk.edu); 765-455-9490. Program details and application process may be found on our MIT website: http://iuk.edu/allied-health-sciences/degrees/majors/medical-imaging-technology/index.php

Medical Imaging Technology Courses:

AHLT-R 404 Sectional Imaging Anatomy (3 cr.) An in-depth study of sectional anatomy pertinent to ultrasound, computed tomography, and magnetic resonance imaging. Standard transverse, parasagittal, and coronal planes are included, utilizing images from all three imaging modalities. A discussion of technique, artifacts, and pathology-related alterations of cross-sectional anatomic appearances is included. P. Admitted MIT Majors only

AHLT-R 405 Advanced Diagnostic Imaging I (3 cr.) Physics and imaging concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging. P. Admitted MIT Majors only

AHLT-R 406 Advanced Diagnostic Imaging II (3 cr.) Procedural concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging. Image analysis of normal and abnormal studies will be presented. P AHLT –R 405

AHLT-R 407 Seminar: Advanced Medical Imaging Technology (3 cr.) Seminar in advanced imaging modalities. Topics will vary. Students are expected to complete simulations and / or scan labs on campus. P Admitted MIT Majors only

AHLT-R 408 Topics in Radiologic Sciences (3 cr.) Study of selected topics in radiologic sciences. May be repeated once for credit if topics differ. P AHLT – R 407

AHLT-R 409 Senior Project in Medical Imaging Technology (3 cr.) Independent readings and research on a selected medical imaging topic. A paper in publishable form must be written as part of the project. P. MIT major admit; Senior MIT major.

AHLT-R 414 Sectional Imaging Pathology (3 cr) An in-depth study of general pathology concepts and disease that affect specific body systems. An emphasis is placed on the appearance of disease process on sectional anatomy images. P: AHLT – R 404

AHLT-R 431 Second Certification: (1-12 cr.) Credits in this courses are awarded as a result of successfully passing a second certification examination offered by the American Registry of Radiologic Technologists (ARRT) and /or American Registry of Diagnostic Medical Sonography (ARDMS). The credits will be awarded based on the clinical concentrations offered by the program. Proof of second certification will be required. P- Admitted MIT majors only.

AHLT-R 481 Clinical Practicum: Vascular Imaging (8-12 cr.) Clinical experience in the performance of vascular and neurological imaging studies.* P Admitted MIT majors only

AHLT-R 482 Clinical Practicum: Computed Tomography (8-12 cr.) Clinical experience in the performance of computed tomographic imaging studies.* P Admitted MIT majors only

AHLT-R 483 Clinical Practicum: Magnetic Resonance Imaging (8-12 cr.) Clinical experience in the performance of magnetic resonance imaging studies.* P Admitted MIT majors only

AHLT-R 484 Clinical Practicum: Ultrasound Imaging (8-12 cr.) Clinical experience in the performance of ultrasound imaging studies.* P Admitted MIT majors only

AHLT-R 485 Clinical Practicum (6 cr.) Clinical experience in various radiological modalities –Variable topics.* P Admitted MIT majors only

AHLT- R 486 Clinical Practicum: Mammography/Breast Ultrasound (6 cr.) Clinical experience in the performance of mammography/breast ultrasound imaging. * P Admitted MIT majors only

AHLT-R 487 Clinical Practicum: Echocardiography (6 cr.) Clinical experience in the performance of echocardiography imaging. * P Admitted MIT majors only

AHLT-R 490 Independent Study in Medical Imaging Technology (variable 1- 6 credits). Prerequisite currently enrolled in MIT major or instructor consent. This course is designed to offer medical imaging technology students the ability to complete various topics of study related to this field but that are not covered in other MIT courses. Topics will vary according to the student's desired direction of study. P Admitted MIT Majors only

Division of Allied Health Science

John O. Hughey MSM, RT (R); **Chairperson Allied Health Sciences**

Assistant Professor Health Sciences: – Health Sciences

- David Hancock, PhD –Health Sciences Coordinator
- Jessica Henderson, PhD–Health Sciences
- Angela Coppola, PhD – Health Sciences
- Ghadah Alshuwaiyer, PhD – Health Sciences

Clinical Assistant Professors:

- Heidi Sebastian BS, RT, R, CT (Radiography Clinical Coordinator)
- Patricia Davis MBA-ITM, RT, R, MR (MIT Coordinator)
- Christine Rassel, BS RT (R) (M) ARDMS, RVT

Lecturers:

- Kim Mossburg, MEd, RD, CAT Health Sciences - Nutritional Science
- Melinda Stanley, MPM; Bachelor of Applied Sciences

The Division of Allied Health Sciences offers a variety of Baccalaureate degrees, one Associate degree, three minors and one certificate program. The Division offers traditional face-to-face degrees as well as online degrees collaborative degrees with our Indiana University Regional partners including IU East, IU Northwest, IU South Bend, IU South East and IUPUI. All majors are related to areas of health, exercise and nutrition. Some degrees are clinical based and require extensive clinical experience and successfully completing a national certification for graduates to practice in their chosen career fields. Other programs can lead eligibility to voluntary national certification examination eligibility.

Bachelor degree students of these programs will comply with the general education requirements as determined by the IU Kokomo Faculty Senate.

Advising

For academic advising on any of the Allied Health Sciences, Health Science or Applied Science related programs, see Allied Health Science Advisors located in KE 120 or call 765-455-9384

Allied Health Sciences' degrees and programs available at Indiana University Kokomo:

- **Health Sciences. Concentrations include:**
  - Exercise and Sport Science
  - Health Promotion
  - Nutritional Science
- **Medical Imaging Technology. Concentrations include:**
  - Computed Tomography (CT)
  - Echocardiography
  - Magnetic Resonance (MRI)
  - Mammography and Breast Ultrasound
  - PACS / Radiology Management
  - Ultrasound/ Sonography (general)
  - Vascular Sonography

Associate Degree

- **Radiography**

Regional Collaborative Bachelor Degrees

- **Applied Sciences (BAS). Concentrations include:**
  - Healthcare leadership
  - Individual
- **Applied Health Sciences. Concentrations include:**
  - Health Education
  - Healthcare Administration

Allied Health Sciences Minors include:

- **Coaching**
- **Nutritional Science**
- **Sport Management and Marketing**

Clinical Related Programs

- **Medical Coding Technology Certificate.**
- **Post-Baccalaureate Certificate- Advanced Medical Imaging Technology**

Courses

- **Undergraduate Courses**

Other Indiana University Allied Health Sciences Programs

Students may complete all prerequisite courses at IU Kokomo.

Indiana University-Purdue University Indianapolis Allied Health Science Professional programs: http://medicine.iu.edu/hpp/

- **Clinical Laboratory Science**
- **Cytotechnology**
- **Histotechnology**
- **Health Information Administration (School of Informatics)**
- **Nuclear Medicine Technology**
- **Pre-Occupational Therapy**
- **Paramedic Science**
- **Pre-Physical Therapy**
- **Emergency Medical Services (EMT)**
- **Radiation Therapy**
- **Respiratory Therapy**
- **Indiana University School of Dentistry Dental Hygiene**

Medical Coding Technology Certificate

Students may complete this program entirely at Kokomo.

New regulations that govern the payment of health service claims issued by various government entities, and also by third-party agencies, have created a sharp growth in the demand for qualified coders. Although most medical coding positions, at present, do not require associate or bachelor's degrees in health information, this growth career field does require specialized training in areas that are related to insurance and health care in general. The Medical Coding Technology Certificate program has been developed to meet the need for quality training for individuals interested in pursuing this field. It combines an understanding of medical terminology and the disease process with ICD-10-CM and CPT medical coding principles and guidelines.

Certificate Requirements

Students must successfully complete ANAT-A215 Basic Human Anatomy, PHSL-P 215 Basic Human Physiology, AHLT-M195 Medical Terminology, AHLT-M 101 Introduction to Health Records, AHLT-M 190 Coding I, AHLT-M 191 Coding II and AHLT-M 192 Introduction to HIM & Reimbursement Methodologies with a minimum grade of C in each course. Students completing all required certificate required courses may take an optional internship (AHLT – M 285). Please see an advisor for more information. Students must earn at least 15 credits at IU Kokomo to qualify for the certificate. Most of the core Medical Coding Courses are now available on-line. Courses are available on-line and limited availability face-to-face.

Medical Coding Technology Courses—Kokomo

Note: The university reserves the right to cancel courses for insufficient enrollment.

P = pre-requisite R = recommended C = co-requisite * = lab fee

AHLT-M101 Introduction to Health Records (3 cr.) This course will focus on the role of the medical coding professionals as an essential part of the healthcare team. They serve the healthcare industry and the public by using best practices in managing healthcare information to support quality healthcare delivery. Reliable healthcare information is critical to high-quality healthcare. Enhancing individual patient care through timely and relevant information is one of the primary goals for the profession. This course is typically provided online

AHLT-M 285 Internship in Medical Coding (1-6 cr.) Clinical assessment in systems and processes for collecting, maintaining, and disseminating health related information; development of professional attitude for interacting with consumers and other professions in the health care industry. (P. all courses for coding certificate must be completed prior to this internship)

AHLT-M 190 Coding I (3 cr.) The study of ICD-10-CM medical coding and classification principles and CPT coding principles, as used in acute ambulatory and long-term care facilities. This course is typically provided online

AHLT-M 191 Coding II (3 cr.) Advanced principles of the ICD-10-CM classification system; optimization; DRG's, sequencing, reimbursement; application of CPT medical coding principles in acute and ambulatory settings. This course is typically provided online

AHLT-M 192 Introduction to HIM and Reimbursement Methodologies (3 cr.) Introduction to health information management, health records, standards, regulations and content; overview of release of information principles, privacy and security; reimbursement methodologies including Medicare, third party payers, ambulatory settings and physician practices. This course is typically provided online.

AHLT-M 301 Electronic Medical Records Management (3 cr.) This course is designed to introduce the student to the basics of electronic health records (EHR) management. This course outlines the essential documents/data content required for maintaining legal medical records using electronic and paper media.

Additional Information

Consumer information about this program

Medical Imaging Technology

Students may complete this program entirely at Kokomo.

Admissions and General Information Program Application can be found on our website: http://www.iuk.edu/allied-health-sciences/degrees/majors/medical-imaging-technology/index.php.

International students wishing to enter the program must contact the MIT Coordinator to assure proper credentialing and credit transfer.

The medical imaging technologist in radiologic sciences is a skilled radiographer qualified to provide diagnostic imaging services in advanced modalities. Students will choose from imaging modality concentrations including Computed Tomography (CT), Magnetic Resonance Imaging (MRI), Mammography/ Breast Ultrasound (M), Radiology Management/ Picture Archiving and Communication (PACS) and ultrasonography / sonography (general US, Echocardiography and Vascular), these areas represent advanced imaging in diagnostic radiology. Effective medical imaging technologists utilize principles of patient care, radiation safety and physics to determine imaging factors to assure quality diagnostic images. Technologists are also capable of assisting in surgical procedures performed during examinations, assessing the technical quality of the image and providing basic patient care. The technologist will function as a member of the healthcare team.

Graduates receive a Bachelor of Science degree and are eligible to take certification examinations provided by the ARRT and/ or ARDMS, depending on their major area of concentration. IU Kokomo campus has earned primary pathway status through the ARRT or CCI for sonography, magnetic resonance imaging and echocardiography.

Medical Imaging Technology degree has several options for medical imaging concentration. A concentration will appear on the transcript, students are eligible to apply for national certification examinations in their areas of clinical mastery. IU Kokomo MIT program earned designation as a primary pathway by the ARRT. This allows students to apply for certification in areas of clinical mastery of Ultrasound / Sonography or Magnetic Resonance Imaging (MRI). In addition, students who demonstrate mastery and have completed clinical experience hours in our sonography concentration are eligible to apply for the ARDMS examination.

These courses concentrate completely on material involved specific to each modality reflected. The Division of Allied Health Sciences requests approval and that this change is made as soon as possible to more accurately reflect the students' courses of study. Upon program completion, the student will earn 34 to 36 credit hours depending on the chosen concentration.

Radiography

Students may complete this program entirely through Indiana University Kokomo. Radiography is a science involving the medical use of X-rays in the diagnosis of disease. A radiologist is a physician specializing in this science, and a radiographer is the technical assistant to the radiologist. Radiographers make up the largest group of imaging professionals. Their principal duties consist of producing diagnostic radiographs and performing patient care assessments. They also assist in fluoroscopic examinations and in interventional radiological procedures. Specific tasks performed by radiographers vary.

Radiographers must be able to care for seriously ill and injured patients to optimism information without injury to the patient and with the least amount of pain and discomfort from the examination. Utilizing knowledge of methods to reduce ionizing radiation during the procedures in of primary importance. They may assist the

radiologist, a specially trained physician, in some complex procedures, often involving the injection of opaque media through needles or catheters. Radiographers must be well educated and experienced in aseptic techniques, requiring skills often comparable to those of nurses. Most radiographers are employed in hospitals, clinics, and physicians' offices. Graduates receive an Associate of Science degree and are eligible to take the national certification examination of The American Registry of Radiologic Technologists (ARRT) to become certified as a Registered Radiographer R.T. I. Please refer to the IU Kokomo Radiography website for applications and details of admission. http://www.iuk.edu/allied-health-sciences/degrees/majors/radiography/index.php

Please consult the Kokomo Allied Health Sciences Division Office for additional admission requirements and prerequisite courses. ***Only students selected through the IU Kokomo Radiography or Medical Imaging Technology Programs are eligible to register for AHLT – R courses*.**

Radiologic Science Courses–Kokomo

Note: The University reserves the right to cancel courses for insufficient enrollment.

P = pre-requisite; R = recommended; C = co-requisite
*** = lab fee**

AHLT-R 100 Orientation to Radiologic Technology (2 cr.) **C or P**: AHLT-R 101, R 102, and R 181. Introduction to the field of radiology and its history. Students learned 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 Radiologic Procedures 1 (4 cr.) **C or P**: AHLT-R 100, R 102, and R 181. Concepts in radiography with emphasis on the radiographic procedures used to demonstrate the skeletal system.*

AHLT-R 102 Principles of Radiography I (3 cr.) **C or P**: AHLT-R 101, R 181. Basic concepts of radiation, its production, and its interactions with matter. Includes the production of the radiographic image and film processing.

AHLT-R 181 Clinical Experience in Radiography I (4 cr.) **C or P**: AHLT-R 100. 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 in Radiography II (4 cr.) **P**: AHLT-R 101 and R 181. 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 200 Pathology (2 cr.) **P**: ANAT-A 215 and PHSL-P 215. A survey of the changes that occur in the diseased state to include general concepts of disease, causes of disease, clinical symptoms and treatment, and diseases that affect specific body systems.

AHLT-R 201 Radiographic Procedures II (4 cr.) **C or P**: AHLT-R 101, and R 182. Concepts in radiography with emphasis on radiographic procedures used to demonstrate the bony thorax, vertebral column, and those requiring the use of contrast media.*

AHLT-R 202 Principles of Radiography II (3 cr.) **C or P**: AHLT-R 102, R 201, and R 181. Continuation of R102 with emphasis on the properties that affect the quality of the radiographic image.

AHLT-R 205 Radiographic Procedures III (4 cr.) **C or P**: AHLT-R 201 and R 222. Concepts in radiography with emphasis on special radiographic procedures and related imaging modalities.*

AHLT-R 207 Current Topics in Radiography (2cr.) Individual and group study focusing on the state of the art in radiography.

AHLT-R 208 Topics in Radiography (2 cr.)**P:** Selected topics in radiography. May be repeated for credit if topics differ. Prerequisites may exist for some topics.

AHLT-R 222 Principles of Radiography III (3 cr.) **P**: AHLT-R 202. Continuation of R202 with emphasis on the application of radiography principles on imaging equipment.

AHLT-R 250 Physics Applied to Radiology (3 cr.) **P**: MATH-M 117. Fundamentals of radiation physics, X-ray generation, and equipment quality control.

AHLT-R 260 Radiation Biology and Protection in Diagnostic Radiology (3 cr.) **P**: AHLT-R 250. Study of the biological effects of ionizing radiation and the standards and methods of protection. Emphasis is placed on X-ray interactions. Also included are discussions on radiation exposure standards and radiation monitoring.

AHLT-R 281 Clinical Experience in Radiography III (3 cr.) **P**: AHLT-R 201 and R 182. 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 in Radiography IV (3 cr.) **P**: AHLT-R 201 and R 182. 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 in Radiography V (5 cr.) **P**: AHLT-R 201 and R 182. 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.*

AHLT-R 290 Comprehensive Experience (5 cr.) **P**: AHLT-R 281, R 282, and R 283. 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.*

AHLT-R 400 Level courses are P: Admitted MIT Majors only

AHLT-R 404 Sectional Imaging Anatomy (3 cr.) An in-depth study of sectional anatomy pertinent to ultrasound,

computed tomography, and magnetic resonance imaging. Standard transverse, parasagittal, and coronal planes are included, utilizing images from all three imaging modalities. A discussion of technique, artifacts, and pathology-related alterations of cross-sectional anatomic appearances is included. P. Admitted MIT Majors only

AHLT-R 405 Advanced Diagnostic Imaging I (3 cr.) Physics and imaging concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging. P. Admitted MIT Majors only

AHLT-R 406 Advanced Diagnostic Imaging II (3 cr.) Procedural concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging. Image analysis of normal and abnormal studies will be presented. P AHLT –R 405

AHLT-R 407 Seminar: Advanced Medical Imaging Technology (3 cr.) Seminar in advanced imaging modalities. Topics will vary. Students are expected to complete simulations and / or scan labs on campus.

AHLT-R 408 Topics in Radiologic Sciences (3 cr.) Study of selected topics in radiologic sciences. May be repeated once for credit if topics differ. P AHLT – R 407

AHLT-R 409 Senior Project in Medical Imaging Technology (3 cr.) Independent readings and research on a selected medical imaging topic. A paper in publishable form must be written as part of the project. P. MIT major admit; Senior MIT major.

AHLT-R 414 Sectional Imaging Pathology (3 cr) An in-depth study of general pathology concepts and disease that affect specific body systems. An emphasis is placed on the appearance of disease process on sectional anatomy images. P: AHLT – R 404

AHLT-R 431 Second Certification: (1-12 cr.) Credits in this courses are awarded as a result of successfully passing a second certification examination offered by the American Registry of Radiologic Technologists (ARRT) and /or American Registry of Diagnostic Medical Sonography (ARDMS). The credits will be awarded based on the clinical concentrations offered by the program. Proof of second certification will be required.

AHLT-R 481 Clinical Practicum: Vascular Imaging (8-12 cr.) Clinical experience in the performance of vascular and neurological imaging studies.* P Admitted MIT majors only

AHLT-R 482 Clinical Practicum: Computed Tomography (8-12 cr.) Clinical experience in the performance of computed tomographic imaging studies.* P Admitted MIT majors only

AHLT-R 483 Clinical Practicum: Magnetic Resonance Imaging (8-12 cr.) Clinical experience in the performance of magnetic resonance imaging studies.* P Admitted MIT majors only

AHLT-R 484 Clinical Practicum: Ultrasound Imaging (8-12 cr.) Clinical experience in the performance of ultrasound imaging studies.* P Admitted MIT majors only

AHLT-R 485 Clinical Practicum (6 cr.) Clinical experience in various radiological modalities

AHLT-R 487 Clinical Practicum: Echocardiography (6 cr.) Clinical experience in the performance of echocardiography imaging. * P Admitted MIT majors only

AHLT-R 490 Independent Study in Medical Imaging Technology (variable 1- 6 credits). Prerequisite currently enrolled in MIT major or instructor consent. This course is designed to offer medical imaging technology students the ability to complete various topics of study related to this field but that are not covered in other MIT courses. Topics will vary according to the student's desired direction of study. P Admitted MIT Majors only

Bachelor of Science in Health Science

The Bachelor of Science in Health Sciences is a versatile degree that provides students with extensive preparation for work in any field that addresses people's health. The objective of this program is to address the needs of those students seeking a broad understanding of the science of human health and its application to their chosen career.

Health Sciences provides education to help prepare individuals to maintain and improve the health, quality of life and well-being of people; to prepare students to acquire knowledge of various health care related subjects and apply this knowledge to improve the health of those they come in contact with. The curriculum is structured to allow students to complete graduate prerequisites and courses for continued education in health professional programs.

The health sciences field is the single largest industry in the country, accounting for more than 14 million jobs. Many of the fastest growing occupations today are in health sciences. According to the U.S. Department of Labor, health sciences occupations are expected to generate as many as 3 million new jobs by 2018. In addition, the field of health education is expected to grow by 20 percent, or roughly 25,000 new jobs, in the next decade.

This highly interdisciplinary degree offers coursework that promotes an understanding of the biological, social, behavioral, economic and ethical factors that influence health care today. This degree offers courses from departments throughout the University and has a flexible curriculum so students can choose an area of specialization to suit their career interests.

Health Sciences is an interdisciplinary degree that meets the needs of three student groups: (1) students who want to prepare for careers in Health Promotion, Exercise and Sport Science, or Nutritional Sciences; (2) students who want to apply to graduate programs; and (3) health care professionals who have already obtained an associate's degree and would like to obtain a baccalaureate degree. Students majoring in Health Science will have the opportunity to prepare for entry and mid-level positions at for profit and not-for profit health care organizations such as community/public health, hospitals, fitness centers, and health clinics.

The primary goal of the degree is to provide students the basic, technical and applied aspects of health science. Another goal is to help students apply this knowledge to a variety of career opportunities. A baccalaureate

degree in Health Science will enable students to gain knowledge of problem solving skills relevant to health related professions, medicine and interrelated fields of health and wellness care.

***Health Sciences Concentrations*:**

IU Kokomo offers a Bachelor of Science in Health Sciences with three concentrations: (1) Health Promotion; (2) Exercise and Sport Science; and (3) Nutritional Science. These three concentrations provide students the knowledge and skills that enhance awareness about healthy lifestyle behavior, increase health-enhancing behaviors, decrease health risk behaviors, and create environments supportive of healthy lifestyles. Students are prepared to pursue the Certified Health Education Specialist (CHES) certification.

Health Promotion is the science of helping people, organizations, and communities change lifestyle behaviors to move toward a state of improved health resulting in decreases in chronic disease and health care costs. To accomplish this objective, students learn the science of health through the study of nutrition, biology, anatomy and physiology, and psychology combined with program planning for health promotion by learning how to assess, implement, and evaluate programs that effectively achieve the outcome of improved health. What can Health Promotion concentration graduates do?

http://www.bls.gov/ooh/community-and-social-service/health-educators.htm

Exercise and Sport Science is appropriate for students interested in personal training, sports administration/ management, sport leadership, exercise science, biomechanics, strength and conditioning, athletic coaching, and fitness specialties. Upon completion, a number of students apply and are accepted into the following professional schools: physician assistant, physical therapy, occupational therapy and athletic trainer. To accommodate these careers, we offer courses that are both academically and physically challenging. This unique degree offers science based courses in the field of health and nutrition as well as performance based activity courses. What can Exercise and Sport concentration majors do?

http://www.bls.gov/ooh/healthcare/athletic-trainers-and-exercise-physiologists.htm

Nutritional Science is an important component of a well-rounded Health Sciences undergraduate degree. The nutritional science concentration allows for the Health Sciences major to understand the value of food, food preparation and substances within what is consumed and the relationship to personal and community health.

A concentration in nutritional science provides a foundation for Health Science majors to pursue careers that improve lives, prevent diseases, and promote general healthy living in individuals and our communities. What you eat not only has the ability to promote health, it also influences your risk of many diseases. Students who earn this concentration develop a knowledge based in science and nutrition to understand and explore the relationship between what we eat and health. Courses specific to this concentration emphasize the fundamentals of nutrition, food preparation, and the metabolism of nutrients in health and disease. If you want to make a difference in helping people lead healthier lives a concentration in nutritional science may be for you.

This concentration may lead the Health Sciences graduate to being eligible for graduate programs in Dietetics. Dietetics is a specialized area of nutrition. Registered Dietitians (RD) need a program that includes additional chemistry courses as well as an internship. Dietetics' focus is on prevention of disease and chronic processes.

https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm

Coaching Minor

Coaching Minor:

(18 credit hours)

The Coaching Minor at IU Kokomo is designed for students who are interested in coaching youth, adolescent, or adult athletes. The goal of the minor is to provide students with the necessary theoretical and practical skills to engage in coaching following their IU Kokomo degree completion.

The minor is open to any current IU Kokomo student who has a minimum 2.0 cumulative GPA. It is also open to graduates and community members who have a B.A. or B.S. degree with a minimum 2.0 cumulative GPA. For successful completion of the minor, students must attain a C in each required course.

Evaluation:

Assessment of the Coaching Minor curriculum will be conducted through course-embedded assessment tools such as practice activities, development of training plans, and course exams. A portfolio will be required in this minor to document knowledge of theory and techniques of coaching in the student's sport of choice practicum. Students must attain a 2.0 GPA in the minor overall. Students must complete the practicum with a satisfactory evaluation by the practicum supervisor. Note that the practicum experiences can range from grades K – 12 to assistant coaching at the collegiate level; in a club setting such as a swimming, soccer, or basketball youth association; or at a recreational level, such as youth baseball or softball.

***Note:** It is the student's responsibility to check with their school/degree unit to determine whether this minor may be officially recorded on the transcript. The various schools on the IU Campuses may limit the number of hours outside their school that will count toward a degree. Students should check with an advisor in for information about policies.*

Advising

For academic advising on any of the Allied Health Sciences, Health Science or Applied Science related programs, see Allied Health Science Advisors located in KE 120 or call 765-455-9384

Clinical Laboratory Science

Students may only complete the first three years of this program at IU Kokomo

The clinical laboratory scientist is a member of the laboratory team in diagnosis and research who performs

many of the tests on tissue and blood that physicians need to treat diseases properly. The first three years of the clinical laboratory science curriculum are designed to provide a broadly based background in chemistry and the biological sciences, as well as an opportunity to elect courses from the humanities and social and behavioral sciences. The fourth year is spent in the clinical laboratory at the IU Medical Center. Selection of the fourth-year students will be made by the faculty of the clinical laboratory science program at IUPUI. Upon graduation, students are eligible to apply for examination for certification by the Board of Registry of the American Society of Clinical Pathologists. Persons with the B.S. in Clinical Laboratory Science find job opportunities in hospitals, clinics, research institutes, industry, and physicians' offices.

Degree Requirements

Students must:

1. Satisfactorily complete 90 credit hours, including general education requirements and program prerequisites.

2. Attain a cumulative grade point average of 2.5 or better and a science grade point average of 2.5 or better on a 4.0 scale.

3. Attain no less than a grade of C in the life and physical science prerequisite courses.

4. Satisfactorily complete the fourth (clinical) year.

Please consult the *IUPUI Bulletin* for additional admission requirements and prerequisite courses.

Cytotechnology

Students may only complete the first three years of this program at IU Kokomo

The cell, the keystone of life and control point for health or disease, is the object of the cytotechnologist's attention. This fascinating field involves the microscopic inspection and evaluation of individual cells or groups of cells to detect cancer or other diseases.

The work of the cytotechnologist, which blends with that of pathologists and other physicians, involves developing and utilizing simple and reliable methods of collecting and evaluating cell samples from every organ of the body. The prime objective is to detect cancer early when treatment can often result in a cure for that disease.

Degree Requirements

The cytotechnology program is four years in length. It leads to a Bachelor of Science in Cytotechnology degree conferred by the Indiana University School of Medicine.

Students are admitted to the professional year of the cytotechnology program (at the

IU Medical Center) after they have earned 90 credit hours of college course work. The professional year usually is the senior year of college study. However, a student who holds a degree in another field also may be admitted into the cytotechnology program. Please consult the IUPUI Bulletin for additional admission requirements and prerequisite courses.

Questions regarding alternative biology courses should be directed to the cytotechnology program faculty.

Histotechnology

Student may complete all prerequisites for an Associate of Science degree in Histotechnology at IU Kokomo campus. There is also a Certificate program through IUPUI.

Length of Program One year of full-time certificate-level course work, or prior certification by the Board of Registry of the American Society for Clinical Pathology, plus additional time for completion of degree requirements. Students should aim to complete the course work in no more than five years from the time they first enroll in the program.

Structure of Program Designed for the employed histologist, the professional course work is offered by distance education. General-education courses may be completed at Indiana University or at other accredited colleges or universities.

Design of Professional Curriculum Completion of the certificate-level course work (24 credit hours) is required before pursuit of the associate degree. Alternately, the previously certified HT (ASCP) may apply for special credit in lieu of completion of the certificate course work. Required general-education courses may be transferred from any accredited college or university, in accordance with university and school policy, or completed through the Indiana University School of Continuing Studies independent study courses. A minimum of 30 credit hours must be completed at Indiana University. The histotechnology capstone course, offered by distance education via Adobe Presenter and Adobe Connect web-conferencing, will be taken as the student nears degree completion.

Program Facilities the Histotechnology program office is in the IU Health Pathology Laboratory Building at Indiana University-Purdue University Indianapolis. Student's access accredited course work by attendance at IUPUI or another college or university or through distance education offerings.

Upon successful completion of all standard academic requirements established for this program, the graduate is entitled to receive a Certificate in Histotechnology from Indiana University. By virtue of the standards required by this program, the graduate is eligible to take the Histotechnician Certification Examination administered by the American Society for Clinical Pathology's Board of Registry. The didactic and practical experience provided by the course of instruction should enable the graduate to accomplish the following objectives:

A. Technical Skill

1. Perform procedures of basic histologic laboratory techniques, instrumentation, and problem solving at entry-level competency.
2. Demonstrate knowledge of general and specific histologic methodology.
3. Perform procedures with accuracy and precision.
4. Monitor internal and external quality assurance measures.
5. Demonstrate knowledge of operational principles of commonly used laboratory instruments, to include

the ability to perform daily preventative maintenance and correct simple malfunctions.
6. Exercise independent judgment regarding choice of procedure and evaluation of results.
7. Organize tasks to cope with volume of work and unexpected demands.

B. Communication

1. Communicate effectively with the clinical education supervisor and program director regarding curriculum and training courses.
2. Effectively organize and present information both in written assignments and oral communication.
3. Communicate effectively with other laboratory and health care providers.

C. Professional Behavior

1. Display an attitude reflecting pride and professionalism in daily laboratory duties.
2. Demonstrate adaptability, integrity, initiative, neatness, maturity, stability, and a desire for excellence.

Scholarships The American Society for Clinical Pathology, the National Society for Histotechnology, and several states' histology professional organizations sponsor scholarships for students in histotechnology. Other scholarship and financial aid opportunities may be available through the IUPUI Office of Scholarships and Financial Aid.

Courses are taught via distance education to students in qualifying histology laboratories around the United States. For more information please follow the link to IUPUI advising:

http://medicine.iu.edu/hpp/

Health Information Administration

Students may only complete the first three years of this program at IU Kokomo.

In every aspect of medical care, precise records are important. They are necessary for

The physician to prescribe treatment for continuous patient care. They are vital to medical and hospital staff members in research and administration, and they become pivotal in medicolegal matters.

The training of specialists to develop, manage, and improve health information systems is the aim of the health information administration program. The field is both an art and a science. It involves data collection and analysis of medical records for research purposes and for improved health care delivery.

Degree Requirements

The four-year health information administration program leads to the degree of Bachelor of Science in Health Information Administration. It is conferred by the Indiana University School of Informatics.

Under this program, students take courses in medical record science; directed practice experience; medical terminology; medical care; hospital organization and management; and medicine and the law; along with courses in basic sciences, humanities, and business. In addition, students have a month-long clinical affiliation in the senior year. Assignments are usually made to a hospital outside the Indianapolis area.

Please consult the *IUPUI Bulletin* for additional admission requirements and prerequisite courses.

Nuclear Medicine Technology

Students may only complete the first two years of this program at IU Kokomo.

The graduate nuclear medicine technologist is a skilled person qualified to provide patient

diagnostic and therapeutic services using ionizing radiation in the form of gamma rays, X-rays, and beta rays. These radiations emanate from radioactive materials. Nuclear medicine technologists perform patient organ imaging procedures, radioactive analysis of biological specimens (blood, urine), and some therapeutic applications of radioactive materials. Effective nuclear medicine technologists utilize principles of radiation protection as they prepare and administer radioactive materials for a variety of examinations. They are capable of performing quality control procedures on the instrumentation and on the radioactive materials. Nuclear medicine technologists also assist physicians in surgical procedures and during examinations, give intravenous injections, draw blood, assess the technical quality of the studies, and provide basic patient care. The technologist must function as a member of the health care team.

Graduates receive a Bachelor of Science degree and are eligible to take the certification examination of the American Registry of Radiologic Technologists and the Nuclear Medicine Technology Certification Board to become certified as a nuclear medicine technologist, R.T. (N), or C.N.M.T.

Please consult the *IUPUI Bulletin* for additional admission requirements and prerequisite courses. http://medicine.iu.edu/hpp/

Occupational Therapy

A pre-OT baccalaureate degree program is available at IU Kokomo. See the Bachelor of Biological and Physical Sciences Degree in the Department of Natural, Information and Mathematical Science, School of Arts and Sciences section in this bulletin.

Among the fastest growing of the allied health professions is occupational therapy. Professionals in this field are concerned with an individual’s ability to engage in the normal activities of everyday life. Focusing on self-care, work, and play, registered occupational therapists determine the extent to which their patients or clients can function. Inability to function in certain areas may be due to lack of muscle strength, limitations in the range of motion in extremities, or the inability to properly integrate sensation. Other reasons include emotional disorders and social problems. After the assessment of the individual’s level of function, the therapist plans a treatment program, taking into account the needs, abilities, and desires of the patient. The treatment techniques may include a variety of therapeutic methods, as well as common activities specifically adapted for the patient.

Degree Requirements

The occupational therapy program offers a Master of Occupational Therapy professional degree. The degree is conferred by the Indiana University School of Health and Rehabilitation Sciences at IUPUI. The prerequisites are a baccalaureate degree including courses in: Abnormal Psychology/Psychopathology, Human Growth and Development, Medical Terminology, Kinesiology, Statistics, Human Anatomy (with a lab) and Human Physiology (with a lab).

Paramedic Science

Students may only complete the first year of this program at IU Kokomo.

Emergency medical technicians (EMTs), formerly called ambulance attendants, care for people at the scene of emergencies and transport them to hospitals or other health care institutions. EMTs (basic, intermediate, and paramedic) determine the nature and extent of victims' medical and trauma-related emergencies and provide limited care. Depending on their level of training and on state regulations, EMTs may provide such care as opening and maintaining airways, controlling bleeding, immobilizing fractures, and administering certain drugs.

The Associate of Science in Paramedic Science degree program is designed to prepare emergency medical technicians-paramedics to deliver emergency patient care in the prehospital setting. The EMT-paramedic primarily provides prehospital emergency care to acutely ill or injured patients by ambulance service and mobile advanced life-support units under medical command authority and, secondarily, provides care in other appropriate settings that are under physician supervision.

Degree Requirements

The paramedic science program is two years in length. It leads to an Associate of Science in Paramedic Science degree conferred by the Indiana University School of Medicine.

Students are admitted to the professional year of the paramedic science program (at the IU Medical Center) after they have earned 29 credit hours of college course work.

Please consult the *IUPUI Bulletin* for additional admission requirements and prerequisite courses.

Physical Therapy

A pre-PT baccalaureate degree program is available at IU Kokomo. See the Bachelor of Health Sciences in Allied Health Sciences; Biological and Physical Sciences Degree in the School of Sciences; or the Bachelor of Science in Psychology, General Science Degree in the Department of Psychology, School of Humanities and Social Sciences section in this bulletin.

Physical therapists work with individuals of all ages and treat patients with conditions such as burns; soft tissue injuries; heart and lung disabilities; and problems with nerves, muscles, and bones. Physical therapists use their skills to assist in patient rehabilitation following many types of surgical procedures.

Physical therapists, as members of the health care team, have roles in addition to direct work with patients. They may organize prenatal classes. They have responsibility for many aspects of preventive medicine such as developing screening programs in schools. Some physical therapists are in administration, others work in research, and some teach courses in physical therapy.

Because physical therapists (PTs) are involved in total maintenance and restoration of health and the prevention of disease, they must know how to apply physical, biological, social, and medical sciences to individuals.

It is essential for physical therapists to evaluate the physical status of patients. Based on results of the evaluations, the PTs, in consultation with referring physicians, establish treatment programs. Then, the physical therapist guides the application of the treatments and makes alterations as the needs of the patient change.

Degree Requirements

The physical therapy program encompasses three years of study and leads to a Doctor of Physical Therapy degree awarded by the Indiana University School of Health and Rehabilitation Sciences at IUPUI. Students are accepted into the physical therapy program after completing a Baccalaureate degree.

Students must include Human Anatomy, Human Physiology, and one year of General Chemistry, one year of Physics, General Psychology, Life Span Development, and a course in Statistics as part of their undergraduate curriculum. Please consult the *IUPUI Bulletin* for additional admission requirements and prerequisite courses.

Radiation Therapy

Students may only complete the first two years of this program at IU Kokomo.

Radiation therapy involves the use of differing forms of ionizing radiation for the treatment of benign and malignant tumors. Radiation therapists administer the prescribed dose of radiation to specific sites of the patient's body as directed by the physician. They operate various types of equipment, including high-energy linear accelerators and radioactive materials, while practicing the principles of radiation protection. The radiation therapy technologist also monitors the patient's care during the treatment period. The Bachelor of Science degree curriculum is based on a combination of general education courses, professional courses, and clinical practicums.

Please consult the *IUPUI Bulletin* for additional admission requirements and prerequisite courses. http://medicine.iu.edu/hpp/

Respiratory Therapy

Students may only complete the first two years of this program at IU Kokomo.

Respiratory therapists help in the diagnosis and treatment of a wide variety of patients with heart and lung problems. Patients may be in newborn nursery units, in surgical and medical units, in emergency rooms, and in outpatient departments and intensive care units of hospitals. Patients may have chronic conditions that threaten their lives, or have birth defects or accident connected disabilities affecting their heart, lungs, or other body organs.

Sophisticated equipment may be necessary to help people continue breathing. Respiratory therapists assist patients with systems and procedures such as airway

management, artificial mechanical ventilation, external cardiac massage, and other heart and lung support measures. Many patients who might not otherwise have survived are now returning to active lives.

Respiratory therapists also perform patient care in carrying out physicians' orders with specific therapeutic measures. They may provide and recommend specialized respiratory care. They are concerned about total patient welfare, realizing that some procedures may affect a patient's overall physiologic status. Respiratory therapists use a variety of testing techniques to assist in medical research and diagnosis of disease in performing their function as a part of the health care team.

Degree Requirements

The respiratory therapy program offers a Bachelor of Science in Respiratory Therapy degree.

In the first two years of college, students take prerequisite courses so that they may enter the professional portion of the degree program in the junior year. Counselors assist the students in choosing the proper beginning courses. Students apply for admission to the respiratory therapy program in the fall semester one year prior to their anticipated entry. The admission process includes a personal interview during the spring semester.

The curriculum provides an understanding of the biological and physical sciences and disease processes, as well as of the technical equipment and procedures necessary to prepare graduates to function as important members of the health care team. Students become acquainted with the field through classes, laboratories, and in-hospital clinical experiences. Six hospitals in Indianapolis provide laboratory and direct patient care experience.

Please consult the *IUPUI Bulletin* for additional admission requirements and prerequisite courses.

Dental Hygiene, Indiana School of Dentistry

Students may only complete the first year of this program at IU Kokomo.

The dental hygienist is a member of the dental health team who provides educational, preventive, and therapeutic oral health services. Employment opportunities may be available in private dental practice, hospitals, public health, educational institutions, and research. Indiana University offers a program leading to an Associate of Science degree.

Prerequisite Courses—Written communication (3 cr.), General Psychology (3 cr.), Introductory Sociology (3 cr.), Public Speaking (3 cr.), Chemistry (5 cr.), Arts and Humanities (6 cr.), Basic Human Anatomy (5 cr.), Basic Human Physiology (5 cr.), and Microbiology (4 or 5 cr.).

Information about dental auxiliary education programs may be obtained from the following

sources: http://medicine.iu.edu/hpp/

Indianapolis

Director of Pre-professional Counseling or Director, Dental Hygiene

Indiana University School of Dentistry

1121 West Michigan Street, Indianapolis, IN 46202

Fort Wayne

Supervisor, Dental Hygiene

Indiana University Purdue University Fort Wayne 2101 Coliseum Boulevard East,

Fort Wayne, IN 46805

South Bend

Supervisor, Dental Hygiene

Indiana University South Bend

1825 Northside Boulevard, South Bend, IN 46615

Gary

Director, Dental Hygiene

Indiana University Northwest

3223 Broadway, Gary, IN 46408

Emergency Medical Services (EMT)

An educational program in Emergency Medical Technician—Basic and Paramedic Science is located on the Indiana University—Purdue University Indianapolis campus and is offered through the IU School of Medicine Department of Emergency Medicine in conjunction with Eskenazi Hospital Division of Emergency Medical Services.

Health, Physical Education and Recreation

HPER courses at IU Kokomo are those involving Health, Physical Education and Recreation. HPER courses are provided through the Division of Allied Health Sciences. Most are one credit hour courses that can be used for a variety of University electives or core requirements. Please see an Allied Health Science advisor for specifics. HPER courses offered through IU Kokomo at typically provided by our fitness and wellness partners including the Kokomo Sports Center, Logansport YMCA and Peru YMCA. Beginning in the fall of 2013 the Kokomo campus hopes to expand the offerings and provide additional courses in its new on-campus Fitness Center. Course offerings may vary by semester, season and availability of facility.

Allied Health Science Undergraduate Courses

AHLT-M 101 Introduction to Health Records (3 cr.) Focus on the role of the coding professionals as an essential part of the healthcare team.

AHLT-M 190 Coding I (3 cr.) The study of ICD-9-CM coding and classification principles and CPT coding principles, as used in acute ambulatory and long-term care facilities.

AHLT-M 191 Coding II (3 cr.) Advanced principles of the ICD-9-CM classification system; optimization; DRG's, sequencing, reimbursement; application of CPT coding principles in acute and ambulatory settings.

AHLT-M 192 Introduction to HIM and Reimbursement Methodologies (3 cr.) Introduction to health information management, health records, standards, regulations and content; overview of release of information principles, privacy and security; reimbursement methodologies including Medicare, third party payers, ambulatory settings and physician practices.

AHLT-M 285 Internship in Medical Coding (1-6 cr.) Clinical assessment in systems and processes for collecting, maintaining, and disseminating health related information; development of professional attitude for interacting with consumers and other professions in the health care industry. (P. all courses for coding certificate must be completed prior to this internship)

AHLT-M 301 Electronic Medical Records Management (3 cr.) This course is designed to introduce the student to the basics of electronic medical records (EMR) management. This course outlines the essential documents/data content required for maintaining legal medical records using electronic and paper media.

Applied Sciences

HPER-H 315 Consumer Health (3 cr.) This course is an overview or survey course of health products and services. The health system is large and complex. Therefore, the consumer needs to exercise proper discretion in selecting and properly utilizing the myriad of medical goods and services based upon personal values and decision-making skills. This course will also explore consumer issues related to proper selection of food and nutritional productions comparing different food labeling and costs. Chronic Diseases in America are discussed from a consumer health approach. (Cross-list with AHLT-H383)

AHLT-M 366 Leadership for Health Professionals (3 cr.) This course addresses the Leadership of organizations that deliver health care services such as hospitals, nursing homes, multi-specialty clinics, and home health care agencies. Students will examine principles of effective management including organizational design, motivation, leadership, conflict management, teamwork, and strategic alliances.

Health Sciences

AHLT-A 344 Strength Training and Conditioning (3 cr.) This course is intended to cover the essentials of strength training and conditioning to prepare a student who is interested in becoming a Certified Strength and Conditioning Specialist or a Certified Personal Trainer. (P: ANAT-A 215, PHYS-P 215)

AHLT-A 491 Internship in Health Sciences (1-6 cr.) Under the guidance of a Health Science faculty the student will perform an internship that is suitable to meet the learning objectives of the course. Objectives may vary depending on the specific concentration and internship facility. This is a variable credit course. (P. 30 + credit hours)

AHLT-B 352 Performance Improvement in Health Management (3 cr.) This course provides the fundamental concepts of quality management in health care systems and the essential tools, to measure and analyze a system, evaluate problems, and implement necessary changes to improve system performance. You will study system model theory in health care and utilize critical thinking to create changes in your own organization to improve client care, patient safety and essential services. Therefore, you will be utilizing your personal experience in assignments, to create a more meaningful student experience, useful in your future endeavours. (P. 30 + credit hours)

AHLT-B 371 Human Resource Management in Health Care (3 cr.) Human resource management in the health care system. Including planning, staffing, development, performance appraisal, job design development and analysis

AHLT-B 499 Health Management Capstone (1-3 cr.) The main purpose this course is to provide the culminating, integrative curricular experience for students in the Bachelor of Applied Science degree Health Management Track. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. (Senior in BAS graduating within calendar)

AHLT-C 180 Introduction to Clinical Laboratory (1 cr.) This course is an accelerated 8 week course. An overview and introduction to laboratory safety and basic skills as used in specimen processing and laboratory information systems, urinalysis, hematology, chemistry, immunology, immunohematology, and microbiology and phlebotomy. Universal precautions and proper procedures in regard to specimen processing will be taught to the student. Laboratory quality control, and the proper use of instrumentation will be presented as used in the clinical laboratory settings. Normal human laboratory values will be discussed. Students will take field trips to local health facilities' laboratories. Attendance for these trips is mandatory for success in this course.

AHLT-C 340 Principles of Sports Officiating (1 cr.) Topics in sports officiating will include sports such as football, basketball, softball (baseball) and volleyball. Ethics of sport officiating; mastery, interpretation, and application of sports rules. Laboratory and classroom experiences.

AHLT-C 350 Theory and Technique of Coaching Basketball (2 cr.) This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of basketball at elementary, secondary, and collegiate levels.

AHLT-C 360 Philosophical Foundations of Coaching (3 cr.) A philosophical approach to coaching for various sports. Topics include, but are not limited to, different coaching styles and strategies, growth and development characteristics, legal issues and liability, pedagogical considerations, coaching relationships, and other issues and problems related to sport.

AHLT-C 354 Theory and Technique of Coaching of Volleyball (2 cr.) This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of volleyball at elementary, secondary, and collegiate levels.

AHLT-C 485 Practicum in Coaching (1-6 cr.) Under the advisement of a faculty member and supervision of a coach/ sports/ fitness specialist, the student will work or otherwise actively participate in a coaching setting.

(Junior/Senior standing and admission to the Coaching Minor) CPR Certification must be completed and recorded.

AHLT-F 144 Foundations of Human Movement (3 cr.) Identification, analysis, and evaluation of fundamental motor patterns, progressions in skill development and skills for effective teaching. Analysis, evaluation and development of personal movement and sports skills.

AHLT-H 271 Grant Writing for Health Professionals (3 cr.) Developing effective grant writing skills are essential to acquire competitive funding from government agencies and private foundations. (P. 30 + credit hours)

AHLT-H 305 Food and Beverage Operations (3 cr.) Explores the management of food and beverage operations. Topics include menu selection, service styles, delivery outlet, safety and guest/ client relations.

AHLT-H 322 Epidemiology and Biostatistics (3 cr.) This course introduces the basic concepts of epidemiology and biostatistics as applied to public health. Epidemiology is known as the principal science of public health, and is the study of the distribution and determinants of health conditions or events among populations. Emphasis is placed on the methods of epidemiological investigation, appropriate summaries and displays of data and the use of statistical approaches to describe the health of populations. (P. MATH-M 118, 119, OR 125)

AHLT-H 325 Foundations of Health Education (3 cr.) The focus of this course is the study of the practice of health education in various settings, and selected historical, cultural, philosophical, professional, and ethical issues in the practice of education. Topics addressed in the course include historical perspectives, practice settings, career opportunities, professional ethics, trends, and current issues. Emphasis will also be placed on topics related to the National Commission on Health Education Credentialing (NCHEC). (P. 30 + credit hours)

AHLT-H 327 Introduction to Community Health (3 cr.) A foundational overview of the field of Community Health to include policy and functions of governmental health organizations, prevention of disease and injuries in the general population, the basic health sciences (epidemiology, behavior / social sciences and environmental health) and future directions of community health. (P. 30 + credit hours)

AHLT-H 331 Environmental Health (3 cr.) This course explores the relationship between humans and their environment; how it affects their physical well-being, and what they can do to protect and enhance their health and influence the quality of the environment. (P. 30 + credit hours)

AHLT-H 364 Stress Management in the Health Professions (3 cr.) This course examines the biology of stress and the psychological aspects of stress and its relationship to physiological/ psychological illnesses. Practical and effective stress management options such as coping strategies, time management, behavior modification, and relaxation techniques are explored. (P. 30 + credit hours)

AHLT-H 383 Consumer Health (3 cr.) This course is an overview or survey course of health products and services. The health system is large and complex. Therefore, the consumer needs to exercise proper discretion in selecting and properly utilizing the myriad of medical goods and services based upon personal values and decision-making skills. This course will also explore consumer issues related to proper selection of food and nutritional productions comparing different food labeling and costs. Chronic Diseases in America are discussed from a consumer health approach. (Cross-list with HPER – H 315); (P. 30 + credit hours)

AHLT-H 400 Topics in Health Sciences (3 cr.) Variable content course**.** This course is intended to allow the student to explore a number of topics that are typically associated with personal and community health. These will include, but not limited to Health Behaviors, Chronic Diseases and conditions such as Cancer, Diabetes and Obesity; Environmental factors that influence health around the world including America; supports groups and Recreational Therapies; Age related health topics; May be repeated once for credit. (P. 30 + credit hours or permission of instructor)

AHLT-H 411 Promoting Health Behaviors (3 cr.) Concepts, theories and applied approaches for health communications with emphasis on social marketing, media, advocacy and the process of media messages on health behaviors. (P- S121 Speech, and AHLT-H 327 Intro to Public Health or instructor permission) (P. 30 + credit hours)

AHLT-H 415 Child and Adolescent Health (3 cr.) An overview of determinants and indicators of health of children and adolescents. (P. 30 + credit hours)

AHLT-H 434 Diseases of Diverse Population (3 cr.) This course covers current information about infectious and chronic diseases from a community health perspective; including physiological, psychological, social, cultural, political, environmental, healthcare and economic aspects influencing disease of diverse populations of the world. (P. 30 + credit hours)

AHLT-H 492 Independent Research Studies in Health Sciences (1-6 cr.) Students taking the independent research study will immerse themselves in a new or ongoing research project conducted by Allied Health Science faculty. In this context, students will be given opportunities to learn practical, hands-on research skills. These skills could include, but are not limited to ethics submissions, data collection, data analysis, scientific writing and scientific presentations. For this course the formal class setting will not be used. Instead, students will meet individually or in small groups with the course instructor. These meetings will generally occur on a weekly basis, as agreed upon by the instructor and student. This will all for the course work to center on the needs of the student and the assigned project. Repeatable for credit. (P. Instructor consent)

AHLT-H 499 Senior Health Sciences Capstone (3 cr.) Demonstration of competencies and skills acquired throughout the health sciences education program. To include a professional portfolio. P. Graduating in Health Sciences in the calendar year; and four of the following five courses: (AHLT-H 325, AHLT-H 327, AHLT-H 411, AHLT-H 415 and AHLT-H 434)

AHLT-M 195 Medical Terminology (3 cr.) This course presents a study of basic medical terminology. Prefixes, suffixes, word roots, combining forms, special endings,

plural forms, abbreviations, and symbols are included in the content. A programmed leaning, word building systems approach will be used to learn word parts that are used to construct or analyze new terms. This provides the opportunity to decipher unfamiliar terms and check their spelling. Emphasis is placed on spelling, definition, usage and pronunciation. Abbreviations will be introduced as related terms. This course is now an online offering.

AHLT-N 130 Introduction to Foods (3 cr.) This course examines the relationship between nourishment, lifestyle choices, and health and disease. Topics include sources and functions of nutrients and their metabolism. Investigation of eating patterns using database technology demonstrates the relationship between food consumption and nutrient adequacy. The economic, cultural and psychological implications of food choices and eating behaviors are studies.

AHLT-N 271 Cultural Gustatory Perceptions (3 cr.) Gustatory, medically, refers to the sense of taste. The sense of taste helps identify food and forms a taste preference, although the appeal of both sweet- and salty-tasting substances, in large part at least, is innately determined (Beauchamp and Cowart, 1985). Gustatory behaviors, such as neophobia and taste aversion learning, suggest that the gustatory information from the taste buds is compared to gustatory memories at all times during food intake, and thus we avoid ingesting novel or harmful food. Gustatory memories enable us to generate vivid perceptions of taste in the absence of peripheral gustatory inputs. Thus, not only signals from the peripheral gustatory nervous system but also those obtained by recalling gustatory memories play a critical role for gustatory information processing. Designed on one hand to examine food preferences, delicacies and taboos tied to some of the world's most unusual sources of sustenance, the course is also crafted to connect the simple acts of eating, no matter how unusual the product or preparation, with the supper table's intricate links to culture, identity, politics and economics. This course seeks to explore ways people are working to preserve their food cultures. In doing so, students also receive education through concepts and basic nutrition knowledge.

AHLT-N 323 Topics in Nutritional Science (3 cr.) Variable topics in nutritional sciences related to current issues in the field of nutrition/ dietetics. Possible topics for weight reduction and fad diets, food additives, diet and human performance, vegans and vegetarianism, child nutrition, diet for senior citizens and disease relations. (P. HPER-N 220 or AHLT-N 336)

AHLT-N 336 Nutrition Through the Lifecycle (3 cr.) Application of nutrition principles to the human life cycle: nutrient functions, needs from infants to mature aging.

AHLT-N 366 Community Nutrition (3 cr.) P: HPER-N 220
This course is designed to equip nutrition and dietetics students with written and oral skills to use in community nutrition programs. The purpose of health promotion and disease prevention interventions, related to food and nutrition, is to facilitate healthy changes in food behaviors. Students will learn how community-based nutrition programs focus on multiple populations in the United States and how public health nutrition policy evolves into community food and nutrition programs. Students will apply their knowledge through the development of a community nutrition assessment and the presentation of their review of successful interventions.

AHLT-N 378 Global Nutrition (3 cr.) The history of food and hunger, and the global nature of our food systems focusing on the impact of our food decisions on the environment, agricultural production, world population relative to food supply, hunger, biotechnology, and safety of our food supply. No prerequisites to this course. Also discuss community nutrition and resources for under-served populations such as meals-on-wheel and WICS.

AHLT-N 442 Exercise and Nutrition (3 cr.) Nutritional needs of individuals participating in physical activity and sport. Topics include the role of individual nutrients in metabolism, estimation of energy needs, fluid balance, food fads, meal planning and nutritional needs of the body during various stages of activity. (P. HPER-N 220 and Statistic course)

AHLT-S 280 Principles of Athletic Training (2 cr.)
P: ANAT-A 215 or consent of instructor
This course will provide the student an introduction to athletic training which will include history, injury prevention establishing a program for injury prevention and rehabilitation. Emphasis will be on preventing injuries and recognition.

AHLT-S 455 Topics in Sports and Fitness (3 cr.) The aim of this course is to explore the social psychological research and theories that facilitate understanding of personal excellence in sport. The course introduces theoretical and empirical work on participation and acquisition of expertise in sport as well as methodological issues related to developmental research in sport. Specific discussion will focus on developmental aspects and learning conditions that allow individuals to maintain participation and reach high levels of performance in sport.

AHLT-S 491 Sports and Fitness Internship (1-6 cr.)
P: Declared Health Science major; junior or senior standing or permission of instructor; 30+ hours of credit. Under the advisement of a faculty member and supervision of a coach/sports/fitness specialist, the student will work or otherwise actively participate in a sports and fitness setting. May be repeated for credit.

AHLT-W 100 Careers in the Health Professions (3 cr.) This course explores many of the primary Allied Health Science professions found in health care.

AHLT-W 120 Lifetime Fitness and Wellness (3 cr.) Designed to provide students the knowledge and opportunity to develop and participate in a fitness program to include the four health-related physical fitness components: cardiovascular endurance, muscular strength & endurance, flexibility, and body composition.

AHLT-W 165 First Aid and Emergencies (3 cr.) Covers the necessary First Aid and knowledge about emergencies to proper care for someone who experiences injury or sudden illness.

AHLT-W 210 Current Issues in Health Care (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 globally.

AHLT-W 301 Intergraded and Complimentary Health (3 cr.) This course focuses on the pathophysiology and holistic health management of acute and chronic problems.

AHLT-W 310 Women's Health (3 cr.) Examines the relationship of women to health and health care. Five dimensions of health – physical, mental, emotional social and spiritual- provide a framework for comparison and contrast of health concerns unique to women and common to both sexes of all ages. (P 30 + hours of credits)

AHLT-W 314 Ethics for Health Professionals (3 cr.) Ethics for Health Professionals provides a thorough grounding in ethical theories and principles as reflected in current health care issues and policies. Students are introduced to a variety of frameworks for ethical decision-making and policy analysis. Current trends in the political, economic, and legal spheres of the contemporary health care arena are analyzed through the use of case studies, articles and video presentations. (P 30 + hours of credits)

Applied Health Sciences

AHSC-A 420 Health Care Budgeting and 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 Health Care Organization Supervision and Resource Management (6 cr.) This course is designed for those individuals with healthcare experience who are currently, or striving towards healthcare management positions. In addition, it will provide basic knowledge of many crucial aspects of healthcare organization and resource management that can be used as a foundation or course for graduates. Healthcare organizations supervision can differ from other sector management in that it is multifaceted especially in the area of generating revenue and reimbursement for services. 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 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 health care organizational management.

AHSC-A 440 Health Care Administration and Strategic Planning (6 cr.) P: ASCH H 301
This course will build on concepts introduced in ASCH 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 Community Health Assessment, Education, and Promotion (6 cr.)
Community 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, Evaluation I (6 cr.)
This course examines individual, group, and community needs assessment strategies and how these strategies are used in conjunction with a theory to develop program goals, objectives, and program evaluation mechanisms that address public health concerns through health education and health promotion programs.

AHSC-C 435 Program Assessment, Planning, and Evaluation II (6 cr.) P: AHSC-C 425
This course examines the implementation and evaluation of health education and promotion programs, population health status, and health behavior initiatives. Effective strategies for developing, implementing, and evaluating program goals, objectives and outcomes will be examined.

AHSC-H 301 Health Care Delivery and Leadership (6 cr.) (Taken in the student's first semester of major). Health care is diverse and dynamic. In this course, students examine the history and current functions of health services delivery systems in the United States. The 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 util

AHSC-H 310 Health Policy, Ethics, and Legal Issues (6 cr.) In this course, students are introduced to the concepts of health policy and policy analysis, health care ethics and contemporary ethical dilemmas, and legal issues related to health care and health care outcomes. Students will be exposed to leadership strategies for effecting changes in policy, and in resolving legal and ethical dilemmas that arise in health care. Emphasis is placed on the application of knowledge to real and simulated case problems.

AHSC-H 320 Consumer Health (3 cr.)
In this course, students are introduced to the ways consumers receive and use information to inform health

practices and influence choices of health products, services, and providers. Concepts include health literacy and decision-making, internal and external influences on health care decisions and health outcomes, and effective health education. Exemplar health issues are discussed.

AHSC-H 330 Intercultural Health Communication (6 cr.) This course explores issues related to intercultural communication practices. It examines the important role of social, cultural, and historical context in human interactions related to health disparities. Students will explore the definition of health, wellness, and illness by various underrepresented groups. Students will be able to critically analyze how various groups are affected by illness, what effect this has on the community, and what health promotion specialists can do to address these concerns in a culturally and linguistically appropriate way.

AHSC-H 340 Research in the Health Sciences (3 cr.) Research in the Health Sciences: 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.) Economics of Health Care is a growing field and is an important aspect of public policy in developed and developing countries. This course is designed to introduce undergraduate students to the field of Health Economics. The provision and production of health care have different characteristics and incentives from other consumer goods making health related markets a unique topic for study. You will cover a number of topics including basic economic concepts important for the study in health economics, why health is different from other good, aspects of the US health care market, health care in other countries, health care reform, as well as discussing the importance of health for development and some basic economic evaluation techniques.

AHSC-H 360 Epidemiology/Biostatistics and Population Health (6 cr.) In this course, students are provided an overview of the principles and practice of population health, epidemiology, and biostatistics. Students will be introduced to the basic terms and definitions of population health and the factors that lead to disease causation, as well as disease prevention. Students will explore and discuss the concepts of social justice, health disparities, determinants of health, culture, health systems, lifespan, and health promotion as they apply to groups of people, rather than to individuals. Through an introduction to epidemiologic terminology, methods, critical thinking, and basic analysis, students will be able to describe how disease is distributed within populations and communities.

AHSC-H 370 Informatics (3 cr.) In this course, students will explore the impact of meaningful data on health care systems. The concepts of converting data to information to knowledge in the national effort to create electronic health care records that provide privacy and security while ultimately improving patient outcomes will be discussed. Details on meaningful use in electronic health records, health care data analytics, health informatics exchange, quality improvement strategies, public health informatics, and health informatics ethics will be examined.

AHSC-H 480 Grant Writing & Internship (6 cr.) (Taken in the student's last semester).

Health, Physical Education, and Recreation

HPER-E 100 Experiences in Physical Activity (1 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. Repeatable for credit with different topic.

HPER-E 102 Group Exercise (1 cr.) A total fitness class that emphasizes cardiorespiratory conditioning, flexibility, muscular endurance. A variety of activities will be featured utilizing such equipment as steps, weights, resistance bands and music. S/F grades given. Repeatable once 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 115 Body Dynamics (1 cr.) Uses aerobic exercises to improve cardiovascular and respiratory conditioning.

HPER-E 117 Bowling (1 cr.) Beginning instruction in the fundamentals of approach, release, arm swing, methods of scoring, rules, and etiquette on the lanes. Explanation of lane construction, lane condition, and automatic machines. Fee charged.

HPER-E 119 Personal Fitness (2 cr.) Instruction in basic principles of conditioning and fitness. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance. For students without prior knowledge of conditioning methods.

HPER-E 121 Conditioning and Weight Training (1 cr.) Instruction in basic principles of conditioning and weight training. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.

HPER-E 133 Fitness and Jogging (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. Only S/F grades given.

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. Only S/F grades given.

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 190 Yoga (1 cr.) Instruction in basic principles and techniques of yoga. Emphasis on personalized training.

HPER-E 162 Tai Chi (1 cr.) Fitness class that emphasizes coordination and balance through the practice of Tai

Chi. Introduction to Sun style Tai Chi. Course provides instruction to Dr. Paul Lam's Tai Chi I and II. Emphasis will be on the movements and forms.

HPER-E 219 Weight Control and Exercise (1 cr.) Instructional program of weight control and exercise plan to maintain and health weight through nutrition and fitness.

HPER-E 275 Aquatic Conditioning (1 cr.) Acquire a moderate to high level of aerobic capacity while using water, equipment and other useful techniques skills and ideas. Achieve students' desired goal through fitness utilizing the water.

HPER-F 340 Physical Fitness Appraisal and Performance (3 cr.) A study of the basic scientific components of fitness and the measurement of different indices of physical fitness common to corporate, clinical, and laboratory settings. In particular, this course focuses on 5 characteristics of fitness: muscle strength, muscle endurance, cardiovascular fitness, flexibility, and body composition. The course will include weekly lectures and weekly laboratory sessions so students can implement their knowledge in a practical setting.

HPER-H 191 Food Service Sanitation (3 cr.) The application of sanitary and public health engineering principles to food services and lodging operations.

HPER-H 310 Event Catering Management (3 cr.) Exploration of off premise and on premise catering requirement. Concept of event food management including menu planning, budget preparation, logistics management, guest relations and marketing.

HPER-H 315 Consumer Health (3 cr.) This course is an overview or survey course of health products and services. The health system is large and complex. Therefore, the consumer needs to exercise proper discretion in selecting and properly utilizing the myriad of medical goods and services based upon personal values and decision-making skills. This course will also explore consumer issues related to proper selection of food and nutritional productions comparing different food labeling and costs. Chronic Diseases in America are discussed from a consumer health approach. (Cross-list with AHLT-H383); (P. 30 + credit hours).

HPER-H 317 Topical Seminar in Health Education (1-3 cr.) The topical seminars will relate to current issues in the field of health education. (P. 30 + credit hours)

HPER-H 363 Personal Health (3 cr.) This survey course provides a theoretical and practical treatment of the concepts of disease prevention and health promotions. Covers such topics as emotional health, aging, death, alcohol, tobacco, drug abuse, physical fitness, nutrition and dieting; consumer health chronic and communicable disease; safety and environmental health.

HPER-L 310 Event Catering Management Lab (1 cr.) Students will apply their knowledge of food and catering to execute and evaluate catered events. P. HPER-H 191 and or HPER-H 310.

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 120 Introduction to Health and Fitness (3 cr.) This course is part of the freshmen learning experience for Allied Health Sciences and Nursing. For this course, students will engage in a variety of topics that relate to personal health and fitness. It is important that students understand the consequences of their and fitness decisions in order to make informed decisions. Thus, topics in this course will include nutrition, substances, stress management, the five components of fitness and self-assessments. As this is a freshman learning course it will also offer students the opportunity to create relationships with other freshmen students who plan to pursue careers in health, nutrition and exercise (sport) related professions.

HPER-P 204 Motor Development (3 cr.) This course is designed to provide students with a foundation of knowledge that will help them to understand motor development across the lifespan. Specifically, the course content will focus on theories of development, milestones, progressions, and influences on development. (P. 18 + credit hours)

HPER-P 211 Introduction to Sport Management (3 cr.) An examination of the broad spectrum of career opportunities available in the sport management profession. Special emphasis on career planning, sport management terminology, and an overview of specific skills and courses required for professional preparation in sport management.

HPER-P 212 Introduction to Exercise Science (3 cr.) This course is a survey of the discipline of kinesiology, including knowledge derived from performing physical activity, studying about physical activity, and professional practice centered in physical activity. It includes an analysis of the importance of physical activity in daily life, the relationship between physical activity and the discipline of kinesiology, and the general effects of physical activity experiences. The course surveys the general knowledge base of the discipline as reflected in the major sub-disciplines and reviews selected concepts in each, showing how they contribute to our understanding of the nature and importance of physical activity. In addition, the course introduces students to the general characteristics of the professions, to specific types of physical activity professions typically pursued by those graduating from programs of sport and exercise sciences, and assists them in making some early career decisions.

HPER-P 280 Basic Care and Prevention of Athletic Injuries (3 cr.) This course is designed for future athletic trainers, coaches, sports and fitness majors, and anyone else who plans on working with active individuals who may encounter injury while performing physical activities. This course introduces the concepts and practical skills of athletic training, including the prevention, recognition, evaluation, and management of athletic injuries.

HPER-R 491 Internship in Sport and Recreation Management (1-6 cr.) P: Junior or Senior in SRM program or instructor permission
Under the advisement of an Allied Health Sciences faculty member and supervision of an assigned specialist at the placement site, the student will work or otherwise participate in activities associated with sport and recreation management. This is a variable credit course.

One credit hour will consist of 40 hours of participation in activities associated with an internship assignment.

HPER-P 328 Issues in Intercollegiate Athletics (3 cr.) Examination of current issues in intercollegiate sport in America. This course presents the historical foundation of current issues and solutions, and examines current positions and arguments. (P 30 + hours of credits)

HPER-P 333 Sports in America (3 cr.) Study of the evolution of sport in the United States within the larger context of historical developments in society; women's sport experiences in relation to the development of sport; examination of sport as a reflection of American culture from the founding of the colonies to the present. (P 30 + hours of credits)

HPER-P 391 Biomechanics (3 cr.) A course designed to aid the student's understanding of the muscular control of the body and the mechanics of body and implement control. This course is designed to develop a basic understanding of sport mechanics and an appreciation of how superior sport techniques are based on the use of developmentally appropriate scientific concepts and natural law. (P. HPER-P 212; ANAT-A 215)

HPER-P 397 Kinesiology (3 cr.) This course is intended to teach students the basic concepts of kinesiology, particularly related to human movement in sport and physical activity settings. Concepts include, but are not limited to, internal/external forces, plasticity, motor control, and adaptations to physical movements. This course will be beneficial for students interested in biomechanics, physical therapy, rehabilitation, and sport coaching. (P. 30+ credit hours)

HPER-P 402 Ethics in Sport (3 cr.) (Required for minor in Coaching) This course will help students develop their abilities to reason morally through an examination within competitive sports of ethical theories, moral values, intimidation, gamesmanship, and violence, eligibility, elimination, winning, commercialization, racial equity, performance-enhancing drugs, and technology. Students will develop a personal philosophy of sport and learn how to apply a principled decision-making process to issues in sport. (P. 30 + credit hours)

HPER-R 418 Sport and Recreation Marketing (3 cr.) This course will examine the processes and principles involved with sport and recreation marketing and sales. Focuses on development, promotion, sponsorship, advertising, merchandising and distribution of goods and services. Also includes the decision making and planning from the sports manager's perspective in branding products and entities.

HPER-P 405 Introduction to Sports Psychology (3 cr.) The psychology of sport is the study of the interaction between psychological variables and performance in sport and physical activity. Because the multifaceted field continues to evolve, it assumes many of its theories and concepts from general, social, personality, and developmental psychology as well as exercise physiology, sport sociology, and motor learning. Thus, it is an interdisciplinary field of study in sport and exercise science rather than a sub-discipline of general psychology. This introductory course is ideal for students who wish to work with athletes in some capacity, pursue a career in physical education teaching and/or coaching, or plan on working with individuals in the health and fitness industry. (P 30 + credit hours)

HPER-P 409 Basic Physiology of Exercise (3 cr.) A survey of human physiology parameters as related to physical exercise and work and the development of physiological fitness factors. Physiological foundations will be considered. . (P. HPER-P 212; ANAT-A 215; PHSL-P 215)

HPER-P 452 Motor Learning (3 cr.) Open to juniors and seniors only. An examination of factors that affect the acquisition and performance of motor skills. Topics include perception, psychomotor learning, practice methods, and theories of neuromuscular integration. (P. HPER-P 212 and HPER-P 204)

HPER-P 490 Motor Development and Learning (3 cr.) Motor learning and development principles throughout the life span. Emphasis on observing and analyzing characteristic movement behavior, motor learning, and motor performance, with application to developmentally appropriate movement experiences. (P. HPER-P 212; HPER-P 204; ANAT-A 215; PHSL-P 215)

HPER-P 411 Legal Issues in Sport Settings (3 cr.) An introduction to legal principles involved in sport. Tort liability including intentional tort, negligence, and product liability. Covers constitutional law issues, particularly as they relate to athletic eligibility, athletes' rights, sex discrimination, and drug testing. Discussion of sport contracts. (P 30 + credit hours)

HPER-P 415 Sport Promotions and Public Relations (3 cr.) An introduction to the theories and techniques of sport promotions, public relations and fund raising. (P 30 + credit hours)

HPER-P 445 Special Topics in Kinesiology (3 cr.) The aim of this course is to explore the social psychological research and theories that facilitate understanding of personal excellence in sport. The course introduces theoretical and empirical work on participation and acquisition of expertise in sport as well as methodological issues related to developmental research in sport. Specific discussion will focus on developmental aspects and learning conditions that allow individuals to maintain participation and reach high levels of performance in sport. (P. HPER-P 212; HPER-P 204; ANAT-A 215; PHSL-P 215)

HPER-R 355 Outdoor Recreation Consortium (3 cr.) This experiential learning course is designed to convey both practical information and direct experience to students about components of outdoor recreation. To accomplish this goal, students are taught practical skills at the Kokomo campus (e.g., basic survival, orienteering, fire-starting, etc.) and then they embark on a week-long camping trip at a state or national park (e.g. Great Smokey Mountain National Park or and Indiana State Park). On the trip, students will set up a base camp followed by daily excursions.

HPER-R 472 Youth Sport Management (3 cr.) Exploration and examination of youth sport history, philosophy, development stages of youth sport management and programming; current issues and events

necessary to deliver youth sports programming within a variety of settings, agencies and organizations.

HPER-S 101 Introduction to Safety (3 cr.) Provides an overview of the variety of careers available in the safety profession. Examines the broad areas practiced by safety professionals, including regulatory compliance, environmental protection, ergonomics, industrial hygiene, emergency management, recreational safety, personal safety, healthcare, training and instruction, system safety, fire protection, and hazardous materials management.

HPER-S 151 Legal Aspects of Safety (3 cr.) Discuss legal requirements for safety, health and environmental compliance. Emphasis is given to OSHA, EPA, FDA consensus standards, as well as other applicable Federal and State regulations.

HPER-S 320 Economics of Sport (3 cr.) A study of contemporary sports using an economic approach. Issues include the wages of professional athletes, the impact of competitive balance on team profits, the alleged exploitation of student-athletes and the pricing of television rights are subjected to economic analysis. Public policy issues such as antitrust legislation and public financing of arenas and stadiums are also examined. (P. 30 + credit hours)

Radiologic Sciences

AHLT-R 100 Orientation to Radiologic Technology (2 cr.) C or P: AHLT-R 101, AHLT-R 102, and AHLT-R 181. Introduction to the field of radiology and its history. Students learned 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 Radiologic Procedures 1 (4 cr.) C or P: AHLT-R 100, AHLT-R 102, and AHLT-R 181. Concepts in radiography with emphasis on the radiographic procedures used to demonstrate the skeletal system.*

AHLT-R 102 Principles of Radiography I (3 cr.) C or P: AHLT-R 101, AHLT-R 181. Basic concepts of radiation, its production, and its interactions with matter. Includes the production of the radiographic image and film processing.

AHLT-R 181 Clinical Experience in Radiography I (4 cr.) C or P: AHLT-R 100. 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 in Radiography II (4 cr.) P: AHLT-R 101 and AHLT-R 181. 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 200 Pathology (2 cr.) P: ANAT-A 215 and PHSL-P 215. A survey of the changes that occur in the diseased state to include general concepts of disease, causes of disease, clinical symptoms and treatment, and diseases that affect specific body systems.

AHLT-R 201 Radiographic Procedures II (4 cr.) C or P: AHLT-R 101, and AHLT-R 182. Concepts in radiography with emphasis on radiographic procedures used to demonstrate the skull and those requiring the use of contrast media.*

AHLT-R 202 Principles of Radiography II (3 cr.) C or P: AHLT-R 102, R 201, and R 181. Continuation of R 102 with emphasis on the properties that affect the quality of the radiographic image.

AHLT-R 205 Radiographic Procedures III (4 cr.) C or P: AHLT-R 201 and AHLT-R 222. Concepts in radiography with emphasis on special radiographic procedures and related imaging modalities.*

AHLT-R 207 Current Topics in Radiography (2 cr.) Individual and group study focusing on the state of the art in radiography.

AHLT-R 208 Topics in Radiography (2 cr.) Prerequisites may exist for some topics. Selected topics in radiography. May be repeated for credit if topics differ.

AHLT-R 222 Principles of Radiography III (3 cr.) P: AHLT- R 202 Continuation of AHLT-R 202 with emphasis on the application of radiography principles on imaging equipment.

AHLT-R 250 Physics Applied to Radiology (3 cr.) P: MATH-M 117 Fundamentals of radiation physics, X-ray generation, and equipment quality control.

AHLT-R 260 Radiation Biology and Protection in Diagnostic Radiology (3 cr.) P: AHLT-R 250 Study of the biological effects of ionizing radiation and the standards and methods of protection. Emphasis is placed on X-ray interactions. Also included are discussions on radiation exposure standards and radiation monitoring.

AHLT-R 281 Clinical Experience in Radiography III (5 cr.) P: AHLT-R 201 and AHLT-R 182. 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 in Radiography IV (5 cr.) P: AHLT-R 201 and AHLT-R 182. 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 in Radiography V (3 cr.) P: AHLT-R 201 and AHLT-R 182. 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.

AHLT-R 290 Comprehensive Experience (5 cr.) P: AHLT-R 281, AHLT-R 282, and AHLT-R 283. 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.

AHLT-R 404 Sectional Imaging Anatomy (3 cr.) An in-depth study of sectional anatomy pertinent to ultrasound, computed tomography, and magnetic resonance imaging. Standard transverse, parasagittal, and coronal planes are included, utilizing images from all three imaging modalities. A discussion of technique, artifacts, and pathology-related alterations of cross-sectional anatomic appearances is included.

AHLT-R 405 Advanced Diagnostic Imaging I (3 cr.) Physics and imaging concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging.

AHLT-R 406 Advanced Diagnostic Imaging II (3 cr.) Procedural concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging. Image analysis of normal and abnormal studies will be presented.

AHLT-R 407 Seminar: Advanced Medical Imaging Technology (3 cr.) Seminar in advanced imaging modalities. Topics will vary.

AHLT-R 409 Senior Project in Medical Imaging Technology (3 cr.) Independent readings and research on a selected medical imaging topic written in a professional research format.

AHLT-R 408 Topics in Radiologic Sciences (3 cr.) Study of selected topics in radiologic sciences. May be repeated once for credit if topics differ.

AHLT-R 414 Sectional Imaging Pathology (3 cr.) P: AHLT – R 404 An in-depth study of general pathology concepts and disease that affect specific body systems. An emphasis is placed on the appearance of disease process on sectional anatomy images.

AHLT-R 431 Second Certification: (1-12 cr.) P: Admitted MIT majors only.
Credits in this courses are awarded as a result of successfully passing a second certification examination offered by the American Registry of Radiologic Technologists (ARRT) and /or American Registry of Diagnostic Medical Sonography (ARDMS). The credits will be awarded based on the clinical concentrations offered by the program. Proof of the second certification will be required.

AHLT-R 481 Clinical Practicum: Vascular Imaging (8-12 cr.) Clinical experience in the performance of vascular and neurological imaging studies.*

AHLT-R 482 Clinical Practicum: Computed Tomography (8-12 cr.) Clinical experience in the performance of computed tomographic imaging studies.*

AHLT-R 483 Clinical Practicum: Magnetic Resonance Imaging (8-12 cr.) Clinical experience in the performance of magnetic resonance imaging studies.*

AHLT-R 484 Clinical Practicum: Ultrasound Imaging (8-12 cr.) Clinical experience in the performance of ultrasound imaging studies.*

AHLT-R 485 Clinical Practicum (6 cr.) Clinical experience in various radiological modalities –Variable topics.*

AHLT-R 486 Clinical Practicum: Mammography/Breast Ultrasound (6 cr.) Clinical experience in the performance of mammography/breast ultrasound imaging. * P Admitted MIT majors only

AHLT-R 487 Clinical Practicum: Echocardiography (6 cr.)
Clinical experience in the performance of echocardiography imaging. * P Admitted MIT majors only

AHLT-R 490 Independent Study in Medical Imaging Technology (1-6 cr.) Prerequisite currently enrolled in MIT major or instructor consent. This course is designed to offer medical imaging technology students the ability to complete various topics of study related to this field but that are not covered in other MIT courses. Topics will vary according to the student's desired direction of study.

Nutritional Science Minor

The purpose of the Nutritional Science minor is to provide students with knowledge to: (a) make informed nutrition choices, (b) educate others about proper nutrition, (c) understand the community health systems and governmental agencies that provide nutritional sustenance for those who cannot afford it, and (d) interpret labels according to FDA guidelines.

The minor is open to any current IU Kokomo student who has a minimum 2.0 cumulative GPA. It is also open to graduates and community members who have a B.A. or B.S. degree with a minimum 2.0 cumulative GPA. For successful completion of the minor, students must attain a C in each required and elective course.

It is the student's responsibility to consult their school/unit to determine the suitability and practicality of the minor. This minor is not available to Health Science students who have a concentration in Nutritional Sciences.

Advising

For academic advising on any of the Allied Health Sciences, Health Science or Applied Science related programs, see Allied Health Science Advisors located in KE 120 or call 765-455-9384

**** Fulfills a CHES requirement**

Bachelor of Applied Science

The Bachelor of Applied Science (B.A.S.) degree is a collaborative IU Regionally degree. It is appropriate for those students seeking to further their career by finishing a baccalaureate degree. Most of these students will be in technical fields where the path ahead in their careers requires completion of a baccalaureate degree. Please see a professional Health Science advisor for complete curricular mapping of each concentration.

The B.A.S. degree is an interdisciplinary degree designed for students that have completed an Associate of Applied Science (A.A.S.) degree and who would benefit from a Bachelor's degree for career or personal advancement. The B.A.S. gives students the opportunity to apply up to sixty-four (64) of their technical A.A.S. credits to an Indiana University Bachelor's Degree program.

The B.A.S. is a flexible degree. Every student in the program works closely with an advisor to select a set of classes that will help meet his/her individual needs.

The B.A.S. degree accepts up to 64 credit hours from the A.A.S. degree. Then, there are another 18 credit hours of core requirements and another 12 credits in a concentration (current concentrations: Health Management or Individualized Studies). The remaining credits are chosen by the student and the advisor based on individual needs in order to provide a strong, focused academic degree plan.

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

The B.A.S. can be extremely flexible for those interested in the two approved tracks

- **Health Care Management**
- **Individualized**

Applied Science Students Must hold AAS degree to be admitted

Degree requirements:

- 48 - 51 hours applied science (must be transferred in from AAS)
- 30 - 42 hours general education (depending on campus; may be transferred in)
- 18 hours in the BAS core
- 12 hours in a track
- Electives to equal 120 credit hours (at least 60 hrs beyond AAS)
- Core and Track courses must be taken for a letter grade

Note: It is the student's responsibility to check with their school/degree unit to determine whether this minor may be *officially* recorded on the transcript. The various schools on the IU Campuses may limit the number of hours outside their school that will count toward a degree. Students should check with an advisor at ***their designated Home Campus*** for information about policies and campus course requirements.

There are a variety of courses offered face-to-face and on-line that meet each of the six core outcomes. Students will need to work with their advisor to assure courses selected meet the required outcomes.

Outcomes have been developed for each track: **Healthcare Management and Individualized**. Each track has courses that meet required outcomes in each track. Again, it is *extremely important* that students work closely with their advisors to assure courses are approved to meet expected outcomes.

BAS Core Course Outcomes:

1. Demonstrate knowledge and skills in accounting and bookkeeping

2. Core Learning Outcome 2: Demonstrate knowledge and skills in economics

3. Core Learning Outcome 3: Demonstrate knowledge and skills in legal, ethical, social, and/or international topics (must be at 300- or 400-level)

4. Core Learning Outcome 4: Demonstrate knowledge and skills in supervision (must be at 300- or 400-level)

5. Core Learning Outcome 5: Demonstrate knowledge and skills in marketing (must be at 300- or 400-level)

6. Core Learning Outcome 6: Demonstrate knowledge and skills in communication (must be at 300- or 400-level)

* All graduates will have to complete a capstone project within their chosen track.

Applied Sciences courses available through the Division of Allied Health Sciences at IU Kokomo

AHLT-A 491 Internship in Health Sciences (1-6 Cr.): Under the guidance of an Allied Health Sciences faculty the student will perform an internship that is suitable to meet the learning objectives of the course. Objectives may vary depending on the specific concentration and internship facility. This is a variable credit course. (P. faculty permission).

AHLT – B 355 Economics of Healthcare (3 Cr.): This course is designed to introduce undergraduate students in economics to the field of Health Economics. The provision and production of health care have different characteristics and incentives from other consumer goods making health related markets a unique topic for study. You will cover a number of topics including basic economic concepts important for the study in health economics, why health is different from other good, aspects of the US health care market, health care in other countries, health care reform, as well as discussing the importance of health for development and some basic economic evaluation techniques.

AHLT – B 311 Systems of Health Care Delivery (3 Cr.): Students examine the U.S. health delivery systems and its components. The focus of this course is on the current and potential future health services systems and their components. In addition, common leadership and management models/theories, communication styles, use of technologies in health care and documentation of patient/family/community health problems, the developing electronic health record, and impact of culture on the components of the system and on health care providers-patients/families/healthcare provider interactions are discussed.

AHLT – B 352 Performance Improvement in Healthcare (3 Cr.): Focus on problems in the U.S. health care system (access, quality and cost) and how the application of performance improvement principles and methods can add value to health care.

AHLT – B 360 Operational Management in Healthcare (3Cr.): This course provides the fundamental concepts of quality management in health care systems and the essential tools, to measure and analyse a system, evaluate problems, and implement necessary changes to improve system performance. You will study system model theory in health care and utilize critical thinking to create changes in your own organization to improve client

care, patient safety and essential services. Therefore, you will be utilizing your personal experience in assignments, to create a more meaningful student experience, useful in your future endeavours. You will learn to be empowered

AHLT – B 371 Human Resource Management in Health Care (3 Cr.): Human resource management in the health care system. Including planning, staffing, development, performance appraisal, job design development and analysis

AHLT – B 415 Healthcare Operations Management (3 Cr.): This course is designed for those individuals with healthcare experience who are currently, or striving towards healthcare management positions. In addition, it will provide basic knowledge of many crucial aspects of healthcare operations management as a foundation or preparatory course for graduate level courses in this field.

AHLT – B 499 Capstone in Healthcare Management (3 Cr.): The purpose of this course is to provide the culminating, integrative curricular experience for students in the Bachelor of Applied Science degree Health Management Track. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills.

AHLT- C 499 BAS Capstone Independent Study (3 Cr.): This course is designed to be tailored to the specific area of study, or concentration, of the individual student and used when a designated capstone course is not available or does not meet the needs of the student. It is a culmination of concepts previously learned in courses throughout the degree. These concepts should be applied to real life situations which can be accomplished in a number of ways depending on the student's area of concentration and study. All students will be required to assemble a portfolio demonstrating the knowledge, skills, and application of these acquired and implemented throughout the course of study. (P. Senior Standing in Applied Sciences, BAS, healthcare management tract)

AHLT H 355 Health Care Economics (3 Cr.) Economics of Health Care is a growing field and is an important aspect of public policy in developed and developing countries. This course is designed to introduce undergraduate students in economics to the field of Health Economics. The provision and production of health care have different characteristics and incentives from other consumer goods making health related markets a unique topic for study. We will cover a number of topics including basic economic concepts important for the study in health economics, why health is different from other good, aspects of the US health care market, health care in other countries, health care reform, as well as discussing the importance of health for development and some basic economic evaluation techniques. (Cross-listed with AHSC-H- 350 Economics of Health Care)

AHLT-H 415 Child and Adolescent Health (3 Cr.): An overview of determinants and indicators of health of children and adolescents. (P. 30 + credit hours)

AHLT-M 366 Leadership for Health Professionals (3 Cr.): This course addresses the Leadership of organizations that deliver health care services such as hospitals, nursing homes, multi-specialty clinics, and home health care agencies. Students will examine principles of effective management including organizational design, motivation, leadership, conflict management, teamwork, and strategic alliances.

AHLT-W 314 Ethical Practices for Allied Health Professionals (3 Cr.): Ethics for Health Professionals provides a thorough grounding in ethical theories and principles as reflected in current health care issues and policies. Students are introduced to a variety of frameworks for ethical decision-making and policy analysis. Current trends in the political, economic, and legal spheres of the contemporary health care arena are analyzed through the use of case studies, articles and video presentations.

HPER – H 315 Consumer Health (3 Cr.): This course is an overview or survey course of health products and services. The health system is large and complex. Therefore, the consumer needs to exercise proper discretion in selecting and properly utilizing the myriad of medical goods and services based upon personal values and decision-making skills. This course will also explore consumer issues related to proper selection of food and nutritional productions comparing different food labeling and costs. Chronic Diseases in America are discussed from a consumer health approach. (Cross-list with AHSC-H 350);

Bachelor of Science in Sport and Recreation Management

From small-town recreation programs to professional athletics franchises, the businesses of sport and recreation are rich in career opportunities. Daily, additional career opportunities are created in the sport and recreation industry from managing a new billion dollar stadium, to being the publicity director for your favorite local youth league, or even developing the next innovative sports product.

The sport and recreation management (SRM) program at IU Kokomo provides you with academic knowledge and practical experiences that foster an understanding of and appreciation for the sport and recreation industries. An academic experience centered on student learning will promote professionalism, collegiality, and scholarship.

There are currently two options in the degree.

- Students may earn a business minor. This option will likely allow students to move into Phase 2 of the IUK MBA program without having to take the Phase 1 foundational courses. Students are encouraged to work closely with their academic advisors.
- The second option is to complete the sport and recreation management degree without a business minor. Although similar to the business minor, this option allows students to have more elective in areas outside of business.

Both options require a minimum of 120 credit hours to complete the degree.

An internship is a critical part of the curriculum, and they frequently lead directly to employment upon graduation. In sport management, internship opportunities typically include professional sport teams, intercollegiate athletics, sport marketing firms, amateur sports organizations, resorts, and health and fitness clubs. Two websites to find information about this degree include: https://www.bls.gov/oes/current/oes131011.htm and https://

www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm

The Division of Allied Health Sciences is committed to its students and the community by offering programs which enrich knowledge, encourage growth, lead to success and promote life-long learning. In accordance with the mission statement, the Bachelor of Science in Sport and Recreation Management Health Sciences degree program subscribes to the following student outcomes:

- Demonstrate knowledge of fundamental principles and key concepts in sport and recreation management
- Display an understanding of the professional and ethical obligations, including a global awareness and an appreciation of the impact of diversity
- Demonstrate critical thinking skills, enabling students to comprehend and effectively analyze issues, make decisions, and form sound and well-based judgments
- Apply effective communication skills: oral, interpersonal, and written
- Developing a commitment to continuing professional growth and life-long learning

The BSB Curriculum

The BSB Curriculum

The curriculum for the Bachelor of Science in Business consists of four parts: (1) general education requirements, (2) pre-business courses, (3) business core courses and (4) concentration courses.

General Education:

Indiana University Kokomo requires all students to complete the campus general education curriculum. This typically requires 42-44 credit hours. Many of the BSB requirements also satisfy general education requirements. More details regarding the campus general education requirements can be found elsewhere in the bulletin.

Pre-Business Sequence:

Students are required to complete the following courses to apply for admission into the School of Business. Many junior and senior level courses require that a student be admitted into the School of Business before they can register. The application requirements and deadlines are detailed in the Policies Governing the BSB Degree.

- BUS-W 100 Introduction to Business
- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- ECON-E 201 Introduction to Microeconomics
- ECON-E 202 Introduction to Macroeconomics
- ECON-E 270 Introduction to Statistical Theory
- BUS-L 201 The Legal Environment of Business
- ENG-W 131 English Composition I
- SPCH-S 121 Public Speaking
- PSY-P 103 Introduction to Psychology
- MATH-M 118 Finite Mathematics **or** MATH-M 119 Brief Survey of Calculus I **or** MATH-M 215 Calculus I

Business Core:

- BUS-X 107 Freshman Seminar in Business
- A 200-level BUS-X course approved by the School of Business
- BUS-F 301 Financial Management
- BUS-M 301 Introduction to Marketing Management
- BUS-P 301 Operations Management
- BUS-Z 302 Managing and Behavior in Business
- BUS-D 301 The International Business Environment
- BUS-J 401 Administrative Policy
- BUS-J 404 Business and Society
- BUS-X 410 Career Planning and Placement
- A 300- or 400-level BUS-K course approved by the School of Business
- Satisfy the Applied Learning Requirement by completing at least one of the following: an internship, registering for BUS-X 487 or participating in a School of Business sponsored international trip.

School of Business

Alan Krabbenhoft, Dean

Jason VanAlstine, Assistant Dean
Gloria Preece, Director of MBA and MPM Programs

BUSINESS AND ECONOMICS FACULTY
Professors: Chulkov, Cox, Krabbenhoft, Meybodi, Parkison, Rink
Associate Professors: Kim, Nur, VanAlstine
Assistant Professors: Smith, Wang
Lecturers: J. Dibie, Korne, Preece

Programs offered through the School of Business

The School of Business offers the Master of Business Administration and the Bachelor of Science in Business with concentrations in Accounting, Finance and Economics, Management, and Marketing. The School also offers Postbaccalaureate Certificates in Accounting and in Business Fundamentals. These programs provide opportunities for breadth of education as well as for a reasonable level of specialization.

Accreditation

The School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. This accreditation applies to the Bachelor of Science in Business (BSB) and the Masters of Business Administration (MBA).

Mission

The School of Business provides innovative, quality, and cost-effective undergraduate and graduate business education in North Central Indiana. The curriculum incorporates experiential learning to prepare our students with the skills to excel and function responsibly in a diverse global economy. The faculty is dedicated to making a positive impact through close relationships with students and excellence in teaching, research, service, and community engagement. (Adopted 12.3.2015 by the School of Business)

Vision

The School of Business strives to distinguish itself as the first choice for higher education in business in North Central Indiana.

Bachelor of Science in Business (BSB):

The BSB in the School of Business is based on the principle of a balanced education in business administration and economics with a foundation in the arts and sciences. The undergraduate program prepares students for professional positions in a complex and rapidly changing global business environment. It trains students in North Central Indiana to become effective organizational leaders and managers. The undergraduate curriculum consists of four parts: (1) general education, (2) pre-business, (3) business and economics core and (4) concentration courses. In addition, the program includes courses covering the current principles, practices and trends involved in managing organizations in the current dynamic economic, social and political environment. Seniors are offered a range of courses in their chosen concentration. Courses on this level require participation by students in the discussion and the solution of cases, projects, and special problems drawn from the contemporary business world. All business students are also required to put their business knowledge into practice through an applied learning experience.

Policies Governing the BSB Degree

The BSB Curriculum

Concentrations in the BSB:

- Accounting
- Finance and Economics
- Management
- Marketing

Undergraduate Scholarships and Awards

Minor in Business:

- Business Minor

Postbaccalaureate Certificates:

- Accounting
- Business Fundamentals

Master of Business Administration Degree (MBA):

The MBA program in the School of Business is designed to meet the needs of working professionals. Graduates of the program receive the essential training in theory and practice necessary to be well prepared to take on key leadership roles in business. The skills acquired also provide graduates with a competitive edge in the job market. The program offers students the option to pursue concentrations in finance and human resources.

Policies Governing the Master of Business Administration Degree

The MBA Curriculum

- Finance Concentration
- Human Resource Management Concentration
- Double Concentration

MBA Scholarships and Awards

Courses Descriptions:

Undergraduate Courses

- Business and Economics (BUS & ECON)

Graduate Courses

- Master in Business (MBA)

Undergraduate Scholarships and Awards

Business and Economics Accounting Scholarship
Business and Economics General Undergraduate Scholarship
Richard Fingleton Accounting Scholarship
Thomas and Kathleen Fingleton Scholarship
Outstanding Accounting Excellence Scholarship
Patricia Pencek Endowed Scholarship
Sita C. and C. L. Amba-Rao Service Award

Scholarship and award criteria may be found in the School of Business office, KO 185. Scholarship and award recipients are expected to be enrolled during the following academic year.

Non-monetary Awards/Plaques
Outstanding Undergraduate Student in Business

MBA Scholarships and Awards

Business and Economics General Graduate Scholarship
Pendse Outstanding MBA Student Award
Sita C. and C. L. Amba-Rao Graduate Service Award

Guidelines and criteria for the above scholarships and awards are available in the School of Business office, Main Building, Room 185. Scholarship and award recipients are expected to be enrolled during the following academic year.

Non-monetary Awards/Plaques
Outstanding MBA Student in Business

Policies Governing the BSB Degree

Admissions and Graduation Requirements
The requirements for admission to the Bachelor of Science in Business program are completion of 52 credit hours, a minimum G.P.A. of 2.0 and a minimum grade of C- in BUS-A 201, BUS-A 202, BUS-L 201, BUS-W 100, ECON-E 201, ECON-E 202, ECON-E 270, ENG-W 131, SPCH-S 121, PSY-P 103, and MATH-M 118 or MATH-M 119 or MATH-M 215. Further, for graduation, a minimum grade of C- and overall G.P.A. of 2.0 (C) is required for all courses. Admission to the School of Business typically occurs between sophomore and junior years. Application deadlines for admission are July 1 for Fall admission, October 1 for Spring admission, and March 1 for Summer admission.

Degree Requirements
Graduates of the School of Business undergraduate program must fulfill all of the General Education requirements as passed by the Faculty Senate. These general education requirements are effective with the Fall 2017 admitted students and are found elsewhere in this bulletin. Students in the School of Business are responsible for planning their own programs and for meeting degree requirements. It is their responsibility to understand fully and to comply with all the provisions of this bulletin. However, they are strongly encouraged to meet with an Academic Advisor to discuss their plan and standing in the program.

Degree Applications
Candidates for a degree are expected to meet proper deadlines for the filing of degree applications. Graduation

dates at IU Kokomo occur in December, May, and August. Students planning to graduate in December must apply for their degrees by September 15. The application deadline for May and August graduations is January 15.

Credit Hour Requirement
The minimum number of credit hours required for the baccalaureate degree is 120 in courses meeting the various requirements stated in this bulletin. Thirty of the last 45 credit hours must be taken at IU Kokomo, and at least 50 percent of business credits must be earned at Indiana University.

Credit Deadline
All credits for a degree, except that for the work of the current semester, must be on record at least one month prior to the conferring of the degrees.

Grade Point Average Requirements
A minimum cumulative grade point average of 2.0 (C) is required for graduation. Grades of A+, A, A–, B+, B, B–, C+, C, C–, D+, D, D–, and F are included in the grade point average. Students may replace a grade by retaking a class (up to 3 classes totaling 9 credit hours) and filing the appropriate form. A grade of at least C- must be earned in all Business and Economics classes, and all general education requirements.

Academic Standing
Students who consistently maintain a grade point average of 2.0 (C) or higher in both their cumulative and semester records are considered to be in good standing. If a student withdraws or earns less than a C- three times in any of the required courses in the business degree, they will not be considered in good academic standing. This will result in the removal of the student from the School of Business. In the case of pre-business students, they will not be eligible to apply for admission to the School of Business.

Statute of Limitations
Students who are candidates for the Bachelor of Science in Business degree have the right to complete degree requirements specified by the bulletin in effect at the time they matriculated at Indiana University, provided (1) that the necessary courses are available, and (2) that 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 consult with a Business advisor to update their programs to the bulletin currently in effect.

Junior College, Community College, and Correspondence Study Credits
The maximum number of credit hours allowed from a community or junior college is 64 unless otherwise approved in an articulation agreement. Online courses at the 300-400 level must be taken at an AACSB accredited school and be approved by the undergraduate advisor. Students seeking exceptions to the above policy must obtain the written approval of the dean of the School of Business. Thirty of the last forty-five credit hours must be taken at IU Kokomo.

Transfer-Credit Policy
Students who transfer from approved colleges to pursue undergraduate study in the School of Business must take required courses if they have not had equivalent courses in the school from which they transferred. Courses in advanced business and economics subjects that are not open to IU Kokomo freshmen and sophomores, but that are taken in other institutions in the freshman and sophomore years, are not accepted as equivalents of Indiana University courses unless the student passes validation examinations in such subjects. Courses transferring in as 300- and 400-level business or economics courses must have been taken at an AACSB accredited school. Business and economics courses taken at other institutions more than ten years prior to the student's acceptance into the school are not accepted as equivalents of Indiana University courses. Only grades earned at Indiana University count toward a student's grade point average. Grades from other universities transfer as credits only, although transfer grades appear on the credit transfer report. The School of Business does not accept credit from educational programs of non-collegiate organizations. In some cases, the experience from these programs may qualify a student for a special credit examination.

Requirements for a Second Bachelor Degree
Holders of a bachelor degree in areas other than business may seek a second bachelor degree in business through the School of Business. The candidate will, of course, be exempted from any requirements already fulfilled in the first bachelor degree. Normally, the holder of a bachelor degree wanting to pursue further education is encouraged to seek admission to graduate study. In certain cases, however, a student may be admitted for a second bachelor degree. When such admission is granted, the candidate must earn at least 30 additional credit hours in residence and meet the requirements of the School of Business and of the chosen concentration. Students who have been awarded the Bachelor of Science in Business at Indiana University may register as special students to meet the requirements of another concentration, but they cannot receive the same degree a second time.

Business Minor

Students may obtain a minor in business by successfully fulfilling the following requirements (9-12 cr.):

- ECON-E 300 Survey of Economics (3 cr.)* OR ECON-E 201 Introduction to Microeconomics and ECON-E 202 Introduction to Macroeconomics (6 cr.)
- BUS-A 201 Introduction to Financial Accounting I (3 cr.)*
- BUS-Z 302 Managing and Behavior in Organizations (3 cr.)*

Choose three of the following six courses (9 cr.):

- BUS-D 301 International Business Environment (3 cr.)
- BUS-F 301 Financial Management (3 cr.)*
- BUS-K 302 Intro to Management Science (3 cr.)*
- BUS-L 201 Legal Environment of Business (3 cr.)
- BUS-M 301 Intro to Marketing Management (3 cr.)*
- BUS-S 302 Management Information Systems (3 cr.)
- Other BUS or ECON course approved by the School of Business (3 cr.)

Students must earn a minimum of C- in each course and a cumulative G.P.A. of 2.0

Note: ECON-E 300 cannot be counted as a required course in an undergraduate business degree.
***Note:** Required courses in Phase I of the MBA program (grade of B or better required). Any 300 and 400-level classes taken as part of the business minor from outside Indiana University Kokomo must be completed at an AACSB accredited institution.
****Note:** By working with the undergraduate and graduate advisors and taking 15 credits per semester, it may be possible to graduate in 5 years with a Bachelor's degree with a business minor and a Master of Business Administration (MBA) degree. A student must take the courses in the business minor marked with * to complete the Phase I MBA requirements while completing their undergraduate degree to stay on pace to earn both degrees in five years. Contact the undergraduate business advisor for more information.

Bachelor of Science in Business

GENERAL EDUCATION REQUIREMENTS

The following is a list of core requirements for all business students, regardless of concentration. Descriptions of general education courses are listed in the "School of Arts and Sciences" section of this bulletin. All general education courses in the Business major must be completed with a C- or better but require a 2.0 GPA overall in the Gen Ed.

1. Communication (12 cr.)

- ENG-W 131 Elementary Composition I (3 cr.)
- ENG-W 132 Elementary Composition II (3 cr.)
- SPCH-S 121 Public Speaking (3 cr.)
- SPCH-S 223 Business and Professional Speaking (3 cr.)

2. Mathematics (10-12 credits) (Choose 1 of 3 options)

Option 1

- MATH-M 118 Finite Mathematics (3 cr.)
- ECON-E 270 Statistical Theory in Economics and Business (3 cr.)

Option 2

- MATH-M 119 Calculus (3 cr.)
- ECON-E 270 Statistical Theory in Economics and Business (3 cr.)

Option 3

- MATH-M 215 Calculus 1 (5 cr.)
- ECON-E 270 Statistical Theory in Economics and Business (3 cr.)

3. Social and Behavioral Sciences (6 cr.)

- PSY-P 103 General Psychology (3 cr.)
- SOC-S 100 Introduction to Sociology (3 cr.)

4. Arts and Humanities (6 cr.)

- See an undergraduate advisor for a list of approved courses.

5. Physical and Life Sciences (8 cr.)

- See an undergraduate advisor for a list of approved courses.

6. General Education Electives (13 cr.)

- Courses may be chosen from throughout the university, excluding School of Business courses.

BUSINESS AND ECONOMICS REQUIREMENTS (Must earn a C- or better and maintain an overall 2.0 GPA)

BUS-W 100 Introduction to Business*

BUS-X 107 Freshmen Seminar in Business

BUS-A 201 Introduction to Financial Accounting

BUS-A 202 Introduction to Managerial Accounting

ECON-E 201 Introduction to Microeconomics

ECON-E 202 Introduction to Macroeconomics

BUS-L 201 Legal Environment of Business

BUS-X course approved by the School of Business (2 cr.)

BUS-F 301 Financial Management

BUS-M 301 Marketing Management

BUS-P 301 Operations Management

BUS-S 302 Management Information Systems

BUS-D 301 International Business Environment

BUS-Z 302 Managing and Behavior in Organization

BUS-J 401 Administrative Policy

BUS-J 404 Business and Society

BUS-X 410 Business Career Placement and Placement (1 cr.)

BUS-K 302 Introduction to Management Science **or** 300-400 BUS-K course approved by the School of Business

Applied Learning Requirement

*not required for accounting concentration

Concentrations in Business

Accounting
The accounting curriculum prepares students for careers in auditing, corporate accounting and management services, governmental and nonprofit organizations, and taxation. In addition, it equips the prospective business executive with tools for analysis, prediction, decision-making, and control. It also provides an excellent background for students considering graduate work in business administration or law.

Career in Public Accounting (CPA)
To sit for the CPA Exam in Indiana, a minimum of 150 credit hours and certain specified courses are required. IU Kokomo's degree with an accounting concentration satisfies all course specifications. You can sit for the CPA Exam as soon as you have earned 150 hours. Steps to a CPA: (1) Earn the 120-hour Baccalaureate Degree in Business with concentration in Accounting at IU Kokomo. (2) Ways to earn 150 hours of college work at IU Kokomo. Method #1. Earn a Master of Business Administration

degree (only an additional 33 credit hours). A master's degree will be worth much more in the way of prestige and lifetime earnings than merely achieving 150 hours of college work or taking a double major. Method #2. Earn the Post Baccalaureate Certificate. For students who already possess a bachelor's degree in a field other than accounting. It requires 30 hours of accounting and 24 hours of non-accounting business courses. Careers in corporate, governmental, and not-for-profit accounting do not require 150 hours of college credits. A baccalaureate degree in accounting is sufficient. Students who do not wish to pursue a career in public accounting have many other career options, including corporate, governmental, and not-for-profit accounting. The 120-hour Baccalaureate degree will qualify the graduate to sit for some certification exams designed for these private sector careers, such as the Certified Management Accountant (CMA) and the Certified Internal Auditor (CIA) exams; however, no certification is required for a private sector career.

Sequencing toward the B.S. in Accounting degree
Semester Course
Freshman Year No Accounting Taken

Sophomore Year

- Fall BUS-A 201
- Spring BUS-A 202

Junior Year

- Fall BUS-A 311, BUS-A 325
- Spring BUS-A 312, BUS-L 303

Senior Year

- Fall BUS-A 328, BUS-A 422
- Spring BUS-A 339, BUS-A 424

Course Requirements: Sophomore Year: BUS-A 201, BUS-A 202, BUS-L 201. Junior and Senior Years: BUS-A 311, BUS-A 312, BUS-A 325, BUS-A 328, BUS-A 422, BUS-A 424, and BUS-L 303. In addition, each student is required to complete an applied learning experience. See an advisor for options.

4+1 Program
By working with the undergraduate and graduate advisors and taking 15 credits a semester, it is possible to graduate in 5 years with both Bachelor of Science in Business and Masters of Business Administration (M.B.A.) degrees. Students interested in this program must be qualified to begin calculus their freshman year or must enroll in summer classes. Contact the undergraduate business advisor for more information.

Policies Governing the Master of Business Administration Degree (MBA)

Admission Requirements
To qualify for admission to the MBA program, a person must hold a bachelor's degree or equivalent from an accredited college or university. This degree may be in business or another field. All admission decisions are based upon the student's undergraduate grade point average, GMAT score*, professional work experience, and their statement of achievement. To apply, please submit the following: 1) completed application, personal statement of achievement, and resume; 2) official college or university transcripts from all institutions attended; 3) Graduate Management Admissions Test (GMAT) score*; 4) application fee; and 5) applicants whose native language is not English must demonstrate proficiency in English. The MBA program admits students for fall, spring and summer semesters. Application deadlines for domestic students are June 15 for fall entry, November 1 for spring entry and March 1 for summer entry. Application deadlines for international students are June 1 for fall entry and October 1 for spring entry only. A $60 application fee is required for international applicants. Applicants must meet Indiana University Kokomo's graduate English proficiency requirements.

*Applicants whose AI exceeds 1000 using a converted GRE score (as calculated by 200 x undergraduate GPA + converted GRE score) are exempted from the GMAT requirement.

**Applicants holding a graduate degree from an appropriately accredited college or university may be exempted from the GMAT requirement if they earned an undergraduate GPA of 3.75 or higher.

Overall Program Requirements
Graduation with the MBA degree requires successful completion of a minimum of 30 credit hours. A person holding an undergraduate degree in business administration might complete the program in 30 credit hours, whereas an individual having none of the Phase I foundation course work would require up to 6 additional Phase I courses. Waiver of Phase I foundation courses is determined through an analysis of an applicant's transcripts. Degree requirements must be completed within six years of admission.

Student Course Load
Most MBA students at IU Kokomo are employed full time in positions of responsibility. The high standards and workload in the MBA program requires considerable time and effort that must be balanced with other life and work demands. For this reason, part-time students are advised to take no more than 6 credit hours in fall and spring, and 3 credit hours during any one summer session. Course schedules are constructed accordingly, with most courses offered after 4 p.m.

Transfer of Credit
Up to 6 graduate credit hours may be transferred into Phase II of the MBA program from an AACSB accredited or AACSB candidate schools. No graduate courses where the student earned below a B can be transferred into the program. Transfer credit determination is made by the MBA director in consultation with the appropriate faculty. Only grades earned at Indiana University count toward a student's grade point average. Grades from other universities transfer as credits only.

Waiver
As noted above, Phase I foundation course requirements may be waived if satisfactory completion of equivalent course work is demonstrated in the student's undergraduate or graduate transcript (C or higher grade required from an AACSB accredited program or B or

higher grade required from a non-AACSB accredited program). Work experience and noncredit courses normally do not satisfy the foundation requirements, but may serve as confirming evidence along with academic course work. Validation exams are available for several Phase I courses.

Academic Standards
Graduation with the MBA degree requires a cumulative grade point average (GPA) of at least 3.0 or a B average. A student whose GPA falls below 3.0 will be placed on probation and will be required to bring the GPA back to 3.0 within the next 9 credit hours of course work. Failure to remove the deficiency in this timeframe will result in immediate dismissal from the program. A student cannot compensate for deficient course work by completing more credits beyond those required in the program of study. Students must take the ETS exam as a requirement for graduation.

Advising
Shortly after admission to the program, each MBA student will plan a program of study with the MBA Director. In addition, MBA students seeking career development information are encouraged to confer with the faculty in their area of interest. The IU Kokomo Career Services office is available for career information, and students' own employers often provide career planning assistance.

Degree Application
Candidates for a degree are expected to meet proper deadlines for the filing of degree applications. Graduation dates at IU Kokomo occur in December, May, and August. Students planning to graduate in December must apply for their degrees by September 15. The application deadline for May and August graduations is January 15.

Decision-Making and Appeal Process
The Curriculum Management and Assurance of Learning Committee (CMALC) is the main governing body for the MBA program. This committee, which is responsible for academic policy and curriculum, consists of members of the faculty, the dean of the school (ex-officio), and the MBA director. It is also responsible for recommending admission policy, handling appeals concerning admissions, grades, and related academic matters for which a student seeks redress. The MBA director is the program executive, responsible for day-to-day operations, referring applicants to the admission committee and program advising. The MBA Admissions Committee assists in admission decisions regarding the MBA program.

The MBA Curriculum

Prerequisites
Satisfactory background in calculus, finite mathematics, English composition, and statistics

Phase I Foundation Knowledge (18-21 cr.)
Complete 18-21 credit hours in the following course areas, depending upon equivalent preparation.

Note: All Phase I Foundation course requirements may be completed at the undergraduate level. Any or all may be waived if equivalent background is in evidence. A minimum grade of a B is required for a Phase I course to count as completed.

- BUS-A 201 Introduction to Financial Accounting
- BUS-F 301 Financial Management
- BUS-K 302 Introduction to Management Science
- BUS-M 301 Introduction to Marketing Management
- BUS-Z 302 Managing and Behavior in Organizations
- ECON-E 300 Survey of Economics **or** ECON-E 201 Principles of Microeconomics AND ECON-E 202 Principles of Macroeconomics

MBA Courses (30 cr.)
MBA Phase II Courses (27 cr.)
- BUKO-C 599 Project Demonstrating Expertise
- BUKO-D 542 Advanced Managerial Accounting
- BUKO-E 542 Strategic Managerial Economics
- BUKO-F 542 Advanced Financial Management
- BUKO-J 561 Advanced Integrated Business Simulation
- BUKO-L 512 Law and Ethics in Business **or** BUKO-J 542 Ethical and Regulatory Environment of Business
- BUKO-M 560 Advanced Marketing Management
- BUKO-M 570 Advanced Operations Management
- BUKO-Z 542 Creating, Leading and Maintaining High Performance Organizations

MBA Electives (3 cr.)
A range of electives is available to students. These electives help deepen the skills and knowledge needed in the student's area of interest. Electives are generally offered in the summer.

MBA Concentrations in Finance and Human Resources Management
Students wanting to complete an MBA with a concentration in either Finance or Human Resource Management may do so by completing the 27 credit hour core requirement and an additional 9 credit hours in the area.

Finance (9 cr.)
- BUKO-C 555 Investments (3 cr.)
- BUKO-C 567 Issues in Financial Management: Seminar/Variable Topics (3 cr.)
- BUKO-F 571 International Corporate Finance (3 cr.)

Human Resources Management (9 cr.)
- BUKO-C 570 Issues in Human Resources Management: Seminar/Variable Topics (3 cr.)
- BUKO-L506 Employment Problems and the Law (3 cr.)
- BUKO-M 542 Organizational Theory and Development (3 cr.)

Double Concentration (18 cr.)
- BUKO-C 555 Investments (3 cr.)
- BUKO-C 567 Issues in Financial Management: Seminar/Variable Topics (3 cr.)
- BUKO-C 570 Issues in Human Resources Management: Seminar/Variable Topics (3 cr.)
- BUKO-F 542 International Corporate Finance (3 cr.)
- BUKO-L 506 Employment Problems and the Law (3 cr.)
- BUKO-M 542 Organizational Theory and Development (3 cr.)

PLEASE NOTE: Some courses at the 500 level may meet with 400 level courses. A course taken at the 400 level may not be repeated at the 500 level.

Business and Economics Courses - Undergraduate

Business

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. No credit toward a B.S. in Business. Credit not given for both BUS-A 200 and BUS-A 201.

BUS-A 201 Introduction to Financial Accounting (3 cr.) P: Completion of 26 credit hours. Concepts and issues of financial reporting for business entities; analysis and recording of economic transactions.

BUS-A 202 Introduction to Managerial Accounting (3 cr.) P: BUS-A 201. Concepts and issues of management accounting; budgeting; cost determination and analysis.

BUS-A 311 Intermediate Accounting (3 cr.) P: BUS-A 202. Theory of asset valuation and income measurement. Principles underlying published financial statements including consideration of enterprise assets and liabilities.

BUS-A 312 Intermediate Accounting (3 cr.) P: BUS-A 311. Application of intermediate accounting theory to problems of accounting for economic activities, including long-term liabilities, corporations, earnings per share, tax allocation, pensions, and leases. Also covered are the statement of changes in financial position, and inflation accounting.

BUS-A 325 Cost Accounting (3 cr.) P: BUS-A 202. Conceptual and technical aspects of management and cost accounting. Product costing; cost control over projects and products; profit planning.

BUS-A 328 Introduction to Taxation (3 cr.) P: BUS-A 202 or consent of instructor. Internal Revenue Code and regulations. Emphasis on the philosophy of taxation, including concepts, exclusions from income, deductions, and credits.

BUS-A 337 Accounting Information Systems (3 cr.) P: BUS-A 201; BUS-A 202 The course's primary objective is to build upon, extend, and facilitate the integration of business and technical knowledge to help students succeed as managers in a technology-intensive, corporate environment. Through the use of readings, lectures, cases, and exercises the course enables students to understand and manage information technology in order to achieve competitive advantage through improved decision making, business processes, operations, and organizational controls.

BUS-A 339 Advanced Income Tax (3 cr.) P: BUS-A 328. Internal Revenue Code and regulations; advanced aspects of income, deductions, exclusions, and credits, especially as applied to tax problems of partnerships and corporations.

BUS-A 380 Professional Practice in Accounting (3-6 cr.) P: Junior or senior standing in major area and consent of instructor. Provides work experience in a cooperating firm or agency. Comprehensive written report required. Grades of S or F are assigned by faculty.

BUS-A 422 Advanced Financial Accounting (3 cr.) P: BUS-A 312. Generally accepted accounting principles, as applied to partnerships, business combinations, branches, foreign operations, and nonprofit organizations. Particular emphasis on consolidated financial statements.

BUS-A 424 Auditing (3 cr.) P: BUS-A 312. Public accounting organization and operation; review of internal control, including EDP system; verification of balance sheet and operating accounts; statistical applications in auditing.

BUS-A 490 Independent Study in Accounting (1-3 cr.) P: Consent of instructor.

BUKO-C 555 Investments (3 cr.) P: BUS-F 301 or equivalent. 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-C 567 Issues in Financial Management (1-3 cr.) P: BUS-F 301 or equivalent. Application of financial theory to current problems and topics in financial management. The approach may include case analyses and active class discussion; emphasis on decision making in an uncertain financial environment. Topics include dividend theory, capital structure, investments and agency theory.

BUKO-C 570 Issues in Human Resource Management (1-3 cr.) P: BUS-Z 302 or equivalent. This course examines in depth selected topics in human resource management, such as strategic human resource planning and recruitment, employee rights and responsibilities, performance appraisal and training, and occupational health and safety. ("Staffing Organizations" typical topic offered).

BUKO-C 581 Advertising and Sales Promotion (3 cr.) P: BUS-M 301 or equivalent. Theories and practices of advertising, sales promotion and public relations as they relate to the overall marketing program. Emphasis is placed on policy planning, decision tools, and the legal and social environment.

BUKO-C 590 Independent Study In Business And Administration (1-3 cr.) (permission of instructor and MBA Director) The objective behind independent study is to provide an opportunity to the graduate student to study, analyze, and/or evaluate in-depth some topic of interest.

BUKO-C 599 Project Demonstrating Expertise (PDE) (3 cr.) (Permission of instructor and MBA Director) A significant project in the student's field that demonstrates expertise in applying knowledge to the benefit of the organization and student. Expectations, determined jointly by faculty and executive mentors, include the ability to effectively manage the responsibilities involved. To optimize learning, PDE may coincide with other projects and studies.

BUS-D 301 The International Business Environment (3 cr.) P: ECON-E 201, ECON-E 202, 56 credit hours. The national and international environmental aspects of

international business. Examines the cultural, political, economic, systemic, legal-regulatory, trade, and financial environments; and how they affect the international business activities of firms in the United States and, selectively, in other countries.

BUS-D 302 International Business: Operations of International Enterprises (3 cr.) P: BUS-D 301. The administration of international aspects of business organizations through an examination of their policy formulation, forms of foreign operations, methods of organization and control, and functional adjustments.

BUKO-D 542 Advanced Managerial Accounting (3 cr.) P: BUS-A 201. Spring Semesters. 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.

BUS-D 496 Foreign Study in Business (3 cr.)

BUS-F 151 Personal Finances of the College Student (3 cr.) Introduction to the basic planning tools and concepts for college-age financial literacy. Emphasis on financial decisions and challenges facing a typical college student. Topics include, careers, goal setting, budgeting, tax planning and credit, including options for financing higher education. Foundation of the Financial Literacy Curriculum.

BUS-F 301 Financial Management (3 cr.) P: Admission to BUS, 56 credits, BUS-A 202, ECON-E 201, ECON-E 202, ECON-E 270. Conceptual framework of the firm's investment, financing, and dividend decision; includes working capital management, capital budgeting, and capital structure strategies.

BUS-F 302 Financial Decision Making (3 cr.) P: BUS-F 301. Application of financial theory and techniques of analysis in the search of optimal solutions to financial management problems.

BUS-F 420 Equity and Fixed Income Investment (3 cr.) P: BUS-F 301. Conceptual and analytical frameworks for formulating investment policies, analyzing securities, and constructing portfolio strategies for individuals and institutions.

BUS-F 480 Professional Practice in Finance (3-6 cr.) P: BUS-F 301, junior or senior standing in major area and consent of instructor. Work experience is offered in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by faculty.

BUS-F 490 Independent Study in Finance (1-3 cr.) P: Consent of instructor. Supervised individual study and research in a 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-F 494 International Finance (3 cr.) P: BUS-F 301 or equivalent. Covers the international dimension of both investments and corporate finance. Develop strategies for investing internationally, including lodging exchange rate risk, adjusting to client preferences and home currencies, evaluating performance, estimating a corporation's exposure to real exchange rate risk, strategies to hedge risk or to dynamically adjust to shocks, and reasons for a corporation to hedge. Also covers international capital budgeting, multinational transfer pricing, and international cash management.

BUKO-F 542 Advanced Financial Management (3 cr.) P: BUS-F 301. Spring Semesters. Study of the aggregation and distribution of financial resources. Topics include analysis of money and capital markets, financial instruments and securities, interest rate theory, and public and private institutions of the United States financial system.

BUKO-F 571 International Corporate Finance (3 cr.) P: BUS-F 301 or equivalent. 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.

BUS-J 401 Administrative Policy (3 cr.) P: BUS-F 301, BUS-M 301, BUS-P 301, BUS-Z 302. Administration of business organizations — policy formulation, organization, methods, and executive control.

BUS-J 404 Business and Society (3 cr.) P: Senior standing. Intellectual, philosophical, and scientific foundations of business. The business dynamic; its role in the evolution of enterprise and society from the small and simple to the large and complex; structure, discipline, and goals of a business society.

BUKO-J 512 Small Business Management and Entrepreneurship (3 cr.) (permission of instructor) This course integrates students' knowledge in various application of management theory and development of practical solutions for real problems necessary to formulate a business plan. Attention is given to the role of the entrepreneur or small business manager.

BUKO-J 542 Ethical and Regulatory Environment of Business (3 cr.) Recognizing that major business decisions have social and legal implications, this course builds awareness and understanding of these dimensions of managerial actions. It explores the ethical concerns of organizations and the challenges in managerial decision making.

BUKO-J 560 Global Strategic Management (3 cr.) Spring Semesters. Must have completed Phase I. This course emphasizes the integration and application of diverse knowledge and understanding to organizational strategy. Students, as top executive decision makers, study actual business cases; then test and present their ideas. Successful global commerce requires innovative strategies. Use of analytical, creative, collaborative, and teamwork skills.

BUKO-J 561 Advanced Integrated Business Simulation (3 cr.) Using computer simulation, teams will be introduced to entrepreneurial business strategies and will manage businesses within a competitive marketplace. Students will start up and run a company, and integrate marketing, human resources, operations, finance, and accounting. Repeatedly, students must analyze data and plan a business strategy to build competitive advantage.

BUS-K 201 The Computer in Business (3 cr.) Introduction to digital computers and illustrations of their use in business. Stored program concept, types of languages, instruction in a special language, utilization of

Business Computing Center. Impact of computers upon business management and organization. Note: Student may receive credit for only one of BUS-K 201, CSCI-C 201, and CSCI-C 301.

BUS-K 302 Introduction to Management Science (3 cr.) P: BUS-K 201 or equivalent, ECON-E 270, MATH-M 118 or MATH-M 133 and MATH-M 134 or MATH-M 215. An introductory management science course with a forecasting component of approximately 25 percent of the course. Topics covered include multiple regression, smoothing techniques, linear programming, integer programming, statistical decision theory, simulation and network analysis; coverage may also include inventory theory, Markov process, and goal programming. Heavy emphasis on the application of these topics to business decision making using computer.

BUS-L 200 Elements of Business Law (3 cr.) This course introduces various legal rules governing contracts, their formation, performance, breach, and legal and equitable remedies. The primary focus will be on legal and equitable remedies. The primary focus will be on legal rules applicable to business. No credit toward a B.S.in Business; no credit for both BUS-L 200 or BUS-L 201.

BUS-L 201 Legal Environment of Business (3 cr.) P: Sophomore standing. Emphasis on the nature of law by examining a few areas of general interest: duty to avoid harming others (torts), duty to keep promises (contracts), and government regulation of business (trade regulation). Credit not given for both BUS-L 201 and BUS-L 302.

BUS-L 303 Commercial Law II (3 cr.) P: BUS-L 201. Covers the law of ownership, forms of business organization, commercial paper, and secured transactions. For accounting majors and others desiring a rather broad and detailed knowledge of commercial law.

BUS-L 406 Employment Problems and the Law (3 cr.) P: BUS-L 201. Current legal problems in the area of employment. Topics include race and sex discrimination, harassment, the American with Disabilities Act, employment at ill, privacy issues such as drug testing, and limits on monitoring and testing.

BUKO-L 506 Employment Problems and the Law (3 cr.) Current legal problems in the area of employment. Topics include the hiring process, managing a diverse workforce, affirmative action, race and sex discrimination, harassment, the American with Disabilities Act, pay equity, employment at will, privacy issues such as drug testing and limits on monitoring and testing, termination issues and post-termination issues.

BUKO-L 512 Law and Ethics in Business (3 cr.) Fall Semesters. The objective is to provide the student of management with that knowledge of the American legal system--its processes and the substantive law itself--which is necessary to the making of informed and effective business decisions. Because the law develops and evolves in response to changing social, economic, political, and technological forces, and because business decisions often carry long-lasting as well as delayed effects, this course will emphasize the study of legal change. It is hoped that consideration of past legal developments will give prospective managers sufficient insight into the dynamics of this process to enable them to predict as soundly as possible the future legal environment in which their present decisions will bear fruit.

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: Admission to BUS, junior standing, ECON-E 201, ECON-E 202, BUS-A 201, BUS-A 202. Overview of marketing for all undergraduates. Marketing planning and decision making, examined from firm's and consumer's points of view; marketing concept and its company-wide implications; integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy. Marketing systems viewed in terms of both public and private policy in a pluralistic society.

BUS-M 405 Buyer Behavior (3 cr.) P: BUS-M 301. Description and explanation of consumer behavior in retail markets. Topics include demographic, socioeconomic, psychographic, attitudinal, and group influences on consumer decision making. Applications to promotion, product design, distribution, pricing, and segmentation strategies.

BUS-M 415 Advertising and Promotion Management (3 cr.) P: BUS-M 301. Basic advertising and sales-promotion concepts. The design, management, and integration of a firm's promotional strategy. Public policy aspects and the role of advertising in marketing communications in different cultures.

BUS-M 450 Marketing Strategy (3 cr.) P: BUS-M 301 BUS-M 405, and senior standing with a marketing concentration. Ideally taken in student's last semester. Elective capstone course for marketing majors. Draws on and integrates materials previously taken. Focuses on decision problems in marketing strategy and policy design, and application of analytical tools for marketing and decision making.

BUS-M 455 Topics in Marketing: Customer Relationship Marketing (3 cr.) P: BUS-M 301 and BUS-S 302. Managing customer life cycle, customer retention, understanding relationships, strategic customer relationship management, customer service, social media, and social customer relationship management.

BUS-M 480 Professional Practice in Marketing (3-6 cr.) P: BUS-M 301, junior or senior standing with a concentraton in marketing and permission of instructor. Work experience is provided in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by the faculty.

BUS-M 490 Special Studies in Marketing (3-6 cr.) P: BUS-M 301 and permission of instructor. Offers supervised individual study and research in the student's field of interest. The student will propose the investigation desired and, in conjunction with the instructor, will develop the scope of the work to be completed. Comprehensive written report required.

BUKO-M 542 Organizational Theory and Development (3 cr.) P: BUS-Z 302 or equivalent. The study of organizational theories, structure, processes, and outcomes in a dynamic environment with emphasis on

achieving effectiveness through planned change. Topics include organizational and environmental diagnostic methods, organizational capacity for change, and organizational transformation strategies.

BUKO-M 560 Advanced Marketing Management (3 cr.) P: BUS-M 301. Fall Semesters. The formulation and implementation of strategic marketing plans for the development, pricing, promotion, and distribution of products and services in domestic and international markets. Topics include the role of marketing research and information systems, market opportunity analysis, market segmentation, and analytical tools for optimizing marketing decisions. Extensive use of selected readings, cases, and research projects.

BUKO-M 570 Advanced Operations Management (3 cr.) P: BUS-K 302. Spring Semesters. An in-depth study of topics such as operations planning, material requirements, planning, capacity planning, scheduling, master production scheduling, forecasting, inventory management, the just in time inventory system, and operations control.

BUS-P 301 Operations Management (3 cr.) P: Admission to BUS, junior standing, BUS-K 201, ECON-E 201, ECON-E 202, ECON-E 270. Analysis of planning and control decisions made by the operations manager of any enterprise. Topics include forecasting, production and capacity planning, project planning, operations scheduling, inventory control, work measurement, and productivity improvement.

BUS-S 302 Management Information Systems (3 cr.) P: junior standing, BUS-K 201 or consent of instructor. Overview of management information systems (MIS) within a business context, MIS theory and practice as they relate to management and organization theories; current trends in MIS; managerial usage of information systems; computer hardware, software, and telecommunications; functional information systems; systems development process; the role of microcomputers. Experiential learning with widely used software packages.

BUS-W 100 Business Administration: Introduction (3 cr.) Business administration from the standpoint of a manager of a business firm operating in the contemporary economic, political, and social environment. No credit if taken in the junior or senior year.

BUS-W 430 Organizations and Organizational Change (3 cr.) P: BUS-Z 302. Analysis and development of organizational theories, with emphasis on environmental dependencies, socio-technical systems, structural design, and control of the performance of complex systems. Issues in organizational change such as barriers to change, appropriateness of intervention strategies and techniques, organizational analysis, and evaluation of formal change programs.

BUS-W 480 Professional Practice in Management (3-6 cr.) P: BUS-Z 302, junior or senior standing with a concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F are assigned by faculty.

BUS-W 490 Independent Study in Business Administration (1-6 cr.) P: Consent of instructor.

BUS-X 107 Freshman Seminar in Business (3 cr.) The Freshman Seminar in Business course is designed to assist freshman in their transition into college. This course provides students with the essential skills needed to succeed in college. Module I of this course focuses on student success; during the first 5 weeks, students will focus on study skills, team building, peer leadership, and interpersonal skills. Module II focuses on financial planning; students will focus on goal setting, budgeting, financial planning, cash management, and credit management. Module III focuses on career exploration; this final module allows students to begin thinking about their concentrations, their future, and what it will take to properly prepare themselves for their future careers.

BUS-X 293 Honors Seminar in Business (1-3 cr.) For student in the Business Honors Program. May be taken twice for credit.

BUS-X 410 Business Career Planning and Placement (1 cr.)

BUS-X 487 Seminar in Business Administration (3-6 cr.) Instruction of an interdisciplinary nature for student groups involved in university-related, nonprofit ventures. Interested groups must be sponsored by a School of Business faculty member, as approved by the Curriculum Management and Assurance of Learning Committee (CMALC). May be repeated up to a maximum of 6 credits. Students must have a cumulative G.P.A. of 2.0 to enroll in the course.

BUS-X 493 Honors Seminar in Business (1-3 cr.) For students in the Business Honors Program. May be repeated twice for credit.

BUS-Z 302 Managing and Behavior in Organizations (3 cr.) P: Admission to BUS, SOC-S 100, PSY-P 103, and junior standing. Integration of behavior and organizational theories. Application of concepts and theories toward improving individual, group, and organizational performance. Builds from a behavioral foundation toward an understanding of managerial processes. Credit given for only one of BUS-Z 300, BUS-Z 301, or BUS-Z 302.

BUS-Z 440 Personnel-Human Resource Management (3 cr.) P: BUS-Z 302. Nature of human resource development and utilization in American society and organizations. Government programs and policies, labor force statistics, organizational personnel departments, personnel planning, forecasting, selection, training and development. Integration of government and organizational human resource programs.

BUS-Z 480 Professional Practice in Human Resource Management (3-6 cr.) P: BUS-Z 302, junior or senior standing with a concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F assigned by faculty.

BUS-Z 490 Independent Study in Personnel Management and Organizational Behavior (1-3 cr.) P: BUS-Z 302. For senior-year students with consent of

instructor. Research, analysis, and discussion of current topics. Written report required.

BUKO-Z 542 Creating, Leading, and Maintaining High Performance Organizations (3 cr.) P: BUS-Z 302. Fall Semesters. This course explores how managers create high-performance organizations by marshaling traditional and non-traditional human resource management, organization leadership and change-management practices to align those practices with organizational strategy.

Economics

ECON-E 200 Fundamentals of Economics (3 cr.) Study of the basic institutions of market economy and the role they play in defining and pursuing economic goals in the U.S. economy. Emphasis is placed upon the effects of existing economic institutions; current economic policy alternatives as they affect both the individual and the society. No credit toward a B.S. in Business; no credit for both ECON-E 200 and ECON-E 201.

ECON-E 201 Introduction of Microeconomics (3 cr.) P: MATH-M 117. Scarcity, opportunity cost, competitive market pricing, and interdependence as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as poverty, pollution, excise taxes, rent controls, and farm subsidies.

ECON-E 202 Introduction to Macroeconomics (3 cr.) P: MATH-M 117. Measuring and explaining total economic performance, money, and monetary and fiscal policy as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as inflation, unemployment, economic growth, and underdeveloped countries.

ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr.) P: MATH-M 117. Review of basic probability concepts. Sampling, inference, and testing statistical hypotheses. Applications of regression and correlation theory, analysis of variance, and elementary decision theory. Credit not given for both ECON-E 270, PSY-K 300 and MATH-K 310.

ECON-E 300 Survey of Economics (3 cr.) Provides the macroeconomic and microeconomic understanding that mangers will use throughout their careers. Microeconomic topics include supply and demand, pricing, production and costs, and applications of microeconomic theory. Macroeconomic topics include international economics, monetary and fiscal policies, aggregate demand and aggregate supply, and models of the macro economy. This course does NOT count towards an undergraduate degree in business.

ECON-E 307 Current Economic Issues: Game Theory (3 cr.) P: ECON-E 201. Current economic issues, problems, and research methods. Designed to in depth an economic issue currently before the public or to examine a particular aspect of the methodology of economics. Examples would be a study of the economic aspects of discrimination, a study of urban economic policy, or a study of simplified models in economics.

BUKO-E 542 Strategic Managerial Economics (3 cr.) P: ECON-E 201 and ECON-E 202 or equivalent. Fall Semesters. Provides the microeconomic understanding that business managers will find useful in making decisions under conditions of uncertainty. Topics include demand and cost estimations, pricing, market structure and analysis, and the organization of the firm. The course will include case analyses of situations in business using a managerial economics perspective.

ECON-H 203 Introduction to Microeconomics Honors (3 cr.) For students in the Honors Program.

Master of Business Administration Courses

Business

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. No credit toward a B.S. in Business. Credit not given for both BUS-A 200 and BUS-A 201.

BUS-A 201 Introduction to Financial Accounting (3 cr.) P: Completion of 26 credit hours. Concepts and issues of financial reporting for business entities; analysis and recording of economic transactions.

BUS-A 202 Introduction to Managerial Accounting (3 cr.) P: BUS-A 201. Concepts and issues of management accounting; budgeting; cost determination and analysis.

BUS-A 311 Intermediate Accounting (3 cr.) P: BUS-A 202. Theory of asset valuation and income measurement. Principles underlying published financial statements including consideration of enterprise assets and liabilities.

BUS-A 312 Intermediate Accounting (3 cr.) P: BUS-A 311. Application of intermediate accounting theory to problems of accounting for economic activities, including long-term liabilities, corporations, earnings per share, tax allocation, pensions, and leases. Also covered are the statement of changes in financial position, and inflation accounting.

BUS-A 325 Cost Accounting (3 cr.) P: BUS-A 202. Conceptual and technical aspects of management and cost accounting. Product costing; cost control over projects and products; profit planning.

BUS-A 328 Introduction to Taxation (3 cr.) P: BUS-A 202 or consent of instructor. Internal Revenue Code and regulations. Emphasis on the philosophy of taxation, including concepts, exclusions from income, deductions, and credits.

BUS-A 337 Accounting Information Systems (3 cr.) P: BUS-A 201; BUS-A 202 The course's primary objective is to build upon, extend, and facilitate the integration of business and technical knowledge to help students succeed as managers in a technology-intensive, corporate environment. Through the use of readings, lectures, cases, and exercises the course enables students to understand and manage information technology in order to achieve competitive advantage through improved decision making, business processes, operations, and organizational controls.

BUS-A 339 Advanced Income Tax (3 cr.) P: BUS-A 328. Internal Revenue Code and regulations; advanced aspects of income, deductions, exclusions, and credits,

especially as applied to tax problems of partnerships and corporations.

BUS-A 380 Professional Practice in Accounting (3-6 cr.) P: Junior or senior standing in major area and consent of instructor. Provides work experience in a cooperating firm or agency. Comprehensive written report required. Grades of S or F are assigned by faculty.

BUS-A 422 Advanced Financial Accounting (3 cr.) P: BUS-A 312. Generally accepted accounting principles, as applied to partnerships, business combinations, branches, foreign operations, and nonprofit organizations. Particular emphasis on consolidated financial statements.

BUS-A 424 Auditing (3 cr.) P: BUS-A 312. Public accounting organization and operation; review of internal control, including EDP system; verification of balance sheet and operating accounts; statistical applications in auditing.

BUS-A 490 Independent Study in Accounting (1-3 cr.) P: Consent of instructor.

BUKO-C 555 Investments (3 cr.) P: BUS-F 301 or equivalent. 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-C 567 Issues in Financial Management (1-3 cr.) P: BUS-F 301 or equivalent. Application of financial theory to current problems and topics in financial management. The approach may include case analyses and active class discussion; emphasis on decision making in an uncertain financial environment. Topics include dividend theory, capital structure, investments and agency theory.

BUKO-C 570 Issues in Human Resource Management (1-3 cr.) P: BUS-Z 302 or equivalent. This course examines in depth selected topics in human resource management, such as strategic human resource planning and recruitment, employee rights and responsibilities, performance appraisal and training, and occupational health and safety. ("Staffing Organizations" typical topic offered).

BUKO-C 581 Advertising and Sales Promotion (3 cr.) P: BUS-M 301 or equivalent. Theories and practices of advertising, sales promotion and public relations as they relate to the overall marketing program. Emphasis is placed on policy planning, decision tools, and the legal and social environment.

BUKO-C 590 Independent Study In Business And Administration (1-3 cr.) (permission of instructor and MBA Director) The objective behind independent study is to provide an opportunity to the graduate student to study, analyze, and/or evaluate in-depth some topic of interest.

BUKO-C 599 Project Demonstrating Expertise (PDE) (3 cr.) (Permission of instructor and MBA Director) A significant project in the student's field that demonstrates expertise in applying knowledge to the benefit of the organization and student. Expectations, determined jointly by faculty and executive mentors, include the ability to effectively manage the responsibilities involved. To optimize learning, PDE may coincide with other projects and studies.

BUS-D 301 The International Business Environment (3 cr.) P: ECON-E 201, ECON-E 202, 56 credit hours. The national and international environmental aspects of international business. Examines the cultural, political, economic, systemic, legal-regulatory, trade, and financial environments; and how they affect the international business activities of firms in the United States and, selectively, in other countries.

BUS-D 302 International Business: Operations of International Enterprises (3 cr.) P: BUS-D 301. The administration of international aspects of business organizations through an examination of their policy formulation, forms of foreign operations, methods of organization and control, and functional adjustments.

BUKO-D 542 Advanced Managerial Accounting (3 cr.) P: BUS-A 201. Spring Semesters. 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.

BUS-D 496 Foreign Study in Business (3 cr.)

BUS-F 151 Personal Finances of the College Student (3 cr.) Introduction to the basic planning tools and concepts for college-age financial literacy. Emphasis on financial decisions and challenges facing a typical college student. Topics include, careers, goal setting, budgeting, tax planning and credit, including options for financing higher education. Foundation of the Financial Literacy Curriculum.

BUS-F 301 Financial Management (3 cr.) P: Admission to BUS, 56 credits, BUS-A 202, ECON-E 201, ECON-E 202, ECON-E 270. Conceptual framework of the firm's investment, financing, and dividend decision; includes working capital management, capital budgeting, and capital structure strategies.

BUS-F 302 Financial Decision Making (3 cr.) P: BUS-F 301. Application of financial theory and techniques of analysis in the search of optimal solutions to financial management problems.

BUS-F 420 Equity and Fixed Income Investment (3 cr.) P: BUS-F 301. Conceptual and analytical frameworks for formulating investment policies, analyzing securities, and constructing portfolio strategies for individuals and institutions.

BUS-F 480 Professional Practice in Finance (3-6 cr.) P: BUS-F 301, junior or senior standing in major area and consent of instructor. Work experience is offered in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by faculty.

BUS-F 490 Independent Study in Finance (1-3 cr.) P: Consent of instructor. Supervised individual study and research in a 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-F 494 International Finance (3 cr.) P: BUS-F 301 or equivalent. Covers the international dimension of both investments and corporate finance. Develop strategies for investing internationally, including lodging exchange rate

risk, adjusting to client preferences and home currencies, evaluating performance, estimating a corporation's exposure to real exchange rate risk, strategies to hedge risk or to dynamically adjust to shocks, and reasons for a corporation to hedge. Also covers international capital budgeting, multinational transfer pricing, and international cash management.

BUKO-F 542 Advanced Financial Management (3 cr.) P: BUS-F 301. Spring Semesters. Study of the aggregation and distribution of financial resources. Topics include analysis of money and capital markets, financial instruments and securities, interest rate theory, and public and private institutions of the United States financial system.

BUKO-F 571 International Corporate Finance (3 cr.) P: BUS-F 301 or equivalent. 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.

BUS-J 401 Administrative Policy (3 cr.) P: BUS-F 301, BUS-M 301, BUS-P 301, BUS-Z 302. Administration of business organizations — policy formulation, organization, methods, and executive control.

BUS-J 404 Business and Society (3 cr.) P: Senior standing. Intellectual, philosophical, and scientific foundations of business. The business dynamic; its role in the evolution of enterprise and society from the small and simple to the large and complex; structure, discipline, and goals of a business society.

BUKO-J 512 Small Business Management and Entrepreneurship (3 cr.) (permission of instructor) This course integrates students' knowledge in various application of management theory and development of practical solutions for real problems necessary to formulate a business plan. Attention is given to the role of the entrepreneur or small business manager.

BUKO-J 542 Ethical and Regulatory Environment of Business (3 cr.) Recognizing that major business decisions have social and legal implications, this course builds awareness and understanding of these dimensions of managerial actions. It explores the ethical concerns of organizations and the challenges in managerial decision making.

BUKO-J 560 Global Strategic Management (3 cr.) Spring Semesters. Must have completed Phase I. This course emphasizes the integration and application of diverse knowledge and understanding to organizational strategy. Students, as top executive decision makers, study actual business cases; then test and present their ideas. Successful global commerce requires innovative strategies. Use of analytical, creative, collaborative, and teamwork skills.

BUKO-J 561 Advanced Integrated Business Simulation (3 cr.) Using computer simulation, teams will be introduced to entrepreneurial business strategies and will manage businesses within a competitive marketplace. Students will start up and run a company, and integrate marketing, human resources, operations, finance, and accounting. Repeatedly, students must analyze data and plan a business strategy to build competitive advantage.

BUS-K 201 The Computer in Business (3 cr.) Introduction to digital computers and illustrations of their use in business. Stored program concept, types of languages, instruction in a special language, utilization of Business Computing Center. Impact of computers upon business management and organization. Note: Student may receive credit for only one of BUS-K 201, CSCI-C 201, and CSCI-C 301.

BUS-K 302 Introduction to Management Science (3 cr.) P: BUS-K 201 or equivalent, ECON-E 270, MATH-M 118 or MATH-M 133 and MATH-M 134 or MATH-M 215. An introductory management science course with a forecasting component of approximately 25 percent of the course. Topics covered include multiple regression, smoothing techniques, linear programming, integer programming, statistical decision theory, simulation and network analysis; coverage may also include inventory theory, Markov process, and goal programming. Heavy emphasis on the application of these topics to business decision making using computer.

BUS-L 200 Elements of Business Law (3 cr.) This course introduces various legal rules governing contracts, their formation, performance, breach, and legal and equitable remedies. The primary focus will be on legal and equitable remedies. The primary focus will be on legal rules applicable to business. No credit toward a B.S.in Business; no credit for both BUS-L 200 or BUS-L 201.

BUS-L 201 Legal Environment of Business (3 cr.) P: Sophomore standing. Emphasis on the nature of law by examining a few areas of general interest: duty to avoid harming others (torts), duty to keep promises (contracts), and government regulation of business (trade regulation). Credit not given for both BUS-L 201 and BUS-L 302.

BUS-L 303 Commercial Law II (3 cr.) P: BUS-L 201. Covers the law of ownership, forms of business organization, commercial paper, and secured transactions. For accounting majors and others desiring a rather broad and detailed knowledge of commercial law.

BUS-L 406 Employment Problems and the Law (3 cr.) P: BUS-L 201. Current legal problems in the area of employment. Topics include race and sex discrimination, harassment, the American with Disabilities Act, employment at ill, privacy issues such as drug testing, and limits on monitoring and testing.

BUKO-L 506 Employment Problems and the Law (3 cr.) Current legal problems in the area of employment. Topics include the hiring process, managing a diverse workforce, affirmative action, race and sex discrimination, harassment, the American with Disabilities Act, pay equity, employment at will, privacy issues such as drug testing and limits on monitoring and testing, termination issues and post-termination issues.

BUKO-L 512 Law and Ethics in Business (3 cr.) Fall Semesters. The objective is to provide the student of management with that knowledge of the American legal system--its processes and the substantive law itself--which is necessary to the making of informed and effective business decisions. Because the law develops and evolves in response to changing social, economic,

political, and technological forces, and because business decisions often carry long-lasting as well as delayed effects, this course will emphasize the study of legal change. It is hoped that consideration of past legal developments will give prospective managers sufficient insight into the dynamics of this process to enable them to predict as soundly as possible the future legal environment in which their present decisions will bear fruit.

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: Admission to BUS, junior standing, ECON-E 201, ECON-E 202, BUS-A 201, BUS-A 202. Overview of marketing for all undergraduates. Marketing planning and decision making, examined from firm's and consumer's points of view; marketing concept and its company-wide implications; integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy. Marketing systems viewed in terms of both public and private policy in a pluralistic society.

BUS-M 405 Buyer Behavior (3 cr.) P: BUS-M 301. Description and explanation of consumer behavior in retail markets. Topics include demographic, socioeconomic, psychographic, attitudinal, and group influences on consumer decision making. Applications to promotion, product design, distribution, pricing, and segmentation strategies.

BUS-M 415 Advertising and Promotion Management (3 cr.) P: BUS-M 301. Basic advertising and sales-promotion concepts. The design, management, and integration of a firm's promotional strategy. Public policy aspects and the role of advertising in marketing communications in different cultures.

BUS-M 450 Marketing Strategy (3 cr.) P: BUS-M 301 BUS-M 405, and senior standing with a marketing concentration. Ideally taken in student's last semester. Elective capstone course for marketing majors. Draws on and integrates materials previously taken. Focuses on decision problems in marketing strategy and policy design, and application of analytical tools for marketing and decision making.

BUS-M 455 Topics in Marketing: Customer Relationship Marketing (3 cr.) P: BUS-M 301 and BUS-S 302. Managing customer life cycle, customer retention, understanding relationships, strategic customer relationship management, customer service, social media, and social customer relationship management.

BUS-M 480 Professional Practice in Marketing (3-6 cr.) P: BUS-M 301, junior or senior standing with a concentraton in marketing and permission of instructor. Work experience is provided in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by the faculty.

BUS-M 490 Special Studies in Marketing (3-6 cr.) P: BUS-M 301 and permission of instructor. Offers supervised individual study and research in the student's field of interest. The student will propose the investigation desired and, in conjunction with the instructor, will develop the scope of the work to be completed. Comprehensive written report required.

BUKO-M 542 Organizational Theory and Development (3 cr.) P: BUS-Z 302 or equivalent. The study of organizational theories, structure, processes, and outcomes in a dynamic environment with emphasis on achieving effectiveness through planned change. Topics include organizational and environmental diagnostic methods, organizational capacity for change, and organizational transformation strategies.

BUKO-M 560 Advanced Marketing Management (3 cr.) P: BUS-M 301. Fall Semesters. The formulation and implementation of strategic marketing plans for the development, pricing, promotion, and distribution of products and services in domestic and international markets. Topics include the role of marketing research and information systems, market opportunity analysis, market segmentation, and analytical tools for optimizing marketing decisions. Extensive use of selected readings, cases, and research projects.

BUKO-M 570 Advanced Operations Management (3 cr.) P: BUS-K 302. Spring Semesters. An in-depth study of topics such as operations planning, material requirements, planning, capacity planning, scheduling, master production scheduling, forecasting, inventory management, the just in time inventory system, and operations control.

BUS-P 301 Operations Management (3 cr.) P: Admission to BUS, junior standing, BUS-K 201, ECON-E 201, ECON-E 202, ECON-E 270. Analysis of planning and control decisions made by the operations manager of any enterprise. Topics include forecasting, production and capacity planning, project planning, operations scheduling, inventory control, work measurement, and productivity improvement.

BUS-S 302 Management Information Systems (3 cr.) P: junior standing, BUS-K 201 or consent of instructor. Overview of management information systems (MIS) within a business context, MIS theory and practice as they relate to management and organization theories; current trends in MIS; managerial usage of information systems; computer hardware, software, and telecommunications; functional information systems; systems development process; the role of microcomputers. Experiential learning with widely used software packages.

BUS-W 100 Business Administration: Introduction (3 cr.) Business administration from the standpoint of a manager of a business firm operating in the contemporary economic, political, and social environment. No credit if taken in the junior or senior year.

BUS-W 430 Organizations and Organizational Change (3 cr.) P: BUS-Z 302. Analysis and development of organizational theories, with emphasis on environmental dependencies, socio-technical systems, structural design, and control of the performance of complex systems. Issues in organizational change such as barriers to change, appropriateness of intervention strategies and techniques, organizational analysis, and evaluation of formal change programs.

BUS-W 480 Professional Practice in Management (3-6 cr.) P: BUS-Z 302, junior or senior standing with a

concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F are assigned by faculty.

BUS-W 490 Independent Study in Business Administration (1-6 cr.) P: Consent of instructor.

BUS-X 107 Freshman Seminar in Business (3 cr.) The Freshman Seminar in Business course is designed to assist freshman in their transition into college. This course provides students with the essential skills needed to succeed in college. Module I of this course focuses on student success; during the first 5 weeks, students will focus on study skills, team building, peer leadership, and interpersonal skills. Module II focuses on financial planning; students will focus on goal setting, budgeting, financial planning, cash management, and credit management. Module III focuses on career exploration; this final module allows students to begin thinking about their concentrations, their future, and what it will take to properly prepare themselves for their future careers.

BUS-X 293 Honors Seminar in Business (1-3 cr.) For student in the Business Honors Program. May be taken twice for credit.

BUS-X 410 Business Career Planning and Placement (1 cr.)

BUS-X 487 Seminar in Business Administration (3-6 cr.) Instruction of an interdisciplinary nature for student groups involved in university-related, nonprofit ventures. Interested groups must be sponsored by a School of Business faculty member, as approved by the Curriculum Management and Assurance of Learning Committee (CMALC). May be repeated up to a maximum of 6 credits. Students must have a cumulative G.P.A. of 2.0 to enroll in the course.

BUS-X 493 Honors Seminar in Business (1-3 cr.) For students in the Business Honors Program. May be repeated twice for credit.

BUS-Z 302 Managing and Behavior in Organizations (3 cr.) P: Admission to BUS, SOC-S 100, PSY-P 103, and junior standing. Integration of behavior and organizational theories. Application of concepts and theories toward improving individual, group, and organizational performance. Builds from a behavioral foundation toward an understanding of managerial processes. Credit given for only one of BUS-Z 300, BUS-Z 301, or BUS-Z 302.

BUS-Z 440 Personnel-Human Resource Management (3 cr.) P: BUS-Z 302. Nature of human resource development and utilization in American society and organizations. Government programs and policies, labor force statistics, organizational personnel departments, personnel planning, forecasting, selection, training and development. Integration of government and organizational human resource programs.

BUS-Z 480 Professional Practice in Human Resource Management (3-6 cr.) P: BUS-Z 302, junior or senior standing with a concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F assigned by faculty.

BUS-Z 490 Independent Study in Personnel Management and Organizational Behavior (1-3 cr.) P: BUS-Z 302. For senior-year students with consent of instructor. Research, analysis, and discussion of current topics. Written report required.

BUKO-Z 542 Creating, Leading, and Maintaining High Performance Organizations (3 cr.) P: BUS-Z 302. Fall Semesters. This course explores how managers create high-performance organizations by marshaling traditional and non-traditional human resource management, organization leadership and change-management practices to align those practices with organizational strategy.

Economics

ECON-E 200 Fundamentals of Economics (3 cr.) Study of the basic institutions of market economy and the role they play in defining and pursuing economic goals in the U.S. economy. Emphasis is placed upon the effects of existing economic institutions; current economic policy alternatives as they affect both the individual and the society. No credit toward a B.S. in Business; no credit for both ECON-E 200 and ECON-E 201.

ECON-E 201 Introduction of Microeconomics (3 cr.) P: MATH-M 117. Scarcity, opportunity cost, competitive market pricing, and interdependence as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as poverty, pollution, excise taxes, rent controls, and farm subsidies.

ECON-E 202 Introduction to Macroeconomics (3 cr.) P: MATH-M 117. Measuring and explaining total economic performance, money, and monetary and fiscal policy as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as inflation, unemployment, economic growth, and underdeveloped countries.

ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr.) P: MATH-M 117. Review of basic probability concepts. Sampling, inference, and testing statistical hypotheses. Applications of regression and correlation theory, analysis of variance, and elementary decision theory. Credit not given for both ECON-E 270, PSY-K 300 and MATH-K 310.

ECON-E 300 Survey of Economics (3 cr.) Provides the macroeconomic and microeconomic understanding that mangers will use throughout their careers. Microeconomic topics include supply and demand, pricing, production and costs, and applications of microeconomic theory. Macroeconomic topics include international economics, monetary and fiscal policies, aggregate demand and aggregate supply, and models of the macro economy. This course does NOT count towards an undergraduate degree in business.

ECON-E 307 Current Economic Issues: Game Theory (3 cr.) P: ECON-E 201. Current economic issues, problems, and research methods. Designed to in depth an economic issue currently before the public or to examine a particular aspect of the methodology of economics. Examples would be a study of the economic

aspects of discrimination, a study of urban economic policy, or a study of simplified models in economics.

BUKO-E 542 Strategic Managerial Economics (3 cr.) P: ECON-E 201 and ECON-E 202 or equivalent. Fall Semesters. Provides the microeconomic understanding that business managers will find useful in making decisions under conditions of uncertainty. Topics include demand and cost estimations, pricing, market structure and analysis, and the organization of the firm. The course will include case analyses of situations in business using a managerial economics perspective.

ECON-H 203 Introduction to Microeconomics Honors (3 cr.) For students in the Honors Program.

Concentration in Accounting

The accounting curriculum prepares students for careers in fields ranging from public, corporate and not-for-profit accounting organizations to management consulting. In addition, it equips the prospective graduates with tools for analysis and decision-making and prepares them for leadership roles regardless of the career path chosen. It also provides an excellent background for students considering a graduate degree in business administration or law. Internships in business and not-for-profit organizations are available. The Career Services Office can provide further information about internships.

Students who complete the accounting concentration will meet the accounting and business education requirements necessary to sit for the Uniform CPA (Certified Public Accountant) exam in Indiana. Those who pursue a CPA career should obtain the full list of requirements at www.nasba.org and www.cpa-exam.org. Most states require a prospective CPA exam candidate to complete 150 credit hours. The School of Business offers a Master of Business Administration degree for individuals who wish to fulfill the additional 30 credit hours beyond the 120-hour undergraduate degree while obtaining an advanced professional degree.

Students who do not wish to pursue a career as a CPA have many other career options, including taxation, corporate, governmental and not-for-profit accounting. The 120-hour Baccalaureate degree will qualify the graduate to sit for some certification exams designed for these private sector careers, such as the certified Management Accountant (CMA) and the Certified Internal Auditor (CIA) exams.

The School of Business also offers the Post Baccalaureate Certificate in Accounting for students who already possess a bachelor's degree in a field other than accounting and wish to pursue a CPA or an accounting career. Students who complete the certificate program will satisfy the accounting and business education requirements required to sit for the CPA exam.

Sequencing toward the BSB in Accounting Concentration
Semester and Course
Freshman Year (No Accounting Taken)

Sophomore Year

- Fall BUS-A 201
- Spring BUS-A 202

Junior Year

- Fall BUS-A 311, BUS-A 325
- Spring BUS-A 312, BUS-A 337

Senior Year

- Fall BUS-A 328, BUS-A 422
- Spring BUS-A 339, BUS-A 424

Course Requirements: Sophomore Year: BUS-A 201, BUS-A 202, BUS-L 201. Junior and Senior Years: BUS-A 311, BUS-A 312, BUS-A 325, BUS-A 328, BUS-A 422, BUS-A 424, and BUS-A 337. In addition, each student is required to complete an applied learning experience. See an advisor for options.

The Postbaccalaureate Certificate in Accounting
This program is designed to prepare individuals for careers in public, industrial or governmental accounting. Students will be prepared to sit for the Certified Public Accountant examination. Requirements (1) A baccalaureate degree from an accredited institution; (2) admission to Indiana University as a regular student; (3) completion of a minimum of 54 credit hours; 30 credit hours must be taken at Indiana University and 24 of the 30 credit hours must be taken at IU Kokomo; (4) a cumulative grade point average of 2.0 (C) or higher. Required Courses: BUS-A 201, BUS-A 202, BUS-A 311, BUS-A 312, BUS-A 325, BUS-A 328, BUS-A 339, BUS-A 422, BUS-A 424. Elective Courses: choose 24 cr. from the following list: BUS-L 201, BUS-A 337, ECON-E 201, ECON-E 202, ECON-E 270, BUS-K 201, BUS-F 301, BUS-M 301, BUS-P 301, BUS-S 302, BUS-D 301, BUS-Z 302, and BUS-J 404.

4+1 Program
By working with the undergraduate and graduate advisors and taking 15 credits a semester, it is possible to graduate in 5 years with both Bachelor of Science in Business and Master of Business Administration (MBA) degrees. Students interested in this program must be qualified to begin calculus their freshman year or must enroll in summer classes. Contact the undergraduate business advisors for more information.

Concentration in Finance and Economics

The concentration in finance and economics prepares students for careers in banking, investing, manufacturing, and insurance. In addition, graduates will be strong candidates for positions in government, utilities, communications, and nonprofit organizations. The finance and economics curriculum also provides an excellent background for students who desire to pursue graduate work in business administration, economics, finance, or law. The courses offered in this concentration are designed to equip students with the necessary background for interpreting data, forecasting, and decision making in a changing global economy.

Course Requirements taken in the Junior and Senior Years:

Required:

- BUS-F 302 Financial Decision Making (3 cr.)

- BUS-F 420 Investments (3 cr.)
- BUS-A 325 Cost Accounting (3 cr.)

Choose three of the following four options:

- BUS-F 494 International Finance (3 cr.)
- BUS-A 311 Intermediate Accounting I (3 cr.)
- one 300-400 level BUS-F course approved by the School of Business (3 cr.)
- one 300-400 level BUS or ECON elective (3 cr.)

In addition, each student is required to complete an applied learning experience. See an academic advisor for options.

4+1 Program
By working with the undergraduate and graduate advisors and taking 15 credits a semester, it is possible to graduate in 5 years with both Bachelor of Science in Business and Master of Business Administration (MBA) degrees. Students interested in this program must be qualified to begin calculus their freshman year or must enroll in summer classes. Contact the undergraduate business advisors for more information.

Concentration in Management

The management curriculum is designed with maximum flexibility to accommodate those students who have explicit career objectives and interests in any of several management areas, including human resources. The courses offered in this concentration develop the student's capacity as a decision maker in an organization.

Course Requirements include taking six of the following eight options in the Junior and Senior Years:

- BUS-L 406 Employment Problems and Law (3 cr.)
- BUS-W 430 Organizations and Organizational Change (3 cr.)
- BUS-Z 440 Personnel-Human Resource Management (3 cr.)
- one 300-400 level BUS-W business or economics course approved by the School of Business (3 cr.)
- one 300-400 level BUS-Z business or economics course approved by the School of Business (3 cr.)
- one 300-400 level BUS-P business or economics course approved by the School of Business (3 cr.)
- one 300-400 level BUS or ECON elective (3 cr.)
- one 300-400 level BUS or ECON elective (3 cr.)

In addition, each student is required to complete an applied learning experience. See an advisor for options.

4+1 Program
By working with the undergraduate and graduate advisors and taking 15 credits a semester, it is possible to graduate in 5 years with both Bachelor of Science in Business and Master of Business Administration (MBA) degrees. Students interested in this program must be qualified to begin calculus their freshman year or must enroll in summer classes. Contact the undergraduate business advisor for more information.

Concentration in Marketing

The marketing concentration is concerned with activities related to the marketing of goods and services from the source of supply to the source of demand. Areas of study include buyer behavior, product and service development, pricing policies, institutions and channels of distribution, advertising and promotion, marketing research, personal selling, industrial marketing, customer relationship management, marketing analytics, international marketing, and marketing strategy and policy. The marketing curriculum focuses on the skills needed to plan, implement, and evaluate an organization's programs related to marketing of goods and services. The curriculum helps students develop a clear understanding of marketing functions and how they interrelate with other functions of the firm. This concentration is particularly appropriate for careers in advertising, sales, brand management, retailing, wholesaling, market planning, industrial marketing, international marketing, marketing research, distribution, and marketing management in various types of organizations.

Course Requirements taken in the Junior and Senior Years:

Required:

- BUS-M 405 Buyer Behavior (3 cr.)
- BUS-M 450 Marketing Strategy (3 cr.)
- BUS-M 455 Topics in Marketing: Customer Relationship Marketing (3 cr.)

Choose three of the following four options:

- BUS-M 415 Advertising and Promotion Management (3 cr.)
- One 300-400 level BUS-M business or economics course approved by the School of Business (3 cr.)
- One 300-400 level BUS or ECON elective (3 cr.)
- One 300-400 level BUS or ECON elective (3 cr.)

In addition, each student is required to complete an applied learning experience. See an advisor for options.

4+1 Program
By working with the undergraduate and graduate advisors and taking 15 credits a semester, it is possible to graduate in 5 years with both Bachelor of Science in Business and Master of Business Administration (MBA) degrees. Students interested in this program must be qualified to begin calculus their freshman year or must enroll in summer classes. Contact the undergraduate business advisor for more information.

MBA Finance Concentration

BUKO-C 555 Investments (3 cr.)

BUKO-C 567 Issues in Financial Management (3 cr.)

BUKO-F 571 International Corporate Finance (3 cr.)

MBA Human Resources Management Concentration

BUKO-C 570 Issues in Human Resources (3 cr.)

BUKO-L 506 Employment Problems and the Law (3 cr.)

BUKO-M 542 Organizational Theory and Development (3 cr.)

MBA Double Concentration

BUKO-C 555 Investments (3 cr.)

BUKO-C 567 Issues in Financial Management: Seminar/ Variable Topics (3 cr.)

BUKO-C 570 Issues in Human Resources Management: Seminar/Variable Topics (3 cr.)

BUKO-F 542 International Corporate Finance (3 cr.)

BUKO-L 506 Employment Problems and the Law (3 cr.)

BUKO-M 542 Organizational Theory and Development (3 cr.)

Postbaccalaureate Certificate in Business Fundamentals

Description: This certificate program allows students to complete a certificate in business fundamentals with no prior business education experience.

Admission Requirements: Bachelor Degree in a Non-Business Field

The Certificate Program (18 credit hours):

- BUS-A 201 Intro to Financial Accounting (3 credit hours)
- BUS-F 301 Financial Management (3 credit hours)
- BUS-K 302 Intro to Management Science (3 credit hours)
- BUS-M 301 Marketing Management (3 credit hours)
- BUS-Z 302 Managing and Behavior in Organizations (3 credit hours)
- ECON-E 300 Survey of Economics (3 credit hours)

Note: Certificate Program satisfies Phase I of the MBA Program

Postbaccalaureate Certificate in Accounting

Admissions Requirements:

- A baccalaureate degree
- Admission as a regular student to Indiana University Kokomo
- Completion of 51 credit hours (listed below) with at least 30 hours completed at Indiana University Kokomo
- A minimum of 18 credit hours must be completed postbaccaulaureate.
- All courses must be completed with a minimum grade of C (including courses accepted for transfer credit).
- A minimum grade point average of 2.5 based on all 54 hours (including courses accepted for transfer credit)

Required Accounting Courses (27 Credit Hours):

- BUS-A 201 Introduction to Financial Accounting (3 credit hours)
- BUS-A 202 Introduction to Managerial Accounting (3 credit hours)
- BUS-A 311 Intermediate Accounting I (3 credit hours)
- BUS-A 312 Intermediate Accounting II (3 credit hours)
- BUS-A 325 Cost Accounting (3 credit hours)
- BUS-A 328 Introduction to Taxation (3 credit hours)
- BUS-A 339 Advanced Income Taxes (3 credit hours)
- BUS-A 422 Advanced Financial Accounting (3 credit hours)
- BUS-A 424 Auditing and Assurance Services (3 credit hours)

Select 24 Credit Hours from the Following:

- BUS-K 201 The Computer in Business (3 credit hours)
- BUS-L 201 Legal Environment of Business (3 credit hours)
- BUS-A 337 Accounting Information Systems (3 credit hours)
- ECON-E 201 Introduction to Microeconomics (3 credit hours)
- ECON-E 202 Introduction to Macroeconomics (3 credit hours)
- ECON-E 270 Statistics for Business and Economics (3 credit hours)
- BUS-D 301 International Business Environment (3 credit hours)
- BUS-F 301 Financial Management (3 credit hours)
- BUS-M 301 Marketing Management (3 credit hours)
- BUS-P 301 Operations Management (3 credit hours)
- BUS-S 302 Management Information Systems (3 credit hours)
- BUS-Z 302 Managing and Behavior in Organizations (3 credit hours)

1. Students can receive credit for required courses (or equivalents) that were completed with their baccalaureate degree.
2. MBA students can receive credit for equivalent non-accounting courses that were completed with their graduate degree.
3. BUKO-D 542 Advanced Managerial Accounting will be considered the equivalent of BUS-A 202 and BUS-A 325.

Additional Information:

Consumer information about this program

The MBA Curriculum

Business

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. No credit toward a B.S. in Business. Credit not given for both BUS-A 200 and BUS-A 201.

BUS-A 201 Introduction to Financial Accounting (3 cr.) P: Completion of 26 credit hours. Concepts and issues of financial reporting for business entities; analysis and recording of economic transactions.

BUS-A 202 Introduction to Managerial Accounting (3 cr.) P: BUS-A 201. Concepts and issues of

management accounting; budgeting; cost determination and analysis.

BUS-A 311 Intermediate Accounting (3 cr.) P: BUS-A 202. Theory of asset valuation and income measurement. Principles underlying published financial statements including consideration of enterprise assets and liabilities.

BUS-A 312 Intermediate Accounting (3 cr.) P: BUS-A 311. Application of intermediate accounting theory to problems of accounting for economic activities, including long-term liabilities, corporations, earnings per share, tax allocation, pensions, and leases. Also covered are the statement of changes in financial position, and inflation accounting.

BUS-A 325 Cost Accounting (3 cr.) P: BUS-A 202. Conceptual and technical aspects of management and cost accounting. Product costing; cost control over projects and products; profit planning.

BUS-A 328 Introduction to Taxation (3 cr.) P: BUS-A 202 or consent of instructor. Internal Revenue Code and regulations. Emphasis on the philosophy of taxation, including concepts, exclusions from income, deductions, and credits.

BUS-A 337 Accounting Information Systems (3 cr.) P: BUS-A 201; BUS-A 202 The course's primary objective is to build upon, extend, and facilitate the integration of business and technical knowledge to help students succeed as managers in a technology-intensive, corporate environment. Through the use of readings, lectures, cases, and exercises the course enables students to understand and manage information technology in order to achieve competitive advantage through improved decision making, business processes, operations, and organizational controls.

BUS-A 339 Advanced Income Tax (3 cr.) P: BUS-A 328. Internal Revenue Code and regulations; advanced aspects of income, deductions, exclusions, and credits, especially as applied to tax problems of partnerships and corporations.

BUS-A 380 Professional Practice in Accounting (3-6 cr.) P: Junior or senior standing in major area and consent of instructor. Provides work experience in a cooperating firm or agency. Comprehensive written report required. Grades of S or F are assigned by faculty.

BUS-A 422 Advanced Financial Accounting (3 cr.) P: BUS-A 312. Generally accepted accounting principles, as applied to partnerships, business combinations, branches, foreign operations, and nonprofit organizations. Particular emphasis on consolidated financial statements.

BUS-A 424 Auditing (3 cr.) P: BUS-A 312. Public accounting organization and operation; review of internal control, including EDP system; verification of balance sheet and operating accounts; statistical applications in auditing.

BUS-A 490 Independent Study in Accounting (1-3 cr.) P: Consent of instructor.

BUKO-C 555 Investments (3 cr.) P: BUS-F 301 or equivalent. 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-C 567 Issues in Financial Management (1-3 cr.) P: BUS-F 301 or equivalent. Application of financial theory to current problems and topics in financial management. The approach may include case analyses and active class discussion; emphasis on decision making in an uncertain financial environment. Topics include dividend theory, capital structure, investments and agency theory.

BUKO-C 570 Issues in Human Resource Management (1-3 cr.) P: BUS-Z 302 or equivalent. This course examines in depth selected topics in human resource management, such as strategic human resource planning and recruitment, employee rights and responsibilities, performance appraisal and training, and occupational health and safety. ("Staffing Organizations" typical topic offered).

BUKO-C 581 Advertising and Sales Promotion (3 cr.) P: BUS-M 301 or equivalent. Theories and practices of advertising, sales promotion and public relations as they relate to the overall marketing program. Emphasis is placed on policy planning, decision tools, and the legal and social environment.

BUKO-C 590 Independent Study In Business And Administration (1-3 cr.) (permission of instructor and MBA Director) The objective behind independent study is to provide an opportunity to the graduate student to study, analyze, and/or evaluate in-depth some topic of interest.

BUKO-C 599 Project Demonstrating Expertise (PDE) (3 cr.) (Permission of instructor and MBA Director) A significant project in the student's field that demonstrates expertise in applying knowledge to the benefit of the organization and student. Expectations, determined jointly by faculty and executive mentors, include the ability to effectively manage the responsibilities involved. To optimize learning, PDE may coincide with other projects and studies.

BUS-D 301 The International Business Environment (3 cr.) P: ECON-E 201, ECON-E 202, 56 credit hours. The national and international environmental aspects of international business. Examines the cultural, political, economic, systemic, legal-regulatory, trade, and financial environments; and how they affect the international business activities of firms in the United States and, selectively, in other countries.

BUS-D 302 International Business: Operations of International Enterprises (3 cr.) P: BUS-D 301. The administration of international aspects of business organizations through an examination of their policy formulation, forms of foreign operations, methods of organization and control, and functional adjustments.

BUKO-D 542 Advanced Managerial Accounting (3 cr.) P: BUS-A 201. Spring Semesters. 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.

BUS-D 496 Foreign Study in Business (3 cr.)

BUS-F 151 Personal Finances of the College Student (3 cr.) Introduction to the basic planning tools and

concepts for college-age financial literacy. Emphasis on financial decisions and challenges facing a typical college student. Topics include, careers, goal setting, budgeting, tax planning and credit, including options for financing higher education. Foundation of the Financial Literacy Curriculum.

BUS-F 301 Financial Management (3 cr.) P: Admission to BUS, 56 credits, BUS-A 202, ECON-E 201, ECON-E 202, ECON-E 270. Conceptual framework of the firm's investment, financing, and dividend decision; includes working capital management, capital budgeting, and capital structure strategies.

BUS-F 302 Financial Decision Making (3 cr.) P: BUS-F 301. Application of financial theory and techniques of analysis in the search of optimal solutions to financial management problems.

BUS-F 420 Equity and Fixed Income Investment (3 cr.) P: BUS-F 301. Conceptual and analytical frameworks for formulating investment policies, analyzing securities, and constructing portfolio strategies for individuals and institutions.

BUS-F 480 Professional Practice in Finance (3-6 cr.) P: BUS-F 301, junior or senior standing in major area and consent of instructor. Work experience is offered in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by faculty.

BUS-F 490 Independent Study in Finance (1-3 cr.) P: Consent of instructor. Supervised individual study and research in a 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-F 494 International Finance (3 cr.) P: BUS-F 301 or equivalent. Covers the international dimension of both investments and corporate finance. Develop strategies for investing internationally, including lodging exchange rate risk, adjusting to client preferences and home currencies, evaluating performance, estimating a corporation's exposure to real exchange rate risk, strategies to hedge risk or to dynamically adjust to shocks, and reasons for a corporation to hedge. Also covers international capital budgeting, multinational transfer pricing, and international cash management.

BUKO-F 542 Advanced Financial Management (3 cr.) P: BUS-F 301. Spring Semesters. Study of the aggregation and distribution of financial resources. Topics include analysis of money and capital markets, financial instruments and securities, interest rate theory, and public and private institutions of the United States financial system.

BUKO-F 571 International Corporate Finance (3 cr.) P: BUS-F 301 or equivalent. 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.

BUS-J 401 Administrative Policy (3 cr.) P: BUS-F 301, BUS-M 301, BUS-P 301, BUS-Z 302. Administration of business organizations — policy formulation, organization, methods, and executive control.

BUS-J 404 Business and Society (3 cr.) P: Senior standing. Intellectual, philosophical, and scientific foundations of business. The business dynamic; its role in the evolution of enterprise and society from the small and simple to the large and complex; structure, discipline, and goals of a business society.

BUKO-J 512 Small Business Management and Entrepreneurship (3 cr.) (permission of instructor) This course integrates students' knowledge in various application of management theory and development of practical solutions for real problems necessary to formulate a business plan. Attention is given to the role of the entrepreneur or small business manager.

BUKO-J 542 Ethical and Regulatory Environment of Business (3 cr.) Recognizing that major business decisions have social and legal implications, this course builds awareness and understanding of these dimensions of managerial actions. It explores the ethical concerns of organizations and the challenges in managerial decision making.

BUKO-J 560 Global Strategic Management (3 cr.) Spring Semesters. Must have completed Phase I. This course emphasizes the integration and application of diverse knowledge and understanding to organizational strategy. Students, as top executive decision makers, study actual business cases; then test and present their ideas. Successful global commerce requires innovative strategies. Use of analytical, creative, collaborative, and teamwork skills.

BUKO-J 561 Advanced Integrated Business Simulation (3 cr.) Using computer simulation, teams will be introduced to entrepreneurial business strategies and will manage businesses within a competitive marketplace. Students will start up and run a company, and integrate marketing, human resources, operations, finance, and accounting. Repeatedly, students must analyze data and plan a business strategy to build competitive advantage.

BUS-K 201 The Computer in Business (3 cr.) Introduction to digital computers and illustrations of their use in business. Stored program concept, types of languages, instruction in a special language, utilization of Business Computing Center. Impact of computers upon business management and organization. Note: Student may receive credit for only one of BUS-K 201, CSCI-C 201, and CSCI-C 301.

BUS-K 302 Introduction to Management Science (3 cr.) P: BUS-K 201 or equivalent, ECON-E 270, MATH-M 118 or MATH-M 133 and MATH-M 134 or MATH-M 215. An introductory management science course with a forecasting component of approximately 25 percent of the course. Topics covered include multiple regression, smoothing techniques, linear programming, integer programming, statistical decision theory, simulation and network analysis; coverage may also include inventory theory, Markov process, and goal programming. Heavy emphasis on the application of these topics to business decision making using computer.

BUS-L 200 Elements of Business Law (3 cr.) This course introduces various legal rules governing contracts,

their formation, performance, breach, and legal and equitable remedies. The primary focus will be on legal and equitable remedies. The primary focus will be on legal rules applicable to business. No credit toward a B.S.in Business; no credit for both BUS-L 200 or BUS-L 201.

BUS-L 201 Legal Environment of Business (3 cr.) P: Sophomore standing. Emphasis on the nature of law by examining a few areas of general interest: duty to avoid harming others (torts), duty to keep promises (contracts), and government regulation of business (trade regulation). Credit not given for both BUS-L 201 and BUS-L 302.

BUS-L 303 Commercial Law II (3 cr.) P: BUS-L 201. Covers the law of ownership, forms of business organization, commercial paper, and secured transactions. For accounting majors and others desiring a rather broad and detailed knowledge of commercial law.

BUS-L 406 Employment Problems and the Law (3 cr.) P: BUS-L 201. Current legal problems in the area of employment. Topics include race and sex discrimination, harassment, the American with Disabilities Act, employment at ill, privacy issues such as drug testing, and limits on monitoring and testing.

BUKO-L 506 Employment Problems and the Law (3 cr.) Current legal problems in the area of employment. Topics include the hiring process, managing a diverse workforce, affirmative action, race and sex discrimination, harassment, the American with Disabilities Act, pay equity, employment at will, privacy issues such as drug testing and limits on monitoring and testing, termination issues and post-termination issues.

BUKO-L 512 Law and Ethics in Business (3 cr.) Fall Semesters. The objective is to provide the student of management with that knowledge of the American legal system--its processes and the substantive law itself--which is necessary to the making of informed and effective business decisions. Because the law develops and evolves in response to changing social, economic, political, and technological forces, and because business decisions often carry long-lasting as well as delayed effects, this course will emphasize the study of legal change. It is hoped that consideration of past legal developments will give prospective managers sufficient insight into the dynamics of this process to enable them to predict as soundly as possible the future legal environment in which their present decisions will bear fruit.

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: Admission to BUS, junior standing, ECON-E 201, ECON-E 202, BUS-A 201, BUS-A 202. Overview of marketing for all undergraduates. Marketing planning and decision making, examined from firm's and consumer's points of view; marketing concept and its company-wide implications; integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy. Marketing systems viewed in terms of both public and private policy in a pluralistic society.

BUS-M 405 Buyer Behavior (3 cr.) P: BUS-M 301. Description and explanation of consumer behavior in retail markets. Topics include demographic, socioeconomic, psychographic, attitudinal, and group influences on consumer decision making. Applications to promotion, product design, distribution, pricing, and segmentation strategies.

BUS-M 415 Advertising and Promotion Management (3 cr.) P: BUS-M 301. Basic advertising and sales-promotion concepts. The design, management, and integration of a firm's promotional strategy. Public policy aspects and the role of advertising in marketing communications in different cultures.

BUS-M 450 Marketing Strategy (3 cr.) P: BUS-M 301 BUS-M 405, and senior standing with a marketing concentration. Ideally taken in student's last semester. Elective capstone course for marketing majors. Draws on and integrates materials previously taken. Focuses on decision problems in marketing strategy and policy design, and application of analytical tools for marketing and decision making.

BUS-M 455 Topics in Marketing: Customer Relationship Marketing (3 cr.) P: BUS-M 301 and BUS-S 302. Managing customer life cycle, customer retention, understanding relationships, strategic customer relationship management, customer service, social media, and social customer relationship management.

BUS-M 480 Professional Practice in Marketing (3-6 cr.) P: BUS-M 301, junior or senior standing with a concentraton in marketing and permission of instructor. Work experience is provided in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by the faculty.

BUS-M 490 Special Studies in Marketing (3-6 cr.) P: BUS-M 301 and permission of instructor. Offers supervised individual study and research in the student's field of interest. The student will propose the investigation desired and, in conjunction with the instructor, will develop the scope of the work to be completed. Comprehensive written report required.

BUKO-M 542 Organizational Theory and Development (3 cr.) P: BUS-Z 302 or equivalent. The study of organizational theories, structure, processes, and outcomes in a dynamic environment with emphasis on achieving effectiveness through planned change. Topics include organizational and environmental diagnostic methods, organizational capacity for change, and organizational transformation strategies.

BUKO-M 560 Advanced Marketing Management (3 cr.) P: BUS-M 301. Fall Semesters. The formulation and implementation of strategic marketing plans for the development, pricing, promotion, and distribution of products and services in domestic and international markets. Topics include the role of marketing research and information systems, market opportunity analysis, market segmentation, and analytical tools for optimizing marketing decisions. Extensive use of selected readings, cases, and research projects.

BUKO-M 570 Advanced Operations Management (3 cr.) P: BUS-K 302. Spring Semesters. An in-depth study of topics such as operations planning, material

requirements, planning, capacity planning, scheduling, master production scheduling, forecasting, inventory management, the just in time inventory system, and operations control.

BUS-P 301 Operations Management (3 cr.) P: Admission to BUS, junior standing, BUS-K 201, ECON-E 201, ECON-E 202, ECON-E 270. Analysis of planning and control decisions made by the operations manager of any enterprise. Topics include forecasting, production and capacity planning, project planning, operations scheduling, inventory control, work measurement, and productivity improvement.

BUS-S 302 Management Information Systems (3 cr.) P: junior standing, BUS-K 201 or consent of instructor. Overview of management information systems (MIS) within a business context, MIS theory and practice as they relate to management and organization theories; current trends in MIS; managerial usage of information systems; computer hardware, software, and telecommunications; functional information systems; systems development process; the role of microcomputers. Experiential learning with widely used software packages.

BUS-W 100 Business Administration: Introduction (3 cr.) Business administration from the standpoint of a manager of a business firm operating in the contemporary economic, political, and social environment. No credit if taken in the junior or senior year.

BUS-W 430 Organizations and Organizational Change (3 cr.) P: BUS-Z 302. Analysis and development of organizational theories, with emphasis on environmental dependencies, socio-technical systems, structural design, and control of the performance of complex systems. Issues in organizational change such as barriers to change, appropriateness of intervention strategies and techniques, organizational analysis, and evaluation of formal change programs.

BUS-W 480 Professional Practice in Management (3-6 cr.) P: BUS-Z 302, junior or senior standing with a concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F are assigned by faculty.

BUS-W 490 Independent Study in Business Administration (1-6 cr.) P: Consent of instructor.

BUS-X 107 Freshman Seminar in Business (3 cr.) The Freshman Seminar in Business course is designed to assist freshman in their transition into college. This course provides students with the essential skills needed to succeed in college. Module I of this course focuses on student success; during the first 5 weeks, students will focus on study skills, team building, peer leadership, and interpersonal skills. Module II focuses on financial planning; students will focus on goal setting, budgeting, financial planning, cash management, and credit management. Module III focuses on career exploration; this final module allows students to begin thinking about their concentrations, their future, and what it will take to properly prepare themselves for their future careers.

BUS-X 293 Honors Seminar in Business (1-3 cr.) For student in the Business Honors Program. May be taken twice for credit.

BUS-X 410 Business Career Planning and Placement (1 cr.)

BUS-X 487 Seminar in Business Administration (3-6 cr.) Instruction of an interdisciplinary nature for student groups involved in university-related, nonprofit ventures. Interested groups must be sponsored by a School of Business faculty member, as approved by the Curriculum Management and Assurance of Learning Committee (CMALC). May be repeated up to a maximum of 6 credits. Students must have a cumulative G.P.A. of 2.0 to enroll in the course.

BUS-X 493 Honors Seminar in Business (1-3 cr.) For students in the Business Honors Program. May be repeated twice for credit.

BUS-Z 302 Managing and Behavior in Organizations (3 cr.) P: Admission to BUS, SOC-S 100, PSY-P 103, and junior standing. Integration of behavior and organizational theories. Application of concepts and theories toward improving individual, group, and organizational performance. Builds from a behavioral foundation toward an understanding of managerial processes. Credit given for only one of BUS-Z 300, BUS-Z 301, or BUS-Z 302.

BUS-Z 440 Personnel-Human Resource Management (3 cr.) P: BUS-Z 302. Nature of human resource development and utilization in American society and organizations. Government programs and policies, labor force statistics, organizational personnel departments, personnel planning, forecasting, selection, training and development. Integration of government and organizational human resource programs.

BUS-Z 480 Professional Practice in Human Resource Management (3-6 cr.) P: BUS-Z 302, junior or senior standing with a concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F assigned by faculty.

BUS-Z 490 Independent Study in Personnel Management and Organizational Behavior (1-3 cr.) P: BUS-Z 302. For senior-year students with consent of instructor. Research, analysis, and discussion of current topics. Written report required.

BUKO-Z 542 Creating, Leading, and Maintaining High Performance Organizations (3 cr.) P: BUS-Z 302. Fall Semesters. This course explores how managers create high-performance organizations by marshaling traditional and non-traditional human resource management, organization leadership and change-management practices to align those practices with organizational strategy.

Economics

ECON-E 200 Fundamentals of Economics (3 cr.) Study of the basic institutions of market economy and the role they play in defining and pursuing economic goals in the U.S. economy. Emphasis is placed upon the effects of existing economic institutions; current economic policy alternatives as they affect both the individual and the

society. No credit toward a B.S. in Business; no credit for both ECON-E 200 and ECON-E 201.

ECON-E 201 Introduction of Microeconomics (3 cr.) P: MATH-M 117. Scarcity, opportunity cost, competitive market pricing, and interdependence as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as poverty, pollution, excise taxes, rent controls, and farm subsidies.

ECON-E 202 Introduction to Macroeconomics (3 cr.) P: MATH-M 117. Measuring and explaining total economic performance, money, and monetary and fiscal policy as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as inflation, unemployment, economic growth, and underdeveloped countries.

ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr.) P: MATH-M 117. Review of basic probability concepts. Sampling, inference, and testing statistical hypotheses. Applications of regression and correlation theory, analysis of variance, and elementary decision theory. Credit not given for both ECON-E 270, PSY-K 300 and MATH-K 310.

ECON-E 300 Survey of Economics (3 cr.) Provides the macroeconomic and microeconomic understanding that mangers will use throughout their careers. Microeconomic topics include supply and demand, pricing, production and costs, and applications of microeconomic theory. Macroeconomic topics include international economics, monetary and fiscal policies, aggregate demand and aggregate supply, and models of the macro economy. This course does NOT count towards an undergraduate degree in business.

ECON-E 307 Current Economic Issues: Game Theory (3 cr.) P: ECON-E 201. Current economic issues, problems, and research methods. Designed to in depth an economic issue currently before the public or to examine a particular aspect of the methodology of economics. Examples would be a study of the economic aspects of discrimination, a study of urban economic policy, or a study of simplified models in economics.

BUKO-E 542 Strategic Managerial Economics (3 cr.) P: ECON-E 201 and ECON-E 202 or equivalent. Fall Semesters. Provides the microeconomic understanding that business managers will find useful in making decisions under conditions of uncertainty. Topics include demand and cost estimations, pricing, market structure and analysis, and the organization of the firm. The course will include case analyses of situations in business using a managerial economics perspective.

ECON-H 203 Introduction to Microeconomics Honors (3 cr.) For students in the Honors Program.

School of Education

Dean: Leah Nellis
Professor: Saam
Associate Professor: Aamidor
Assistant Professors: Ivanova, Kingsley, Mason, Mihai
Visiting Lecturers: Franklin
Director of Student Teaching, Licensing Officer: Robertson

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General Information

History of the School of Education
The first teacher education programs at Kokomo were offered by the Indiana University School of Education in response to the needs of local teachers for courses to meet state licensing requirements. The Kokomo School of Education was later established to serve the growing needs of north central Indiana citizens for easily accessible quality programs. The campus awarded its first Bachelor of Science in Elementary Education degree in 1969 and the Master of Science in Education degree in May 1985.

Mission
The School of Education maintains the highest standards for students in its initial teacher education programs. The successful teacher must master both a body of content knowledge and effective teaching skills. The initial teacher education programs offer a balance of broad liberal arts education and specialized knowledge in professional education and concentrated areas. Students

choose from a variety of options to fulfill their educational requirements. The School's advanced teacher education program provides practicing classroom teachers with graduate study aligned with the National Board for Professional Teacher Standards. P-12 classroom teachers gain advanced knowledge of educational foundations, technology, inquiry, subject area content and content pedagogy. The purposes of the initial teacher education programs are (1) to prepare students to serve as effective teachers and members of the profession, (2) to assist students in meeting Indiana certification requirements for public school personnel, and (3) to assist Indiana University graduates in securing satisfying professional positions. The purposes of the advanced teacher education program are (1) to prepare P-12 classroom teachers in reflective and inquiry-based practices, (2) to prepare P-12 classroom teachers in effectively and efficiently utilizing technology in their practice, and (3) to ultimately improve classroom teaching and student learning in central Indiana.

Programs
The School of Education offers two baccalaureate degrees: Bachelor of Science in Elementary Education, and a Bachelor of Science in Secondary Education. In addition, a post-baccalaureate licensing program and a Master of Science in Education is offered at IU Kokomo.

Accreditation
The School of Education at Indiana University Kokomo is accredited by the Council for Accreditation of Educator Preparation (CAEP) for a period of 7 years from Spring 2017 to Spring 2024. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes. The School of Education is also accredited by the Indiana Department of Education.

Student's Responsibility

Advisors assist students in planning a program of study to satisfy requirements; however, each student assumes final responsibility for meeting deadlines and completing requirements for licensure and/or graduation. It is therefore essential that all students be familiar with the degree and licensure requirements set forth in the bulletin and student handbooks.

Affirmative Action
The School of Education has a strong policy against discrimination that affects student teaching and teacher placement. Discrimination refers to the exclusion of a teacher or a prospective teacher from any position, assignment, or learning opportunity on the basis of any of the following criteria: race, color, minor variations in accent or dialect, religion, gender, national or social origin, economic condition of birth, age, disability, sexual orientation, or any other criterion not directly related to ability as a teacher. The central characteristic of discrimination is the denial of an objective judgment of individual worth by assigning, deliberately or unintentionally, stereotyped status to an individual. It thus introduces criteria that are not relevant to confirmable professional judgment of the quality of an individual's performance. Any complaint concerning discrimination should be called to the attention of the Dean of the School of Education at IU Kokomo.

Services Available to Education Students

Placement Services for Education Students
The Office of Placement and Student Services in the School of Education at Bloomington accepts registration from any person who has either earned a degree from Indiana University or who successfully completed 30 credit hours at Indiana University. Students are encouraged to complete their placement dossiers prior to graduation. The IU Kokomo Office of Career Development and Placement also is available to assist students in preparing and conducting a job search. The office is a point of contact between employers and students or alumni seeking employment.

Other Opportunities

Undergraduate Research
Opportunities are frequently available for undergraduate students to work with faculty on education research projects, and they may be supported by grants. Each student is strongly encouraged to consult with faculty whose academic area is congruent with the student's interest. **Honors Program**
Students with at least a 3.3 grade point average are eligible to earn both university and education honors. Honors in education may be completed within two years and include a summer internship. Interested students should contact the Honors program director for further information.

Organizations

A student organization, the Education Student Advisory Council (EdSAC), represents elementary student concerns to the School of Education to faculty and administration. In addition, EdSAC provides opportunities for education and service to students beyond the formal classroom. The organization promotes educational leadership skills and assists the School in various professional activities. **meshEd** At Indiana University Kokomo, students may obtain their grades 5-12 licensure in one of six content areas: Mathematics, English/Language Arts, Science (Chemistry, Physics, Physical Science, Earth/Space Science, or Life Science), Social Studies (History, Political Science, Sociology, Psychology, or Economics), Fine Arts: Visual Arts, and Exceptional Learners: Mild Intervention. It is the goal of meshEd to work together to represent the interests of all six content areas, as well as Education. Members of meshEd plan events and workshops, as well as schedule speakers to supplement the Education classes offered by IU Kokomo. **Pi Lambda Theta** Pi Lambda Theta is an international honor and professional association of professionals from all levels of education, the health professions, and library science who have achieved high academic excellence and have a demonstrated potential for leadership. Organized in 1910, Pi Lambda Theta now has more than 16,000 members in campus and community-based chapters. The Indiana University Kokomo chapter, Gamma Gamma, has won awards for both innovation and leadership. **Professional Organizations** Students in the education programs at IU Kokomo are strongly encouraged to join and support external associations in their field, including the International Reading Association, the Association for Childhood Education, the National Science Teachers Association, the National Council of Teachers of

Mathematics, the National Council for the Social Studies, and the National Council for Teachers of English.

Undergraduate Programs

Changes in Program Requirements

All program descriptions reflect current regulatory guidelines, but programs may be altered by the School of Education to meet changing requirements of the Indiana Department of Education. Every effort will be made to ensure that changes do not jeopardize the progress of the matriculated student. However, students who extend their programs over several years should expect to be required to complete current standards. Students should confer with their advisor concerning the current educational requirements.

Admission Requirements

Students are admitted directly into the School of Education upon declaring an education major. To complete admission, each student must attend an orientation seminar and be assigned an advisor. Admission to the education major does not guarantee subsequent admission to the Teacher Education Program.

Transfer Credit Policies

The following policies govern the transfer of credit at IU Kokomo and in this program:

1. The Office of Admissions determines the credit that may be accepted from other institutions and applied toward a degree.
2. Courses from other institutions applied toward an undergraduate education degree must be equivalent to courses offered at Indiana University.
3. Credit is only accepted for work from approved accredited institutions.
4. No more than 64 credits required by the degree earned at a junior or community college will apply toward an undergraduate degree at Indiana University.
5. No credit will be allowed for work in which the student has earned a letter grade lower than C or its equivalent.

Teacher Education Program (TEP)

The IU Kokomo teacher education programs leading to initial licensure in Indiana are based on the Professional Educator Model, which is aimed at the development of teachers from novice to professional. Elements of the programs include content knowledge; general pedagogical knowledge; curriculum knowledge; knowledge of learners and their characteristics; pedagogical content knowledge; knowledge of educational contexts; and knowledge of education ends; purposes, values, and their philosophical and historical grounds. The programs aim to develop teachers who have:

- Strong, balanced general education with work in the humanities, social sciences, mathematics, and physical and biological sciences.
- Thorough understanding of the subject matter of their teaching field or fields.
- Ability to communicate effectively both orally and in writing.
- Competence to design and implement effective instruction using a variety of instructional models.
- Competence to create an effective classroom climate.
- Commitment and capacity to design learning experiences that foster critical thinking and decision making.
- Understanding of and ability to use computer and electronic technologies.
- Ability to design appropriate evaluation strategies, both quantitative and qualitative, to appraise their instructional effectiveness, and to assess the achievements of their students.
- Capacity to make sound judgments regarding the use of instructional materials.
- Commitment and capacity to address issues of justice and equity and sensitivity to cultural differences and global concerns.
- Commitment and capacity to build effective relationships with students, colleagues, and members of the community
- Understanding of the legal rights and responsibilities of students, teachers, and schools.
- Commitment and capacity to approach their profession ethically with a guiding set of responsible social and personal values.
- Commitment to continuing professional renewal.

Admission to the Teacher Education Program

Students who wish to pursue programs that lead to initial teacher licensure must apply for admission to the Teacher Education Program (TEP). Admission to the TEP is separate from admission to the university and from admission to the education major. Formal acceptance is required before students are permitted to enroll in any methods courses. Students generally apply to the TEP at the end of their sophomore year on forms available from the School of Education office, or online. Standards for Admission to the Teacher Education Program apply to both education and non-education majors. In order to be admitted, a student must:

1. Earn an overall GPA of 2.65 (Fall 2017); 2.75 (Fall 2018); 2.85 (Fall 2019); 3.00 (Fall 2020).
2. Attain a grade of C or better in all required general education courses. Please consult specific program planning guide.
3. Achieve a C+ or better in all education courses required for the student's program.
4. Complete minimum number of credit hours in General Education and teaching major required by the student's program. (Secondary students have a minimum GPA in Teaching Major courses of 2.5 as well as no grade less than a C).
5. Earn passing scores on established Indiana Department of Education mandated exams or approved alternatives (see program planning guides for details).
6. Receive formal acceptance into the program by the education faculty.

Undergraduate Academic Policies

Correspondence Courses

Correspondence Courses Students in the School of Education receive credit for correspondence work only

in exceptional cases, with the consent of the Dean of the School of Education. If a correspondence course is to be applied toward graduation requirements during the current semester, it must be completed at least 15 days prior to the close of regular campus classes that semester. Students may take a maximum of 9 credit hours in general education academic subjects by correspondence. Exceptions to this rule will be considered on an individual basis by the Dean of the School of Education. In no case will correspondence credit exceed 18 credit hours, and no required professional education courses may be completed by correspondence. **Special Grading Policies** See university grading policies in the Academic Regulations section of this Bulletin.

Application for Bachelor of Science in Education Students should file an application for the degree with the Dean of the School of Education at Indiana University Kokomo at their last registration before completing degree requirements. Students completing degrees in the School of Education in absentia must notify the Dean at least two months prior to the date the degree is to be granted. Graduation dates at IU Kokomo occur in December, May, and August. Students planning to graduate in December must apply for their degrees by September 15. May, and August graduates must apply by January 15. Application for a degree is the student's responsibility. The School of Education will not be responsible for students who fail to file their application in time. **Basic Skills Competency Options: CASA and Alternatives**

Prior to admission to a teacher preparation program, prospective Indiana educators are required to pass the Pearson Core Academic Skills Assessment, which measure basic academic skills, or an approved alternative. The following additional assessments/routes are acceptable to document basic skills competency at the time of admission to a teacher preparation program:

ACT with a score of at least 24 based on Math, Reading, Grammar, and Science;

SAT with a score of at least 1100 based on Critical Reading and Math;

GRE with a score of at least 1100 based on Verbal and Quantitative prior to 8/1/11;

GRE with a score of at least 301 based on Verbal and Quantitative after 8/1/11; or

Praxis I composite score of at least 527 based on Reading, Writing, and Math.

Notes: ACT, SAT, and GRE scores do not include writing. Anyone with a Master's Degree or higher from a regionally accredited institution is exempt from this requirement.

Note:

Beginning September 1, 2013, the Indiana CORE Assessments for Educator Licensure will be the sole means of assessing the developmental (pedagogical) and content area knowledge of candidates seeking Indiana educator Licensure. All candidates for an initial practitioner license will be required to pass a developmental (pedagogy) area assessment and appropriate content area assessments. Candidates seeking to add a content area to their license will be required to achieve passing scores on the Indiana CORE content area assessment(s) that match the license.

Courses required in the four-year degree curriculum may be found on the IU Kokomo School of Education Web site (http://iuk.edu/education/index.php). Students should plan their programs in consultation with an academic advisor and should monitor their programs to ensure all degree requirements are met. Failure to do so will delay program completion.

A three-year degree program is also available for students who attain at least a 3.5 out of 4.00 GPA at their high school, receive at least 1100 on their SAT or 25 on their ACT, and who receive an Academic Honors diploma. A program of study may be found on the IU Kokomo School of Education Web site (http://iuk.edu/education/index.php).

Field Experience and Student Teaching

Field Experiences Field experiences are important and essential components of the initial teacher education programs at IU Kokomo. All students must complete a series of continuous and ongoing experiences in elementary or secondary classrooms, including observations, field practica, and student teaching. Admission to the Teacher Education Program is required to enroll in methods courses and their related field experiences. All students enrolled in any School of Education course are required to have a valid expanded criminal background check on file prior to participation in any field experiences that includes direct or indirect contact with P-12 students.

Student Teaching Semester Applications for student teaching of any type must be filed in the year prior to the academic year in which the work is to be done. The published deadlines are posted on the School of Education website where applications are available. Student teaching is a full-time experience requiring complete participation in the school program, including evening activities as required. Student teachers should plan accordingly.

Eligibility Requirements for Student Teaching In order to be eligible for student teaching, students must:

1. Be formally admitted to the Teacher Education Program.
2. Submit a student teaching application to the School of Education at IU Kokomo, per provided deadlines.
3. Attain senior or graduate standing in the university or be within two semesters and one summer session of graduation/program completion.
4. Complete all professional education courses designated as prerequisites to student teaching.
5. Complete all the required courses (exclusive of student teaching for the K-6 program) or complete at least 90 percent of the required work in the 5-12 teaching major.
6. Earn an overall GPA of at least 2.5 in all work taken at Indiana University (for undergraduates pursuing the B.S. Elementary Education).
7. Earn a GPA of at least 2.5 in the teaching major (for 5-12 programs)
8. Meet the required testing requirements for licensure by the Indiana Department of Education prior to student teaching.
9. Meet all other standards and requirements of the Indiana University Kokomo School of Education and the Indiana Department of Education.

Bachelor of Science in Education

Students in the Bachelor of Science in Elementary Education and Bachelor of Science in Secondary Education are held responsible for meeting all requirements for graduation and for completing them by the expected graduation date. **Specific Degree Requirements** Each program is designed to meet the course requirements for both the degree and the appropriate teaching license. The degree requirements for the Bachelor of Science in Education are:

1. Meet the regular matriculation requirements of the university.
2. Admission to the Teacher Education Program (TEP).
3. Completion of at least 35 credit hours of junior and senior courses (courses numbered 300 or above).
4. Completion of at least 30 of the last 60 credit hours required for a specific degree program at Indiana University Kokomo. These 30 credit hours will, with rare exception, include student teaching and methods courses in the major teaching areas. Students must also take some of the work in the major area at IU Kokomo unless they are transfer students from an IU campus where a degree in the major is offered. In this case, the requirement of some work in the major area at IU
5. Completion of the professional education courses as stipulated in the specific program, and all of the general education and subject matter courses required by IU Kokomo for the appropriate degree. All general education courses must be completed with a C or better. All courses in the major must be completed with a C+ or better.
6. Completion of the number of total credit hours specified by each program.
7. Meet GPA requirements of the program as previously specified, including a minimum GPA of 2.5 in each special teaching area.
8. Meet all Decision Point requirements.
9. Recommendation by the student's academic advisor and approval by the education faculty.

Bachelor of Science in Elementary Education

The Bachelor of Science in Elementary Education leads to an Elementary Generalist license (K-6). Students will be admitted into the program in a cohort and will continue to move through the program with others who have begun the program at the same time. The Bachelor of Science degree in Elementary Education is comprised of the following:

In order to graduate, the student must have a total of 120 credit hours completed with a minimum cumulative GPA of 2.5 with a minimum grade of C+ in each EDUC course. All non-EDUC courses must have a grade of at least C. Progress towards the degree will be monitored by the faculty to insure each candidate has the necessary knowledge, skills, and dispositions required of a highly effective educator.

General Education Requirements (51 credit hours)

Content courses focus on the following: Communication Skills, Information Literacy, Quantitative Literacy, Critical Thinking, Cultural Diversity, Ethics and Civic Engagement, Social and Behavioral Sciences, Humanities and Arts, and Physical and Life Sciences. All courses must have a grade of at least C. Students should plan their programs in consultation with an academic advisor and monitor their programs to ensure content requirements are met. Failure to do so will delay program completion.

Go to General Education in this bulletin for a full list of IU Kokomo's General Education requirements. The School of Education may recommend certain courses from the General Education curriculum that will fit your degree. See an academic advisor for more details.

Additional General Education requirements will be met by specific EDUC courses as follows: Quantitative Literacy Statistics (EDUC-K 490), Critical Thinking (EDUC-P 255), Cultural Diversity (EDUC-M 300), and Ethics and Civic Engagement (EDUC-H 340).

Additional State standards are met by completing courses to cover the following areas: American History (EDUC-E 325), English/Language Arts (EDUC-E 339, EDUC-E 340, and EDUC-E 341), and Science/Health (EDUC-Q 200, EDUC-E 328, and EDUC-P 290).

Content Minor

Students choose from among the IU Kokomo approved minors list. The minor must have a minimum of 15 credit hours. The Indiana Department of Education and the IU Kokomo School of Education recommend minors in elementary content areas. The Special Education minor and the Early Childhood Education minor are options for the content minor. Successful completion of the Special Education minor will result in dual licensure in Elementary Generalist (K-6) and Exceptional Needs: Mild Intervention (P-12). Find the complete curriculum for the Bachelor of Science in Elementary Education with a content minor in Special Education in this bulletin listed as Special Education under Minors.

Professional Education Requirements

Professional Education courses are intended to develop the knowledge, dispositions, and skills required for entry to the profession. The Pre-Professional courses are taken during the freshman and sophomore years and prior to formal admission into the Teacher Education Program (TEP). These courses develop the knowledge, skills, and dispositions that underlie all teacher education regardless of the developmental focus. These include inquiry, learning theory, introduction to exceptional learners, diversity, technology and general methods. Within the Professional Education component of the degree, there are both foundational and specialized requirements. During the junior and senior years, students must be formally admitted into TEP and complete all content courses, education courses, and program requirements assigned to Movements A-D. At Decision Points, faculty review and approval are required as conditions for program continuation.

Year One and Two Pre-Professional Courses: Freshman and Sophomore Years

(Minimum of 22 credit hours; 3 of the 22 credit hours also count toward General Education Requirements)

- EDUC-F 205 (3)* Study of Educ/Prac of Teaching
- EDUC-Q 200 (3) Intro to Scientific Inquiry
- EDUC-W 200 (3) Using Computers in Education
- EDUC-K 205 (3)* Intro to Exceptional Children

- EDUC-P 251 (3)* Ed Psych for Elem. Teachers
- EDUC-M 311 (1) General Methods-Elem Educ
- EDUC-N 102 (3) Math for Elem. Educ (P: M 105)

*Expanded Criminal Background Check required. Details found on the IU Kokomo School of Education website.

Movement A (13-17 Credit Hours): Junior Year-Semester Five

Movement A can be started in either the fall or spring semester.

- EDUC-E 339 Elementary Language Arts Methods (3)
- EDUC-E 343 Elementary Math Methods (3)
- EDUC-M 300 Teaching in a Pluralistic Society (3)
- EDUC-M 333 Elementary Art Methods (2)* (Offered in FA/SU only)
- EDUC-P 290 Movement Experiences for P-6 children (2)
- Any remaining general education or content minor courses remaining (3-4)

Movement B (14-17 Credit Hours): Junior Year-Semester Six

- EDUC-E 340 Elementary Reading Methods I (3)
- EDUC-E 325 Social Studies Methods (3)
- EDUC-M 323 Elementary Music Methods (2)* (Offered in SP/SU only)
- EDUC-X 460 Books for Reading Instruction (3) (Offered in SP/SU only)
- Any remaining general education or content minor courses remaining (3)
- Any remaining general education or content minor courses remaining (3)

Movement C (15-18 Credit Hours): Senior Year-Semester Seven

- EDUC-E 341 Elementary Reading Methods II (3)
- EDUC-E 328 Science Methods (3)
- EDUC-K 305 Teaching the Exceptional Learner in Elementary (3)
- EDUC-K 490 Assessment I (3)
- EDUC-H 340 Education and the America Culture (3)** (Offered in FA/SP/SU)
- Any remaining general education or content minor courses remaining (2-3)

*M 323 and/or M 333 may be taken in Movement A, B, or C and must be completed before Movement D.

**H 340 and/or X 460 may be taken in Movement B or C and must be completed before Movement D.

Movement D (15 Credit Hours): Senior Year-Semester Eight

- EDUC-M 425 Elementary Education - Student Teaching (12)
- EDUC-M 440 Student Teaching Seminar (3)

Prior to student teaching (Movement D) the student must:

- apply for Student Teaching by stated deadline,
- attempt required state mandated pedagogy (Test Code-005),
- pass Content Area Assessment (see below),
- attend mandatory Student Teaching Orientation,
- and successfuly complete CPR-AED training, Universal Precautions, and Suicide Prevention Training.

Content Area Assessment (Passing scores required prior to Student Teaching)

- Required Test: Elementary Education Generalist
- Test Numbers: 060/061/062/063
- Required Score: 220 on each sub-test

TEP Application Requirements

1. Admitted to IU Kokomo as a degree-seeking student
2. All Year 1 and 2 pre-professional courses have been successfully completed or currently in progress.
3. State-mandated test (CASA) report documenting passing scores (Test Codes-001/002/003; Passing Scores-220) or acceptable alternative
4. Expanded Criminal Background Check on file in the School of Education office
5. Minimum Overall GPA of 2.65 (Fall 2017); 2.75 (Fall 2018); 2.85 (Fall 2019); 3.00 (Fall 2020).
6. Completion of minimum 50 credit hours
7. Completion of W 131, W 132, S 121, M 118, T 109 and/or T 110
8. TEP application submitted to School of Education office with all necessary and required information by deadline

TEP Application Deadlines

- Fall semester admission due third Friday in April
- Spring semester admission due third Friday in November

Applications are available on School of Education website www.iuk.edu/education under Resources.

Teaching Major Requirements

B.S. Secondary Education degree has a minimum of 41 credit hours for each teaching major license (Mathematics, English/Language Arts, Science, Social Studies, Fine Arts: Visual Arts, and Exceptional Learners: Mild Intervention.

Mathematics Teaching Major

(minimum 41 cr.)

Teaching major requirements are fulfilled by completing a minimum of 41 credit hours in Mathematics. A minimum GPA of 2.5 in the teaching major is required (with a grade of C or better in each course).

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 311 Calculus III (5 cr.)
- MATH-M 303 Linear Algebra for Undergraduates (3 cr.)
- MATH-M 403 Introduction to Modern Algebra I (3 cr.)
- MATH-M 360 Elements of Probability (3 cr.)
- MATH-M 366 Elements of Statistical Inference (3 cr.)
- MATH-T 336 Topics in Euclidean Geometry (3 cr.)
- MATH-M 347 Discrete Math (3 cr.)
- MATH-M 313 Elementary Differential Equations with Applications (3 cr.)
- MATH-M 404 Introduction to Modern Algebra II (3 cr.)
- MATH-M 413 Introduction to Analysis II (3 cr.)

Content Area Assessment (Passing scores required prior to Student Teaching)

- Required Test: Mathematics
- Test Number: 035
- Required Score: 220

Science Teaching Major

Teaching major requirements are fulfilled by completing a minimum of 41 credit hours in Science. A minimum GPA of 2.5 is required in the teaching major with a grade of C or better in each course. The IU Kokomo Teacher Education Program requires students to choose one licensure area and complete at least 41 credit hours.

Life Science

- BIOL-L 105 Intro to Biology (5 cr.)
- MICR-M 310 Microbiology (3 cr.)
- BIOL-L 211 Introduction to Molecular Biology and BIOL-L 213 Lab (5 cr.)
- BIOL-L 473 Ecology and BIOL-L 474 Lab (5 cr.)
- BIOL-L 364 Principles of Genetics (3 cr.)
- BIOL-L 203 Evolution & Diversity of Life (3 cr.)
- BIOL-L 367 Cell Physiology (3 cr.) or PHSL-P 416 (3 cr.)
- CHEM-C 105 General Chemistry I and CHEM0C 125 Lab (5 cr.)
- PHYS-P 201 General Physics I (5 cr.) or PHYS-P 221 Physics I (5 cr.)
- GEOL-G 100 General Geology (5 cr.) or GEOG-G 107 Physical Systems of the Environment (3 cr.)
- MATH-K 310 Statistical Techniques (3 cr.)

Physical Science

- PHYS-P 201 General Physics I (5 cr.) or PHYS-P 221 Physics I (5 cr.)
- PHYS-P 202 General Physics II (5 cr.) or PHYS-P 222 Physics II (5 cr.)
- PHYS-P 301 Contemporary Physics (3 cr.)
- PHYS-P 310 Environmental Physics (3 cr.)
- CHEM-C 105 General Chemistry I and CHEM-C 125 Lab (5 cr.)
- CHEM-C 106 General Chemistry II and CHEM-C 126 Lab (5 cr.)
- CHEM-C 341 Organic Chemistry I (3 cr.) and CHEM-C 343 Organic Chemistry I Lab (2 cr.)
- CHEM-C 361 Introductory Physical Chemistry (3 cr.)
- BIOL-L 105 Intro to Biology (5 cr.)
- GEOL-G 100 General Geology (5 cr.) or GEOG-G 107 Physical Systems of the Environment (3 cr.)
- MATH-M 215 Calculus I (5 cr.)

Chemistry

- CHEM-C 105 General Chemistry I and CHEM-C 125 Lab (5 cr.)
- CHEM-C 106 General Chemistry II and CHEM-C 126 Lab (5 cr.)
- CHEM-C 329 Biochemistry I: Proteins and Enzymes (5 cr.)
- CHEM-C 341 Organic Chemistry and CHEM-C 343 Laboratory (5 cr.)
- CHEM-C 361 Introductory Physical Chemistry (3 cr.)
- CHEM-C 430 Inorganic Chemistry (3 cr.)
- BIOL-L 105 Intro to Biology (5 cr.)
- PHYS-P 201 General Physics I (5 cr.) or PHYS-P 221 Physics I (5 cr.)
- MATH-M 215 Calculus I (5 cr.)

Earth/Space Science

- CHEM-C 105 General Chemistry I and CHEM-C 125 Lab (5 cr.)
- AST-A 110 Introduction to Astronomy (3 cr.)
- GEOG-G 107 Physical Systems of the Environment (3 cr.)
- GEOG-G 315 Environmental Conservation (3 cr.)
- GEOL-G 100 General Geology (5 cr.)
- GEOL-G 133 Geology of the United States (5 cr.)
- GEOL-G 400 Energy: Sources and Needs (3 cr.)
- GEOL-T 312 Geology of Indiana (3 cr.)
- GEOL-T 326 Geology of Mineral Resources (3 cr.)
- BIOL-L 105 Introduction to Biology (5 cr.)
- MATH-K 310 Statistical Techniques (3 cr.)

Physics

- PHYS-P 201 General Physics I (5 cr.) or PHYS P 221 Physics I (5 cr.)
- PHYS-P 202 General Physics II (5 cr.) or PHYS P 222 Physics II (5 cr.)
- PHYS-P 301 Contemporary Physics (3 cr.)
- PHYS-P 310 Environmental Physics (3 cr.)
- AST-A 100 Solar System (3 cr.)
- AST-A 110 Introduction to Astronomy (3 cr.)
- BIOL-L 105 Intro to Biology (5 cr.)
- CHEM-C 105 General Chemistry I and CHEM-C 125 Lab (5 cr.)
- GEOL-G 100 General Geology (5 cr.) or GEOG-G 107 Physical Systems of the Environment (3 cr.)
- MATH-M 215 Calculus I (5 cr.)

Content Area Assessment (Passing score required in one of the areas below prior to Student Teaching)

- Required Test: Physics, Chemistry, Physical Science, Life Science, or Earth Space Science
- Test Numbers: 047/043/046/045/044
- Required Score: 220

Social Studies Teaching Major

Teaching major requirements are fulfilled by completing a minimum of 41 credit hours in Social Studies. A minimum GPA of 2.5 in the teaching major is required (with no grade less than a C in the teaching major). The IU Kokomo Teacher Education Program requires that Historical Perspectives be a licensure area. Student may want to choose a minor in either Sociology, Psychology, or Economics to add an additional licensure area. The minor will be additional credit hours. **Historical Perspectives**

- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)
- HIST-H 113 History of Western Civilization I (3 cr.)
- HIST-H 114 History of Western Civilization II (3 cr.)
- Any 3XX/4XX US History course (3 cr.)
- Any 3XX/4XX International History course (3 cr.)
- Any 3XX/4XX History course (3 cr.)

History/Political Science Dual Degree Program

The History/Political Science program works cooperatively with the School of Education to administer a dual degree

program in History/Political Science-Secondary Education. Students participating in this program will complete both a Bachelor of Science in History/Political Science degree and a Bachelor of Science in Secondary Education degree. Students in this program will be certified to teach at the secondary school level with expertise in both History and Government. Please see an advisor in either SHSS or the School of Education for more information about this program.

Optional minors in Economics, Political Science, Psycology or Sociology.

Political Science

- POLS-Y 103 Introduction to Political Science (3 cr.)
- POLS-Y 215 Introduction to Political Theory (3 cr.)
- POLS-Y 217 Introduction to Comparative Politics (3 cr.) or POLS-Y 219 Introduction to World Politics (3 cr.)
- Any 3XX/4XX US Political Science course (3 cr.)
- Any 3XX/4XX World Political Science course (3 cr.)
- Any 3XX/4XX Political Science (3 cr.)
- Any 3XX/4XX Political Science (3 cr.)

Economics (12 cr.) Required:

- ECON-E 201 Introduction to Micro Economics (3 cr.)
- ECON-E 202 Introduction to Macro Economics (3 cr.)
- ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr.)
- ECON-E 303 Survey of International Economics or BUS-D 301 International Business Environment (3 cr.)
- Any 3XX/4XX Economics (3 cr.) or BUS-X 487 Students in Free Enterprise (3 cr.)
- Additional course from HIST, POLS, PSY, SOC
- Additional course from HIST, POLS, PSY, SOC

Psychology

- PSY-P 103 Introduction to Psychology (3 cr.)
- PSY-P 259 Introduction to Psychological Inquiry (3 cr.)
- PSY-P 216 Lifespan Development (3 cr.)
- PSY-P 320 Social Psychology (3 cr.)
- PSY-P 324 Abnormal Psychology (3 cr.)
- PSY-P 326 Neuroscience (3 cr.)
- PSY-P 381 Helping Skills and Ethics (3 cr.)
- PSY-P 390 Special Topics in Psychology (3 cr.)

Sociology

- SOC-S 100 Introduction to Sociology (3 cr.)
- SOC-S 252 Methods of Sociological Research (3 cr.)
- SOC-S 340 Social Theory (3 cr.)
- SOC-S 316 The Family (3 cr.)
- SOC-S 317 Inequality (3 cr.)
- SOC-S 331 Sociology of Aging (3 cr.) or SOC-S 335 Race and Ethnic Relations (3 cr.) or SOC-S 338 Gender Roles (3 cr.)
- SOC-S 325 Criminology (3 cr.) or SOC-S 328 Juvenile Delinquency (3 cr.)
- SOC-S 419 Social Movements and Collective Action (3 cr.)

Content Area Assessment (Passing score required in Historical Perspectives prior to Student Teaching)

- Required Test: Historical Perspectives
- Test Number: 051
- Required Score: 220
- Optional Tests: Government and Citizenship, Sociology, Psychology, Economics
- Test Numbers: 050/053/052/048

History/Political Science Dual Degree Program

The History/Political Science program works cooperatively with the School of Education to administer a dual degree program in History/Political Science-Secondary Education. Students participating in this program will complete both a Bachelor of Science in History/Political Science degree and a Bachelor of Science in Secondary Education degree. Students in this program will be certified to teach at the secondary school level with expertise in both History and Government. Please see an advisor in either SHSS or the School of Education for more information about this program.

Fine Arts/Visual Arts Teaching Major

(minimum 41 cr.)

Teaching major requirements are fulfilled by completing a minimum of 41 credit hours in Mathematics. A minimum GPA of 2.5 in the teaching major is required (with a grade of C or better in each course).

- NMAT-S 110 Fundamental Studio 2D (3 cr.)
- NMAT-S 112 Fundamental Studio 3D (3cr.)
- NMAT-S 240 Introduction to Printmaking Media (3 cr.)
- NMAT-S 270 Sculture I (3 cr.)
- NMAT-S 230 Painting II (3 cr.)
- NMAT-S 322 Exploration of Materials and Processes (3 cr.)
- NMAT-S 260 Ceramics I (3 cr.)
- NMAT-D 216 Digital Media Studio (3 cr.)
- NMAT-S 100 Fundamental Studio Drawing (3 cr.)
- NMAT-S 200 Drawing II (3 cr.)
- FINA-A 101 Ancient to Medieval Art (3 cr.)
- FINA-A 102 Renaissance to Modern Art (3 cr.)
- Any 2XX/3XX/4XX Art History course
- PHIL-P 346 Philosophy of Art (3 cr.)

Content Area Assessment (Passing score required prior to Student Teaching)

- Required Test: Fine Arts: Visual Arts (P-12 license)
- Test Number: 030
- Required Score: 220

English/Language Arts Dual Degree Program

The School of Education works cooperatively with the English Department to administer a dual degree program in English/Secondary Education. Students participating in this program will complete both a Bachelor of Arts in English degree and a Bachelor of Science in Secondary Education degree (English/Language Arts). Students in this program will be certified to teach at the secondary school level. Please see an advisor in either the School

of Humanities and Social Sciences or the School of Education for more information about this program.

Language

- ENG-G 205 Introduction to the English Language (3 cr.) or ENG-G 301 History of the English Language (3 cr.)
- Any foreign language course (3 cr.)

Oral, Visual, Written Literacy

- SPCH-S 122 Interpersonal Communications (3 cr.) or SPCH-S 336 Communication Theory (3 cr.) or SPCH-S201 Communicating in Public (3 cr.)
- THTR-T 115 Introduction to Oral Interpretation (3 cr.) or SPCH-C 205 Introduction to Oral Interpretation

Reading

- Any ENG-L 2XX or above any ENG-E 2XX or above in Beginings through 18th Century
- Any ENG-L 2XX or above any ENG-E 2XX or above in 19th Century
- Any ENG-L 2XX or above any ENG-E 2XX or above in 20-21st Century
- Any ENG-L 2XX or above any ENG-E 2XX or above in World/Gender Multicultural
- Any ENG-E 3XX or above or ENG-L 3XX or above course

Composition

- Any ENG-W 2XX or above course
- Any ENG-W 2XX or above course

Literature

- ENG-L 202 Literacy Interpretation (3 cr.)
- ENG-L 371 Critical Practices (3 cr.)

Media

- SPCH-C 200 Introduction to Mass Communication (3 cr.) or CMLT-C 190 Introduction to Film (3cr.) or CMLT-C 390 Film and Society (3 cr.) or CMLT-C 392 Genre Study in Film (3 cr.)

Content Area Assessment (Passing score required prior to Student Teaching)

- Required Test: English Language Arts
- Test Number: 021
- Required Score: 220

Exceptional Learners: Mild Intervention

This Special Education license for grade K-12 is a licensure area within the secondary education program but has its own planning guide. The program is a total 126 credit hours. The General Education Content requirements and the Year 1 and 2 Pre-professional courses are the same as the Secondary Education program. Additional pre-professional special education courses are as follows:

- EDUC-K 370 Language and Learning Disorders
- EDUC-K 343 Emotional and Behavioral Disorders I
- EDUC-K 352 Educating Students with Learning Disorders
- EDUC-K 495A Special Education Field Experience I (1)
- EDUC-K 362 Team Approaches to Educating Students with Disabilities

Movement I

- EDUC-K 344 Emotional & Behavior Disorders II (3 cr.)
- EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)
- EDUC-K 361 Assistive Technology (2 cr.)
- EDUC-H 340 Education and the American Culture (3 cr.)
- EDUC-K 371 Assessment & Individualized Instruction in Reading and Mathematics (3 cr.)
- EDUC-K 495B Special Education Field Experience II (2 cr.)

Movement II

- EDUC-M 464 Reading in the Content Areas (3 cr.)
- EDUC-K 490 Assessment I (3 cr.)
- EDUC-K 490 Current Trends in Special Education (3 cr.)

Movement III (Successful scores on State required test(s) are required before entering Movement III)

- EDUC-K 488 Special Education Student Teaching (12)

*May be taken in the summer.

All Secondary Education majors choosing Special Education as their licensure area will need to take at least 24 additional credit hours in a Core Academic Subject Area. The Indiana Department of Education and the IU Kokomo School of Education recommend the following Core Academic Subject Areas: English, Reading or Language Arts, Mathematics, Fine Arts: Visual Arts, Science, and Social Studies in the areas of Economics, Government, and History.

Content Area Assessment (Passing scores required prior to Student Teaching)

- Required Tests: Exceptional Needs-Mild Intervention; Exceptional Needs0Mild Intervention: Reading
- Test Numbers: 025/064
- Required Score: 220

Change to Education

The Change to Education Program Secondary is for those individuals who have already earned a baccalaureate degree and who are interested in becoming secondary education teachers. All applications for the Change to Education Program Secondary must be received by the School of Education at IU Kokomo by mid-August for Fall admits and early/mid-December for Spring admits.

Admission Requirements

1. Eligible candidate must have completed a baccalaureate degree at an accredited institution with a major or minor in the same or similar subject area in which the candidate is seeking licensure: Language Arts, Mathematics, Science, Social Studies, and Fine Arts.

2. Candidate must have a grade point average of 2.5 on a four (4.00) point scale, both in the major/minor and overall.

3. A Master of Science degree from an accredited institution of higher education, with a major/minor in the same subject area for which licensure is sought, may also qualify one for admission.
4. A cover letter (approximately two pages) in which the candidate outlines goals, reasons for pursuing a teaching license and how the C2E program will match these goals.
5. Official score reports from CASA, indicating you have passed this tests.
6. A detailed resume.
7. Official copies of past college or university transcripts.
8. Expanded Criminal Background Check completed.

*Final decisions on Admission to the program are made by the Dean of Education.

Required Courses
Three semesters of education-related coursework, delivered in seminar format and online, followed by one semester of student teaching. Seminar content will focus on the Essential Pedagogies: Development, Curriculum, Instruction, Assessment, and Professionalism. Field experiences may be accomplished by paid internship/ substitute teaching in one of the School of Education's Center for Educational Partnership (CEP) 32 school corporations. Change to Education coursework are as follow

Curriculum and Instruction (Fall Semester)

- EDUC-M 457 Advanced Study in the Teaching of Secondary School Mathematics (3 cr.) or EDUC-M 446 Advanced Study in the Teaching of Secondary School Science (3 cr.), or EDUC-M 452 Advanced Study in the Teaching of Secondary School English/ Language Arts (3 cr.), or EDUC-M 441 Advanced Study in the Teaching of Secondary School Social Studies (3 cr.), or EDUC-M 430 Foundations of Art Education and Methods II (3 cr.)
- EDUC-S 503 Secondary School Education (3 cr.)

Development and Assessment (Spring semester)

- EDUC-P 510 Psychology in Teaching (3 cr.)
- EDUC-P 507 Testing in the Classroom (3 cr.)

Reading and Professionalism (Summer)

- EDUC-X 501 Critical Reading in Content Areas (3 cr.)
- EDUC-H 520 Education and Social Issues (3 cr.)

Student Teaching (Fall and Spring Semester)

- EDUC-M 550 Practicum (6 cr.)

Education Courses Undergraduate

EDUC-E 325 Social Studies in the Elementary Schools (3 cr.) P: EDUC-E 339 and EDUC-M 299. Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learning of young children. Special attention given to concept learning, inquiry, decision making and value analysis.

EDUC-E 328 Science in the Elementary Schools (3 cr.) P: EDUC-E 339, EDUC-E 340, and EDUC-M 299. Objectives, philosophy, selection, and organization of science materials and methods. Concept development and use of the multidimensional materials in science experiments. Analysis of assessment techniques and bibliographical materials. Field experience arranged in public schools.

EDUC-E 339 Methods of Teaching Language Arts in the Elementary Schools I (3 cr.) P: Admission to the TEP. Describes the methods, materials, and techniques employed in the elementary language arts program.

EDUC-E 340 Methods of Teaching Reading I (3 cr.) This course describes and appraises the methods, materials and techniques employed in diagnosing learning problems in elementary language arts and reading program.

EDUC-E 341 Methods of Teaching Reading in the Elementary Schools II (3 cr.) P: EDUC-E 339. Focuses on classroom procedures and materials used to provide diagnostic and corrective instruction for learning needs in reading.

EDUC-E 343 Mathematics in the Elementary Schools (3 cr.) P EDUC-M 299, MATH-T 109, and MATH-T 110. Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child. Field experience arranged in public schools.**

EDUC-E 524 Workshop in Early Childhood Education (arr. cr.) Individual and group study of problems in nursery school and kindergarten education. Emphasis on broadening understanding of curriculum problems and their application to teaching in nursery schools and kindergarten.

EDUC-E 525 Advanced Curriculum Study in Early Childhood Education (3 cr.) Curriculum planning, guiding and evaluating learning experiences, and interpreting values of early childhood education. New approaches to teaching.

EDUC-E 535 Elementary School Curriculum (3 cr.) Social, economic, and educational forces influencing changes in the curriculum of the elementary school; observation and study of the curriculum and methods of evaluating it.

EDUC-E 536 Supervision of Elementary School Instruction (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 in the Teaching of Mathematics in the Elementary Schools (3 cr.) Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

EDUC-E 545 Advanced Study in the Teaching of Reading in the Elementary Schools (3 cr.) For experienced teachers. 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 Advanced Study in the Teaching of Social Studies in the Elementary Schools (3 cr.) For experienced teachers. Goals and functions of social studies and underlying principles that influence the teaching of social studies; content, resources, and methodology that facilitate the implementation of these.

EDUC-E 548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.) Helps experienced teachers gain proficiency in the teaching of science in the elementary school. Characteristics of good elementary school science programs.

EDUC-E 553 The Teacher and Elementary School Organization (3 cr.) The structure and organization of the elementary school and the role of the teacher in its effective operation. For classroom teachers.

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 basic communication skills and significant trends and materials.

EDUC-F 205 Study of Education and the Practice of Teaching (3 cr.) A review of the literature on various approaches to education as a discipline and a field of inquiry, and an exploration of several approaches to teacher education. Integrates scholarship and inquiry with the development of educational possibilities. Students will begin the process of constructing a set of personal and social commitments that will guide their future teaching activities.

EDUC-H 340 Education and the American Culture (3 cr.) P: EDUC-F 205, EDUC-P 251 or EDUC-P 255 and admission to TEP. The present educational system - its social impact and future implications - viewed in historical, philosophical, and sociological perspectives. Special attention is given to ethnic, minority, and cultural aspects.

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-J 500 Instruction in the Context of Curriculum (3 cr.) 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-K 205 Introduction to Exceptional Children (3 cr.) P: EDUC-F 205. An overview of the characteristics and the identification of exceptional children. The course presents the issues in serving exceptional children and the educational, recreational, and social aspects of their lives.

EDUC-K 305 Teaching Students with Special Needs in the Elementary Classroom (3 cr.) P: EDUC-K 205. Knowledge, attitudes, and skills basic to the education of exceptional learners (students who are handicapped as well as gifted and talented in the regular elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals.

EDUC-K 306 Teaching Students with Special Needs in the Secondary Classroom (3 cr.) P: EDUC-K 205. This course includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs. **

EDUC-K 343 Emotional and Behavioral Disorders I (3 cr.) P: EDUC-K 205. A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, characteristics, and diagnostic and treatment procedures are discussed from a psycho-educational point of view.

EDUC-K 344 Emotional and Behavioral Disorders II (3 cr.) P: EDUC-K 343. A survey of educational curricula, procedures, and materials for socially and emotionally disturbed children. Development of teaching skills is emphasized.

EDUC-K 352 Learning Disability Methods (3 cr.) P: EDUC-K 343; EDUC-K 370, EDUC-K 495A. Educational programs for optimum growth and development of educable mentally retarded and learning disabled children. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials.

EDUC-K 361 Assistive Technology (2 cr.) P: EDUC-K 343; EDUC-K 370, EDUC-K 495A, EDUC-K 362. Prepares future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

EDUC-K 362 Team Approaches to Educating Students with Disabilites (3 cr.) P: EDUC-K 343; EDUC-K 370, EDUC-K 495A. 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.

EDUC-K 370 Language and Learning Disorder (3 cr.) P: EDUC-K 205. Survey of historical development and current status of definitions, classifications, assessment, and treatment procedures for learning-disabled students.

EDUC-K 371 Assessment and Individualized Instruction in Reading and Math (3 cr.) P: EDUC-K 362. Emphasizes assessment and remediation procedures that address reading and math problems of mildly handicapped students.

EDUC-k 510 ASSISTIVE TECHNIQUES IN SPECIAL EDUCATION (3 cr.) Provides beginning graduate students with an overview of current trends and issues in the field. Major emphasis is on application and implication of principles mandated by PL 94-142 and Section 504 of the Rehabilitation Act of 1973.

EDUC-K 490 Topical Seminar: Assessment 1 (3 cr.) Assessment and Instruction This seminar assists students in gaining knowledge of formal and informal assessment techniques; how to link assessment to curriculum and instruction; and how to effectively choose, construct, deliver, and evaluate curriculum and instruction to students with diverse learning needs

EDUC-K 495 Special Education Field Experience (1 cr.) Part A - P: EDUC-K 343, EDUC-K 370. Provides the student with a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/ work/community settings on a daily basis (three hours/day, five days/week). Specific assignments, which are mutually agreed upon between student, cooperating teacher, and practicum supervisor, are also required.**

EDUC-K 495 Special Education Field Experience (2 cr.) Part B - P: EDUC-K 495A. Provides the student with a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/ work/community settings on a daily basis (three hours/day, five days/week). Specific assignments, which are mutually agreed upon between student, cooperating teacher, and practicum supervisor, are also required.**

EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr.) P: Graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education.

EDUC-K 510 Assistive Technology in Special Education (3 cr.) Prepares future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

EDUC-K 535 Assessment/Remediation of Mildly Handicapped I (3 cr.)
Emphasizes the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in such academic areas as reading and mathematics.

EDUC-K 548 Families, School and Society (3 cr.)
The course focuses on the family as a system and discusses the impact of disabilities on the daily lives of family members. Historical, legal and ethical perspectives on family involvement and empowerment are explored. Approaches for providing services to families with members who are developmentally disabled, chronically ill, at risk or who have other types of impairments also are presented.

EDUC-K 553 Classroom Management (3 cr.)
Surveys principles of behavior management as they pertain to educational environments. Students will learn how to define, observe, measure, record, and change academic and social behavior.

EDUC-K 563 Diagnosis and Remediation of Learning Disabilities (3 cr.)
This course is designed to promote understanding of what constitutes a learning disability, how classroom teachers can accommodate, adapt and modify assignments to meet the needs of students with special needs, and what the presence of a learning disability means for identified students, their families, and their teachers. Causes of learning disabilities, the development of students with learning disabilities, assessment of learning disabilities, and planning appropriate instruction and behavior interventions for students with learning disabilities will be addressed.

EDUC-K 565 Collaboration & 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.

EDUC-M 199 Passing scores on PRAXIS I (0 cr.)
Beginning January 1, 2013, for admission to the Teacher Education Program (TEP) students will take the Pearson Core Academic Skills Assessment.

EDUC-M 299 Admission to Teacher Education Program (0 cr.)

EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)
P: EDUC-F 205, EDUC-P 251 or EDUC-P 255 and admission to TEP. These courses are designed to introduce the students to teaching as a profession. Students focus upon the self as teacher, learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.

EDUC-M 311 General Methods for Kindergarten/ Elementary Teachers (1 cr.) Explores individualized and interdisciplinary learning methods, measurement and evaluation, teaching process and curriculum development, and organization of the elementary schools.

EDUC-M 313 General Methods for Secondary Education (1 cr.) Explores individualized and interdisciplinary learning methods, measurement and evaluation, teaching process and curriculum development, and organization of the secondary schools.

EDUC-M 323 The Teaching of Music in the Elementary Schools (2 cr.) P: EDUC-M 299. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades.

EDUC-M 333 Art Experience for the Elementary Teacher (2 cr.) P: FINA-A 101 or FINA-A 102 and admission to TEP. The selection, organization, guidance, and evaluation of art activities, both individual and group. Laboratory experiences with materials and methods of presenting projects.

EDUC-M 425 Student Teaching in the Elementary Schools (9-15 cr.) P: FINA-A 101 or FINA-A 102 and admission to TEP. Classroom teaching and other activities associated with the work of the full-time elementary classroom teacher. Minimum of 14 weeks.**

EDUC-M 430 Foundations of Art Education and Methods II (3 cr.) Advanced study of curriculum developments in art education. Special attention is given to art teaching in secondary schools.**

EDUC-M 440 Teaching Problems and Issues (3 cr.)
Seminar taught as a co-requisite with early childhood (EDUC-M 423), kindergarten/primary (EDUC-M 424), elementary (EDUC-M 425), and/or middle/junior high school (EDUC-M 470) student teaching experiences. This seminar will address several issues related to the process of becoming a teacher.

EDUC-M 441 Methods of Teaching Senior High/Junior High/Middle School Social Studies (3 cr.) Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and building a repertoire of teaching strategies appropriate for middle/secondary school learners.**

EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (3 cr.) P: 35 credit hours of science. Designed for students who plan to teach biology, chemistry, earth science, general science, or physics in junior high/middle school or secondary school.

EDUC-M 452 Methods of Teaching Senior High/Junior High/Middle School English (3 cr.) Methods, techniques, content, and materials applicable to the teaching of English in the secondary school. Field experiences with secondary students and teachers provided to assess ongoing programs in public schools and to study materials appropriate for these programs.**

EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (3 cr.) Study of methodology, heuristics of problem solving, curriculum design, instructional computing, professional affiliations, and teaching of daily lessons in the domain of secondary and/or junior high/middle school mathematics.**

EDUC-M 464 Methods of Teaching Reading (3 cr.) Focuses on middle, junior high, and senior high school. Curriculum, methods, and materials for teaching students to read more effectively.**

EDUC-M 480 Student Teaching: Secondary (1-14 cr.) Full-time supervised student teaching in the student's major certification area and in the grades included within a high school, or at another level if the major area permits; within the state of Indiana unless the integral program includes student teaching in an approved and accredited out-of state site. Each student assumes, under the direction of the selected supervising teacher and with university-provided supervision, responsibility for teaching in the cooperating school. Grade: S or F.**

EDUC-M 550 Practicum: (variable title) (1-8 cr.) Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting. Grade: S or F. **

EDUC-N 102 Teaching and Learning Elementary Math (3 cr.)

EDUC-P 251 Educational Psychology for Elementary Teachers (3 cr.) P: EDUC-F 205. The application of psychological concepts to school learning and teaching using the perspective of development from childhood through preadolescence. Special attention is devoted to the needs of the handicapped.

EDUC-P 255 Educational Psychology for Middle and Secondary School Teachers (3 cr.) P: EDUC-F 205. The application of psychological concepts to school learning and teaching in the perspective of development from the beginning of preadolescence adolescence. Special attention is devoted to the needs of the handicapped.

EDUC-P 290 Professional Practices: Education (2 cr.) P: Admission to the TEP. Provides students with knowledge of basic concepts in physical education and potential outcomes of preschool and elementary school motor development programs. Further, the implementation and evaluation of such programs and appropriate movement experiences for young children will be provided. Emphasis will be placed on curriculum planning and design that is developmentally appropriate.

EDUC-P 503 Introduction to Research (3 cr.) Methods and procedures in educational research.

EDUC-P 507 Testing in the Classroom (3 cr.) An introduction to the central concepts of tests and measurements, and formal and informal assessment strategies for assessing students and instructional programs.

EDUC-P 510 Psychology in Teaching (3 cr.) Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and the teacher's assumptions about human behavior and its development. This course is intended for those working toward the master's degree and who currently are or are planning to be classroom teachers.

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 for all life stages from birth to death.

EDUC-P 570 Behavior Problems in the Public Schools (3 cr.) For teachers, administrators, psychologists, case workers, and others concerned with the adjustment of children in school. Recognition of behavioral symptoms indicative of the need for special attention; role and methods used in dealing with behavioral problem children.

EDUC-Q 200 Introduction to Scientific Inquiry (3 cr.) Course provides the elementary education major with background in the science process skills needed to complete required science courses.**

EDUC-Q 528 Demonstration and Field Strategies in Science (1-6 cr.) Identification, selection, design, implementation, and evaluation of demonstrations and field trips. Strategies in science for elementary, middle school, junior high, and secondary school teachers.

EDUC-Q 540 Teaching Environmental Education (3 cr.) For elementary and secondary teachers. Basic principles of environmental/conservation education stressed in grades K-12. Methods and techniques for integrating these principles into existing curricula. Designed for the development and evaluation of new interdisciplinary teaching materials.

EDUC-S 487 Principles of SH/JR/MD School Education (3 cr.) Designed to provide an overview of the basic theories underlying the senior high/junior high/middle school in American Education as well as an examination of the subject areas, problems, trends, challenges for the future.

EDUC-S 503 Secondary School Education (3 cr.) Designed to provide an overview for the teacher of the

basic theories underlying the secondary school curriculum, as well as an examination of the subject areas, problems, trends, challenges for the future and significant research in the field.

EDUC-S 505 The Junior High and Middle School (3 cr.) Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.

EDUC-S 507 The Teacher and Secondary School Organization (3 cr.) For teachers and administrators. Functions of school personnel, organization of professional and lay people for a more effective school program, professional leadership, lay participation, and effective personnel organization.

EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School (3 cr.) The developmental reading program in junior high and secondary schools; use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for helping reluctant and retarded readers.

EDUC-S 530 Junior High and Middle School Curriculum (3 cr.) The educational program designed for the junior high and middle school. Functions, organization, planning, and evaluation of the junior high and middle school curriculum in specific areas.

EDUC-W 200 Computers in Education: An Introduction (3 cr.) Required of all students pursuing teacher certification. Introduction to instructional computing, educational computing literature, and BASIC programming. Review of and applied experience with educational software packages and commonly used microcomputer hardware. For education majors only.

EDUC-W 505 Multimedia in the Classroom (3 cr.) Intended to equip teachers and administrators with confidence when using the myriad of technology tools available for educators. Skills covered include: scanning, digital camera photography, video capture, creating slide shows, developing web pages, and audio capture.

EDUC-X 460 Books for Reading Instruction (3 cr.) P: EDUC-E 349. Examines use of trade books and non-text materials for teaching Language Arts and Reading K-8. Special sessions may focus on specific student populations.

EDUC-X 501 Critical Reading in Content Areas (3 cr.) Aids elementary and secondary teachers in the development of instructional strategies, which assist students in the comprehension, critical analysis, and integration of ideas present in print material and various subject matter areas

EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom (3 cr.) P: EDUC-E 545 or EDUC-S 514 or consent of instructor. Treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom.

EDUC-X 530 Topical Workshop in Reading (3 cr.) Individual and group study of special topics in the field of reading. Means for improving the teaching of reading. One credit hour is offered for each week of full-time work.

EDUC-Y 520 Strategies for Educational Inquiry (3 cr.) Methods and procedures in educational research. The primary purpose of this course is to introduce students to the basics of educational research, principally as it occurs in and is applied to practical, classroom settings. Course design will include lecture and discussions, independent study, individual conferences/ tutorials with the instructor, and student-led presentations related to proposed research projects.

EDUC-Y 595 Educational Inquiry: Authentic Application (3 cr.) P: Successful completion of EDUC-Y 520. Application of methods and procedures in educational research. The primary purpose of this course is to apply educational inquiry strategies and skills learned in EDUC-Y 520 Strategies for Educational Inquiry. Course design will include lecture and discussions, independent study, individual conferences/tutorials with the instructor, and student-led presentations related to completed research projects.

EDUC-G 504 Counseling Theory and Techniques II (3 cr.)
Analysis of major behavioral and family counseling theories emphasizing didactic and experimental activities designed to model application of process, procedures, and techniques of behavior and family approaches to professional practice.

EDUC-G 507 Lifestyle and Career Development (3 cr.) Lifestyle and career development includes such areas as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.

Graduate Courses

EDUC-E 325 Social Studies in the Elementary Schools (3 cr.) P: EDUC-E 339 and EDUC-M 299. Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learning of young children. Special attention given to concept learning, inquiry, decision making and value analysis.

EDUC-E 328 Science in the Elementary Schools (3 cr.) P: EDUC-E 339, EDUC-E 340, and EDUC-M 299. Objectives, philosophy, selection, and organization of science materials and methods. Concept development and use of the multidimensional materials in science experiments. Analysis of assessment techniques and bibliographical materials. Field experience arranged in public schools.

EDUC-E 339 Methods of Teaching Language Arts in the Elementary Schools I (3 cr.) P: Admission to the TEP. Describes the methods, materials, and techniques employed in the elementary language arts program.

EDUC-E 340 Methods of Teaching Reading I (3 cr.) This course describes and appraises the methods, materials and techniques employed in diagnosing learning problems in elementary language arts and reading program.

EDUC-E 341 Methods of Teaching Reading in the Elementary Schools II (3 cr.) P: EDUC-E 339. Focuses on classroom procedures and materials used to provide diagnostic and corrective instruction for learning needs in reading.

EDUC-E 343 Mathematics in the Elementary Schools (3 cr.) P EDUC-M 299, MATH-T 109, and MATH-T 110. Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child. Field experience arranged in public schools.**

EDUC-E 524 Workshop in Early Childhood Education (arr. cr.) Individual and group study of problems in nursery school and kindergarten education. Emphasis on broadening understanding of curriculum problems and their application to teaching in nursery schools and kindergarten.

EDUC-E 525 Advanced Curriculum Study in Early Childhood Education (3 cr.) Curriculum planning, guiding and evaluating learning experiences, and interpreting values of early childhood education. New approaches to teaching.

EDUC-E 535 Elementary School Curriculum (3 cr.) Social, economic, and educational forces influencing changes in the curriculum of the elementary school; observation and study of the curriculum and methods of evaluating it.

EDUC-E 536 Supervision of Elementary School Instruction (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 in the Teaching of Mathematics in the Elementary Schools (3 cr.) Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

EDUC-E 545 Advanced Study in the Teaching of Reading in the Elementary Schools (3 cr.) For experienced teachers. 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 Advanced Study in the Teaching of Social Studies in the Elementary Schools (3 cr.) For experienced teachers. Goals and functions of social studies and underlying principles that influence the teaching of social studies; content, resources, and methodology that facilitate the implementation of these.

EDUC-E 548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.) Helps experienced teachers gain proficiency in the teaching of science in the elementary school. Characteristics of good elementary school science programs.

EDUC-E 553 The Teacher and Elementary School Organization (3 cr.) The structure and organization of the elementary school and the role of the teacher in its effective operation. For classroom teachers.

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 basic communication skills and significant trends and materials.

EDUC-F 205 Study of Education and the Practice of Teaching (3 cr.) A review of the literature on various approaches to education as a discipline and a field of inquiry, and an exploration of several approaches to teacher education. Integrates scholarship and inquiry with the development of educational possibilities. Students will begin the process of constructing a set of personal and social commitments that will guide their future teaching activities.

EDUC-H 340 Education and the American Culture (3 cr.) P: EDUC-F 205, EDUC-P 251 or EDUC-P 255 and admission to TEP. The present educational system - its social impact and future implications - viewed in historical, philosophical, and sociological perspectives. Special attention is given to ethnic, minority, and cultural aspects.

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-J 500 Instruction in the Context of Curriculum (3 cr.) 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-K 205 Introduction to Exceptional Children (3 cr.) P: EDUC-F 205. An overview of the characteristics and the identification of exceptional children. The course presents the issues in serving exceptional children and the educational, recreational, and social aspects of their lives.

EDUC-K 305 Teaching Students with Special Needs in the Elementary Classroom (3 cr.) P: EDUC-K 205. Knowledge, attitudes, and skills basic to the education of exceptional learners (students who are handicapped as well as gifted and talented in the regular elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals.

EDUC-K 306 Teaching Students with Special Needs in the Secondary Classroom (3 cr.) P: EDUC-K 205. This course includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs. **

EDUC-K 343 Emotional and Behavioral Disorders I (3 cr.) P: EDUC-K 205. A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, characteristics, and diagnostic and treatment procedures are discussed from a psycho-educational point of view.

EDUC-K 344 Emotional and Behavioral Disorders II (3 cr.) P: EDUC-K 343. A survey of educational curricula, procedures, and materials for socially and emotionally

disturbed children. Development of teaching skills is emphasized.

EDUC-K 352 Learning Disability Methods (3 cr.) P: EDUC-K 343; EDUC-K 370, EDUC-K 495A. Educational programs for optimum growth and development of educable mentally retarded and learning disabled children. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials.

EDUC-K 361 Assistive Technology (2 cr.) P: EDUC-K 343; EDUC-K 370, EDUC-K 495A, EDUC-K 362. Prepares future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

EDUC-K 362 Team Approaches to Educating Students with Disabilites (3 cr.) P: EDUC-K 343; EDUC-K 370, EDUC-K 495A. 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.

EDUC-K 370 Language and Learning Disorder (3 cr.) P: EDUC-K 205. Survey of historical development and current status of definitions, classifications, assessment, and treatment procedures for learning-disabled students.

EDUC-K 371 Assessment and Individualized Instruction in Reading and Math (3 cr.) P: EDUC-K 362. Emphasizes assessment and remediation procedures that address reading and math problems of mildly handicapped students.

EDUC-k 510 ASSISTIVE TECHNIQUES IN SPECIAL EDUCATION (3 cr.) Provides beginning graduate students with an overview of current trends and issues in the field. Major emphasis is on application and implication of principles mandated by PL 94-142 and Section 504 of the Rehabilitation Act of 1973.

EDUC-K 490 Topical Seminar: Assessment 1 (3 cr.) Assessment and Instruction This seminar assists students in gaining knowledge of formal and informal assessment techniques; how to link assessment to curriculum and instruction; and how to effectively choose, construct, deliver, and evaluate curriculum and instruction to students with diverse learning needs

EDUC-K 495 Special Education Field Experience (1 cr.) Part A - P: EDUC-K 343, EDUC-K 370. Provides the student with a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/ work/community settings on a daily basis (three hours/day, five days/week). Specific assignments, which are mutually agreed upon between student, cooperating teacher, and practicum supervisor, are also required.**

EDUC-K 495 Special Education Field Experience (2 cr.) Part B - P: EDUC-K 495A. Provides the student with a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/ work/community settings on a daily basis (three hours/day, five days/week). Specific assignments, which are mutually agreed upon between student, cooperating teacher, and practicum supervisor, are also required.**

EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr.) P: Graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education.

EDUC-K 510 Assistive Technology in Special Education (3 cr.) Prepares future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

EDUC-K 535 Assessment/Remediation of Mildly Handicapped I (3 cr.) Emphasizes the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in such academic areas as reading and mathematics.

EDUC-K 548 Families, School and Society (3 cr.) The course focuses on the family as a system and discusses the impact of disabilities on the daily lives of family members. Historical, legal and ethical perspectives on family involvement and empowerment are explored. Approaches for providing services to families with members who are developmentally disabled, chronically ill, at risk or who have other types of impairments also are presented.

EDUC-K 553 Classroom Management (3 cr.) Surveys principles of behavior management as they pertain to educational environments. Students will learn how to define, observe, measure, record, and change academic and social behavior.

EDUC-K 563 Diagnosis and Remediation of Learning Disabilities (3 cr.) This course is designed to promote understanding of what constitutes a learning disability, how classroom teachers can accommodate, adapt and modify assignments to meet the needs of students with special needs, and what the presence of a learning disability means for identified students, their families, and their teachers. Causes of learning disabilities, the development of students with learning disabilities, assessment of learning disabilities, and planning appropriate instruction and behavior interventions for students with learning disabilities will be addressed.

EDUC-K 565 Collaboration & 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.

EDUC-M 199 Passing scores on PRAXIS I (0 cr.) Beginning January 1, 2013, for admission to the Teacher Education Program (TEP) students will take the Pearson Core Academic Skills Assessment.

EDUC-M 299 Admission to Teacher Education Program (0 cr.)

EDUC-M 300 Teaching in a Pluralistic Society (3 cr.) P: EDUC-F 205, EDUC-P 251 or EDUC-P 255 and

admission to TEP. These courses are designed to introduce the students to teaching as a profession. Students focus upon the self as teacher, learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.

EDUC-M 311 General Methods for Kindergarten/ Elementary Teachers (1 cr.) Explores individualized and interdisciplinary learning methods, measurement and evaluation, teaching process and curriculum development, and organization of the elementary schools.

EDUC-M 313 General Methods for Secondary Education (1 cr.) Explores individualized and interdisciplinary learning methods, measurement and evaluation, teaching process and curriculum development, and organization of the secondary schools.

EDUC-M 323 The Teaching of Music in the Elementary Schools (2 cr.) P: EDUC-M 299. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades.

EDUC-M 333 Art Experience for the Elementary Teacher (2 cr.) P: FINA-A 101 or FINA-A 102 and admission to TEP. The selection, organization, guidance, and evaluation of art activities, both individual and group. Laboratory experiences with materials and methods of presenting projects.

EDUC-M 425 Student Teaching in the Elementary Schools (9-15 cr.) P: FINA-A 101 or FINA-A 102 and admission to TEP. Classroom teaching and other activities associated with the work of the full-time elementary classroom teacher. Minimum of 14 weeks.**

EDUC-M 430 Foundations of Art Education and Methods II (3 cr.) Advanced study of curriculum developments in art education. Special attention is given to art teaching in secondary schools.**

EDUC-M 440 Teaching Problems and Issues (3 cr.) Seminar taught as a co-requisite with early childhood (EDUC-M 423), kindergarten/primary (EDUC-M 424), elementary (EDUC-M 425), and/or middle/junior high school (EDUC-M 470) student teaching experiences. This seminar will address several issues related to the process of becoming a teacher.

EDUC-M 441 Methods of Teaching Senior High/Junior High/Middle School Social Studies (3 cr.) Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and building a repertoire of teaching strategies appropriate for middle/secondary school learners.**

EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (3 cr.) P: 35 credit hours of science. Designed for students who plan to teach biology, chemistry, earth science, general science, or physics in junior high/middle school or secondary school.

EDUC-M 452 Methods of Teaching Senior High/Junior High/Middle School English (3 cr.) Methods, techniques, content, and materials applicable to the teaching of English in the secondary school. Field experiences with secondary students and teachers provided to assess ongoing programs in public schools and to study materials appropriate for these programs.**

EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (3 cr.) Study of methodology, heuristics of problem solving, curriculum design, instructional computing, professional affiliations, and teaching of daily lessons in the domain of secondary and/or junior high/middle school mathematics.**

EDUC-M 464 Methods of Teaching Reading (3 cr.) Focuses on middle, junior high, and senior high school. Curriculum, methods, and materials for teaching students to read more effectively.**

EDUC-M 480 Student Teaching: Secondary (1-14 cr.) Full-time supervised student teaching in the student's major certification area and in the grades included within a high school, or at another level if the major area permits; within the state of Indiana unless the integral program includes student teaching in an approved and accredited out-of state site. Each student assumes, under the direction of the selected supervising teacher and with university-provided supervision, responsibility for teaching in the cooperating school. Grade: S or F.**

EDUC-M 550 Practicum: (variable title) (1-8 cr.) Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting. Grade: S or F. **

EDUC-N 102 Teaching and Learning Elementary Math (3 cr.)

EDUC-P 251 Educational Psychology for Elementary Teachers (3 cr.) P: EDUC-F 205. The application of psychological concepts to school learning and teaching using the perspective of development from childhood through preadolescence. Special attention is devoted to the needs of the handicapped.

EDUC-P 255 Educational Psychology for Middle and Secondary School Teachers (3 cr.) P: EDUC-F 205. The application of psychological concepts to school learning and teaching in the perspective of development from the beginning of preadolescence adolescence. Special attention is devoted to the needs of the handicapped.

EDUC-P 290 Professional Practices: Education (2 cr.) P: Admission to the TEP. Provides students with knowledge of basic concepts in physical education and potential outcomes of preschool and elementary school motor development programs. Further, the implementation and evaluation of such programs and appropriate movement experiences for young children will be provided. Emphasis will be placed on curriculum planning and design that is developmentally appropriate.

EDUC-P 503 Introduction to Research (3 cr.) Methods and procedures in educational research.

EDUC-P 507 Testing in the Classroom (3 cr.) An introduction to the central concepts of tests and measurements, and formal and informal assessment strategies for assessing students and instructional programs.

EDUC-P 510 Psychology in Teaching (3 cr.) Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and the teacher's

assumptions about human behavior and its development. This course is intended for those working toward the master's degree and who currently are or are planning to be classroom teachers.

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 for all life stages from birth to death.

EDUC-P 570 Behavior Problems in the Public Schools (3 cr.) For teachers, administrators, psychologists, case workers, and others concerned with the adjustment of children in school. Recognition of behavioral symptoms indicative of the need for special attention; role and methods used in dealing with behavioral problem children.

EDUC-Q 200 Introduction to Scientific Inquiry (3 cr.) Course provides the elementary education major with background in the science process skills needed to complete required science courses.**

EDUC-Q 528 Demonstration and Field Strategies in Science (1-6 cr.) Identification, selection, design, implementation, and evaluation of demonstrations and field trips. Strategies in science for elementary, middle school, junior high, and secondary school teachers.

EDUC-Q 540 Teaching Environmental Education (3 cr.) For elementary and secondary teachers. Basic principles of environmental/conservation education stressed in grades K-12. Methods and techniques for integrating these principles into existing curricula. Designed for the development and evaluation of new interdisciplinary teaching materials.

EDUC-S 487 Principles of SH/JR/MD School Education (3 cr.)
Designed to provide an overview of the basic theories underlying the senior high/junior high/middle school in American Education as well as an examination of the subject areas, problems, trends, challenges for the future.

EDUC-S 503 Secondary School Education (3 cr.)
Designed to provide an overview for the teacher of the basic theories underlying the secondary school curriculum, as well as an examination of the subject areas, problems, trends, challenges for the future and significant research in the field.

EDUC-S 505 The Junior High and Middle School (3 cr.) Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.

EDUC-S 507 The Teacher and Secondary School Organization (3 cr.) For teachers and administrators. Functions of school personnel, organization of professional and lay people for a more effective school program, professional leadership, lay participation, and effective personnel organization.

EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School (3 cr.) The developmental reading program in junior high and secondary schools; use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for helping reluctant and retarded readers.

EDUC-S 530 Junior High and Middle School Curriculum (3 cr.) The educational program designed for the junior high and middle school. Functions, organization, planning, and evaluation of the junior high and middle school curriculum in specific areas.

EDUC-W 200 Computers in Education: An Introduction (3 cr.) Required of all students pursuing teacher certification. Introduction to instructional computing, educational computing literature, and BASIC programming. Review of and applied experience with educational software packages and commonly used microcomputer hardware. For education majors only.

EDUC-W 505 Multimedia in the Classroom (3 cr.)
Intended to equip teachers and administrators with confidence when using the myriad of technology tools available for educators. Skills covered include: scanning, digital camera photography, video capture, creating slide shows, developing web pages, and audio capture.

EDUC-X 460 Books for Reading Instruction (3 cr.)
P: EDUC-E 349. Examines use of trade books and non-text materials for teaching Language Arts and Reading K-8. Special sessions may focus on specific student populations.

EDUC-X 501 Critical Reading in Content Areas (3 cr.)
Aids elementary and secondary teachers in the development of instructional strategies, which assist students in the comprehension, critical analysis, and integration of ideas present in print material and various subject matter areas

EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom (3 cr.) P: EDUC-E 545 or EDUC-S 514 or consent of instructor. Treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom.

EDUC-X 530 Topical Workshop in Reading (3 cr.)
Individual and group study of special topics in the field of reading. Means for improving the teaching of reading. One credit hour is offered for each week of full-time work.

EDUC-Y 520 Strategies for Educational Inquiry (3 cr.)
Methods and procedures in educational research. The primary purpose of this course is to introduce students to the basics of educational research, principally as it occurs in and is applied to practical, classroom settings. Course design will include lecture and discussions, independent study, individual conferences/ tutorials with the instructor, and student-led presentations related to proposed research projects.

EDUC-Y 595 Educational Inquiry: Authentic Application (3 cr.) P: Successful completion of EDUC-Y 520. Application of methods and procedures in educational research. The primary purpose of this course is to apply educational inquiry strategies and skills learned in EDUC-Y 520 Strategies for Educational Inquiry. Course design will include lecture and discussions, independent study, individual conferences/tutorials with the instructor, and student-led presentations related to completed research projects.

EDUC-G 504 Counseling Theory and Techniques II (3 cr.)
Analysis of major behavioral and family counseling theories emphasizing didactic and experimental activities designed to model application of process, procedures, and techniques of behavior and family approaches to professional practice.

EDUC-G 507 Lifestyle and Career Development (3 cr.)
Lifestyle and career development includes such areas as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.

Bachelor of Science in Secondary Education

The Bachelor of Science in Secondary Education leads to the secondary school teacher license (grades 5-12) in Mathematics, Language Arts/English, Physics, Chemistry, Physical Science, Life Science, Earth/Space Science, Historical Perspectives, Political Science, Sociology, Psychology, Economics or Exceptional Needs: Mild Intervention; secondary teacher license (P-12) in Fine Arts: Visual Arts. A minimum of 120 credit hours is needed for the degree. Students will be admitted to the program in a cohort and will continue to move through the program with others who have begun the program at the same time.

The Bachelor of Science degree in Secondary Education will comprise: General Education Requirements – B.S. Secondary Education: For any student in Education, he/she must have a minimum of 42 credit hours. All courses must have a grade of at least C. Students should plan their programs in consultation with an academic advisor and monitor them to ensure content requirements are met. Failure to do so will delay program completion.

Communication Skills and Information Literacy (9 cr.)
- ENG-W 131 Elementary Composition I (3 cr.)
- ENG-W 132 Elementary Composition II (3 cr.)
- SPCH-S 121 Public Speaking (3 cr.)

Quantitative Literacy (minimum of 6 cr.)
- EDUC-K 490 Assessment I (3 cr.)

One of the following:
- MATH-M 118 Finite Mathematics (3 cr.)
- MATH-M 119 Survey of Calculus (3 cr.)
- MATH-M 215 Calculus I (5 cr.)
- MATH-M 133 (2 cr.) AND MATH-M 134 (2 cr.) Except math and science majors.

Critical Thinking (3 cr.)
- EDUC-P 255 Educational Psychology for Middle and Secondary Teachers (3 cr.)

Cultural Diversity (3 cr.)
- EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)

Ethics and Civic Engagement (3 cr.)
- EDUC-H 340 Education and American Culture (3 cr.)

Social and Behavioral Sciences (6 cr.)
Two 3-credit hour courses, each from a different area: Sociology, Psychology, Economics, Political Science, and History)

History
- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)
- HIST-H 113 History of Western Civilization I (3 cr.)
- HIST-H 114 History of Western Civilization II (3 cr.)

Political Science
- POLS-Y 103 Introduction to American Politics (3 cr.)
- POLS-Y 217 Introduction to Comparative Politics (3 cr.)
- POLS-Y 219 Introduction to World Politics (3 cr.)

Economics
- ECON-E 175 Survey of Economics for Teachers (3 cr.)
- ECON-E 200 Fundamentals of Economics (3 cr.)
- ECON-E 201 Introduction to Micro Economics (3 cr.)
- ECON-E 202 Introduction to Macro Economics (3 cr.)

Sociology
- SOC-S 100 Introduction to Sociology (3 cr.)
- SOC-S 101 Social Problems and Politics (3 cr.)

Psychology
- PSY-P 103 General Psychology (3 cr.)
- HSS-E 104 when content is appropriate (3 cr.)

Humanities and Arts (6 cr.) One 3-credit hour course from each of the two areas: Literature & Philosophy and Fine, Performing & Communication Arts
- ENG-L XXX (3 cr.)
- ENG-E XXX (3 cr.)
- PHIL-P XXX (3 cr.) [except PHIL-P 150 Elementary Logic (3 cr.)]
- FINA-A 101 Ancient and Medieval Art (3 cr.)
- FINA-A 102 Renaissance through Modern Art (3 cr.)
- SPAN-S 360 Introduction to Spanish Literature(3 cr.)
- HSS-E 103 when content is appropriate (3 cr.)

Fine, Performing and Communications Art
- FINA-A 101 Ancient and Medieval Art (3 cr.)
- FINA-A 102 Renaissance through Modern Art (3 cr.)
- Any studio art course (3)
- MUS-M 174 Appreciation to Music (3 cr.)
- MUS-U 320 Women in Music History (3 cr.)
- MUS-X 001 IU Kokomo Singers (2 cr.)
- MUS-X 040 Instrumental Ensemble Hand-bells (1 cr.)
- MUS-X 070 Instrumental Ensemble Choral (1 cr.)
- Any music performance course (1-3 cr.)
- THTR-T 120 Acting I (3 cr.)
- HUMA-U 101 Intro. to Humanities: What happens in Hamlet? (3 cr.)
- HUMA-U 102 Intro. to Humanities: The Live Performance (3 cr.)
- HUMA-U 103 Introduction to Creative Arts (3 cr.)

- HUMA-U 305 Art and Music in the 20th Century (3 cr.)
- ENG-W 203 Creative Writing (3 cr.)
- SPCH-S 201 Communicating in Public
- HSS-E 103 when content is appropriate (3 cr.)

Physical and Life Sciences (minimum of 8 cr.) One 5 credit hour course with a lab and one 3-credit hour course from a different area **Biology**

- BIOL-L 100 Man and the Biological World (5 cr.)
- BIOL-L 105 Introduction to Biology (5 cr.)
- BIOL-L 270 Humans and Microorganisms (3 cr.)
- BIOL-L 370 Plants, Animals and Civilization (3 cr.)
- ANAT-A 215 Basic Human Anatomy (5 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.)
- MICR-J 200 Microbiology and Immunology (3 cr.)
- PLSC-B 203 Survey of the Plant Kingdom (5 cr.)
- PLSC-B 364 Summer Flowering Plants (5 cr.)
- SSCI-E 105 when content is appropriate (3 cr.)

Physics

- PHYS-P 100 Physics in the Modern World (5 cr.)
- PHYS-P 201 General Physics I (5 cr.)
- SSCI-E 105 when content is appropriate (3 cr.)

Chemistry

- CHEM-C 100 The World of Chemistry (3 cr.) and CHEM-C 120 Lab (2 cr.)
- CHEM-C 101 Elementary Chemistry (3 cr.) and CHEM C-121 Lab (2 cr.)
- CHEM-C 105 Principles of Chemistry (3 cr.) and CHEM C-125 Lab (2 cr.)
- CHEM-C 390 Environmental Science (3 cr.)
- SSCI-E 105 when content is appropriate (3 cr.)

Geology

- GEOL-G 100 General Geology (5 cr.)
- GEOG-G 107 Physical Systems of the Environment (3 cr.)
- GEOG-G 315 Environmental Conservation (3 cr.)
- GEOL-G 133 Geology of the United States (3 cr.)
- GEOL-G 400 Energy: Sources and Needs (3 cr.)
- GEOL-T 312 Geology of Indiana (3 cr.)
- SSCI-E 105 Topics in Natural and Math Sciences (3 cr.)

*Education courses have been approved to satisfy the General Education Core Level Requirements:

- EDUC-K 490 for Quantitative Literacy
- EDUC-M 300 for Cultural Diversity
- EDUC-H 340 for Ethics and Civic Engagement
- EDUC-P 255 for Critical Thinking

Professional Education Requirements (Secondary Education)

Professional Education courses are intended to develop the knowledge, dispositions and skills required for entry to the profession. The Pre-Professional courses are taken during the freshman and sophomore years and prior to formal admission into the Teacher Education Program (TEP). These courses develop the knowledge, skills and dispositions that underlie all teacher education regardless of the developmental focus. These include inquiry, learning theory, special needs children, diversity, technology and general methods. Within the Professional Education component of the degree, there are both foundational and specialized requirements. During the junior and senior years, students must be formally admitted into TEP and complete all content courses, education courses and program requirements assigned to Movements I - III. At each Decision Point, faculty review and approval are required as conditions for program continuation.

Freshman and Sophomore Years - Year 1 and 2 Pre-professional courses

- EDUC-F 205 Study of Education and Practice of Teaching (3 cr.)
- EDUC-K 205 Introduction to Exceptional Children (3 cr.)
- EDUC-P 255 Educational Psychology for Middle and Secondary Teachers (3 cr.)
- EDUC-Q 200 Introduction to Scientific Inquiry (3 cr.)
- EDUC-W 200 Computers in Education (3 cr.)*
- EDUC-M 313 Secondary General Methods (1 cr.)*

Junior Year - Sixth Semester (Fall or Spring) Movement I

- EDUC-K 306 Teaching the Exceptional Learner (3 cr.)
- EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)
- EDUC-H 340 Education and the American Culture (3 cr.)
- EDUC-M 430 Methods of Teaching Art Secondary (3 cr.) **for Fine Arts only
- Any remaining general education or content minor courses (3-5 cr.)

Content Methods (Spring)

- EDUC-M 459 Secondary Mathematics Methods (3 cr.)
- EDUC-M 446 Secondary Science Methods (3 cr.)
- EDUC-M 442 Secondary Social Studies Methods (3 cr.)
- EDUC-M 416 Secondary Language Arts Methods (3 cr.)
- EDUC-M 430 Secondary Fine Arts: Visual Arts Methods (3 cr.)

Senior Year - Seventh Semester (Fall or Spring) Movement II

- EDUC-M 464 Reading in the Content Area (3 cr.)
- EDUC-E 487 Secondary School Curriculum (3 cr.)
- EDUC-K 490 Topical Seminar: Assessment (3 cr.)
- EDUC-M 441 Methods of Teaching SH/JH/MS Social Studies (3 cr.)
- or
- EDUC-M 452 Methods of Teaching SH/JH/MS Eng/LA (3 cr.)
- or
- EDUC-M 446 Methods of Teaching SH/JH/MS Science (3 cr.)
- or
- EDUC-M 457 Methods of Teaching SH/JH/MS Math (3 cr.)
- or
- EDUC—M 333 Methods of Teaching Art Elem (3 cr.)

Content Methods (Fall)

- EDUC-M 441 Methods of Teaching SH/JH/MS Social Studies (3 cr.)
- EDUC-M 437 Methods of Teaching SH/JH/MS Science (3 cr.)
- EDUC-M 452 Methods of Teaching SH/JH/MS Eng/ Lang Arts (3 cr.)
- EDUC-M 457 Methods of Teaching SH/JH/MS Mathematics (3 cr.)
- EDUC-M 333 Art Experience for the Elementary Teacher (Fine Arts Major) (2 cr.)

Senior Year – Eighth Semester (Fall or Spring) Movement III (Successful scores on State required test(s) are required before entering Movement III)

- EDUC-M 480 Student Teaching in the Secondary School (12 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (5 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (4 cr.)
- Fine Arts: Visual Arts (P-12)
- EDUC-M 425 Student Teaching in the Elementary School (6 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (6 cr.)

* May be taken in Summer

Language Arts Teaching Major

(minimum 41 cr.)

Teaching major requirements are fulfilled by completing a minimum of 41 credit hours in Language Arts. A minimum GPA of 2.65 in the teaching major is required (with a grade of C or better in each course).

- ENG-G 205 Introduction to the English Language or ENG-G 301 History of the English Language (3 cr.)
- Any foreign language course (3cr.)
- SPCH-S 122 Interpersonal Communications, SPCH-S 336 Communication Theory, or SPCH-S 201 Communicating in Public (3 cr.)
- SPCH-C 205 Introduction to Oral Interpretation or THTR-T 115 Oral Interpretation (3 cr.)
- Any ENG-L or E 2XX/3XX/4XX in Beginnings through 18^{t} Century (3 cr.)
- Any ENG-L or E 2XX/3XX/4XX in 19^{t} Century (3 cr.)
- Any ENG-L or E 2XX/3XX/4XX in 20^{t}-21^{s} Century (3 cr.)
- Any ENG-L or E 2XX/3XX/4XX in World/Gender/ Multicultural (3 cr.)
- Any ENG-L or E 2XX/3XX/4XX reading course (3 cr.)
- Any two ENG-W 2XX/3XX/4XX composition courses (6 cr.)
- ENG-L 202 Literacy Interpretation (3 cr.)
- ENG-L 371 Critical Practices (3 cr.)
- SPCH-C 200 Introduction to Mass Communication, CMLT-C 190 Introduction to Film, CMLT-C 390 Film and Society, or CMLT-C 392 Genre Study in Film (3 cr.)

Content Area Assessment (Passing score required prior to Student Teaching)

- Required Test: English Language Arts
- Test Number: 021
- Required Score: 220

Early Childhood Education Minor

The Bachelor of Science in Elementary Education leads to an Elementary Generalist license (K-6). Students will be admitted into the program in a cohort and will continue to move through the program with others who have begun the program at the same time. The Bachelor of Science degree in Elementary Education is comprised of the following:

In order to graduate, the student must have a total of 120 credit hours completed with a minimum cumulative GPA of 2.65 with a minimum grade of C+ in each EDUC course. All non-EDUC courses must have a grade of at least C. Progress towards the degree will be monitored by the faculty to insure each candidate has the necessary knowledge, skills, and dispositions required of a highly effective educator.

General Education Requirements (51 credit hours)

Content courses focus on the following: Communication Skills, Information Literacy, Quantitative Literacy, Critical Thinking, Cultural Diversity, Ethics and Civic Engagement, Social and Behavioral Sciences, Humanities and Arts, and Physical and Life Sciences. All courses must have a grade of at least C. Students should plan their programs in consultation with an academic advisor and monitor their programs to ensure content requirements are met. Failure to do so will delay program completion.

Go to General Education in this bulletin for a full list of IU Kokomo's General Education requirements. The School of Education may recommend certain courses from the General Education curriculum that will fit your degree. See an academic advisor for more details.

Additional General Education requirements will be met by specific EDUC courses as follows: Quantitative Literacy Statistics (EDUC-K 490), Critical Thinking (EDUC-P 255), Cultural Diversity (EDUC-M 300), and Ethics and Civic Engagement (EDUC-H 340).

Additional State standards are met by completing courses to cover the following areas: American History (EDUC-E 325), English/Language Arts (EDUC-E 339, EDUC-E 340, and EDUC-E 341), and Science/Health (EDUC-Q 200, EDUC-E 328, and EDUC-P 290).

Professional Education Requirements

Professional Education courses are intended to develop the knowledge, dispositions, and skills required for entry to the profession. The Pre-Professional courses are taken during the freshman and sophomore years and prior to formal admission into the Teacher Education Program (TEP). These courses develop the knowledge, skills, and dispositions that underlie all teacher education regardless of the developmental focus. These include inquiry, learning theory, introduction to exceptional learners, diversity, technology and general methods. Within the Professional Education component of the degree, there are both foundational and specialized requirements. During the junior and senior years, students must be

formally admitted into TEP and complete all content courses, education courses, and program requirements assigned to Movements A-D. At Decision Points, faculty review and approval are required as conditions for program continuation.

Year One and Two Pre-Professional Courses: Freshman and Sophomore Years

(Minimum of 22 credit hours; 3 of the 22 credit hours also count toward General Education Requirements)

- EDUC-F 205 (3)* Study of Educ/Prac of Teaching
- EDUC-Q 200 (3) Intro to Scientific Inquiry
- EDUC-W 200 (3) Using Computers in Education
- EDUC-K 205 (3)* Intro to Exceptional Children
- EDUC-P 251 (3)* Ed Psych for Elem. Teachers
- EDUC-M 311 (1) General Methods-Elem Educ
- EDUC-N 102 (3) Math for Elem. Educ

*Expanded Criminal Background Check required. Details found on the IU Kokomo School of Education website.

Courses for Early Childhood Education Minor

- +EDUC-E 335 Introduction to Early Childhood Education (3)
- +EDUC-E 336 Play as Development (3)
- EDUC-E 337 Classroom Learning Environments (3)
- +EDUC-E 338 The Early Childhood Educator (3)
- +EDUC-E 351 Foundations of Early Care & ED II (3)

+ Course offered online by IU East

Movement A (13-17 Credit Hours): Junior Year-Semester Five

Movement A can be started in either the fall or spring semester.

- EDUC-E 339 Elementary Language Arts Methods (3)
- EDUC-E 343 Elementary Math Methods (3)
- EDUC-M 300 Teaching in a Pluralistic Society (3)
- EDUC-M 333 Elementary Art Methods (2)* (Offered in FA/SU only)
- EDUC-P 290 Movement Experiences for P-6 children (2)
- Any general education or early childhood education minor course remaining (3-4)

Movement B (14-17 Credit Hours): Junior Year-Semester Six

- EDUC-E 340 Elementary Reading Methods I (3)
- EDUC-E 325 Social Studies Methods (3)
- EDUC-M 323 Elementary Music Methods (2)* (Offered in SP/SU only)
- EDUC-X 460 Books for Reading Instruction (3) (Offered in SP/SU only)
- Any general education or early childhood education minor course remaining (3-4)
- Any general education or early childhood education minor course remaining (3-4)

Movement C (15-18 Credit Hours): Senior Year-Semester Seven

- EDUC-E 341 Elementary Reading Methods II (3)
- EDUC-E 328 Science Methods (3)
- EDUC-K 305 Teaching the Exceptional Learner (3)
- EDUC-K 490 Assessment I (3)
- EDUC-H 340 Education and the America Culture (3)** (Offered in FA/SP/SU)
- Any remaining general education or content minor courses remaining (3)

*M 323 and/or M 333 may be taken in Movement A, B, or C and must be completed before Movement D.

**H 340 and/or X 460 may be taken in Movement B or C and must be completed before Movement D.

Movement D (15 Credit Hours): Senior Year-Semester Eight

- EDUC-M 425 Elementary Education - Student Teaching (6)
- EDUC-E 352 Student Teaching for Early Childhood (6)
- EDUC-M 440 Student Teaching Seminar (3)

Prior to student teaching (Movement D) the student must:

- apply for Student Teaching by stated deadline,
- attempt required state mandated pedagogy (Test Code-005),
- pass Content Area Assessment (see below),
- attend mandatory Student Teaching Orientation,
- and successfully complete CPR-AED training, Universal Precautions, and Suicide Prevention Training.

Content Area Assessments (Passing score required prior to Student Teaching)

- Required Test: Elementary Education Generalist
- Test Numbers: 060/061/062/063
- Required Score: 220 on each sub-test

TEP Application Requirements

1. Admitted to IU Kokomo as a degree-seeking student
2. All Year 1 and 2 pre-professional courses have been successfully completed or currently in progress.
3. State-mandated test (CASA) report documenting passing scores (Test Codes-001/002/003; Passing Scores-220) or acceptable alternative
4. Expanded Criminal Background Check on file in the School of Education office
5. Minimum Overall GPA of 2.65 (Fall 2017); 2.75 (Fall 2018); 2.85 (Fall 2019); 3.00 (Fall 2020).
6. Completion of minimum 50 credit hours
7. Completion of W 131, W 132, S 121, M 118, T 109 and/or T 110
8. TEP application submitted to School of Education office with all necessary and required information by deadline

TEP Application Deadlines

- Fall semester admission due third Friday in April
- Spring semester admission due third Friday in November

Applications are available on School of Education website www.iuk.edu/education under Resources.

Special Education Minor

The Bachelor of Science in Elementary Education leads to an Elementary Generalist license (K-6). Students will be admitted into the program in a cohort and will continue to move through the program with others who have begun the program at the same time. The Bachelor of Science degree in Elementary Education is comprised of the following:

In order to graduate, the student must have a total of 120 credit hours completed with a minimum cumulative GPA of 2.65 with a minimum grade of C+ in each EDUC course. All non-EDUC courses must have a grade of at least C. Progress towards the degree will be monitored by the faculty to insure each candidate has the necessary knowledge, skills, and dispositions required of a highly effective educator.

General Education Requirements (51 credit hours)

Content courses focus on the following: Communication Skills, Information Literacy, Quantitative Literacy, Critical Thinking, Cultural Diversity, Ethics and Civic Engagement, Social and Behavioral Sciences, Humanities and Arts, and Physical and Life Sciences. All courses must have a grade of at least C. Students should plan their programs in consultation with an academic advisor and monitor their programs to ensure content requirements are met. Failure to do so will delay program completion.

Go to General Education in this bulletin for a full list of IU Kokomo's General Education requirements. The School of Education may recommend certain courses from the General Education curriculum that will fit your degree. See an academic advisor for more details.

Additional General Education requirements will be met by specific EDUC courses as follows: Quantitative Literacy Statistics (EDUC-K 490), Critical Thinking (EDUC-P 255), Cultural Diversity (EDUC-M 300), and Ethics and Civic Engagement (EDUC-H 340).

Additional State standards are met by completing courses to cover the following areas: American History (EDUC-E 325), English/Language Arts (EDUC-E 339, EDUC-E 340, and EDUC-E 341), and Science/Health (EDUC-Q 200, EDUC-E 328, and EDUC-P 290).

Special Education Minor

Successful completion of the Special Education minor will result in dual licensure in Elementary Generalist (K-6) and Exceptional Needs: Mild Intervention (P-12). Find the complete curriculum for the Bachelor of Science in Elementary Education with a content minor in Special Education in this bulletin listed as Special Education under Minors.

Professional Education Requirements

Professional Education courses are intended to develop the knowledge, dispositions, and skills required for entry to the profession. The Pre-Professional courses are taken during the freshman and sophomore years and prior to formal admission into the Teacher Education Program (TEP). These courses develop the knowledge, skills, and dispositions that underlie all teacher education regardless of the developmental focus. These include inquiry, learning theory, introduction to exceptional learners, diversity, technology and general methods. Within the Professional Education component of the degree, there are both foundational and specialized requirements. During the junior and senior years, students must be formally admitted into TEP and complete all content courses, education courses, and program requirements assigned to Movements A-D. At Decision Points, faculty review and approval are required as conditions for program continuation.

Year One and Two Pre-Professional Courses: Freshman and Sophomore Years

(Minimum of 22 credit hours; 3 of the 22 credit hours also count toward General Education Requirements)

- EDUC-F 205 (3)* Study of Educ/Prac of Teaching
- EDUC-Q 200 (3) Intro to Scientific Inquiry
- EDUC-W 200 (3) Using Computers in Education
- EDUC-K 205 (3)* Intro to Exceptional Children
- EDUC-P 251 (3)* Ed Psych for Elem. Teachers
- EDUC-M 311 (1) General Methods-Elem Educ
- EDUC-N 102 (3) Math for Elem. Educ (P: M 105)

*Expanded Criminal Background Check required. Details found on the IU Kokomo School of Education website.

Movement A (16-19 Credit Hours): Junior Year-Semester Five

Movement A can be started in either the fall or spring semester.

- EDUC-E 339 Elementary Language Arts Methods (3)
- EDUC-E 343 Elementary Math Methods (3)
- EDUC-M 300 Teaching in a Pluralistic Society (3)
- EDUC-M 333 Elementary Art Methods (2)* (Offered in FA/SU only)
- EDUC-P 290 Movement Experiences for P-6 children (2)
- EDUC-K 352 Education Student with Learning Disorders (3) (Offered in FA only)

Movement B (13-16 Credit Hours): Junior Year-Semester Six

- EDUC-E 340 Elementary Reading Methods I (3)
- EDUC-E 325 Social Studies Methods (3)
- EDUC-M 323 Elementary Music Methods (2)* (Offered in SP/SU only)
- EDUC-X 460 Books for Reading Instruction (3) (Offered in SP/SU only)
- EDUC-K 344 Emotional and Behavioral Disorders II (3) (Offered in SP only)
- EDUC-K 495B Special Education Field Experience (3) (Offered in SP only)

Movement B Summer (5-10 Credit Hours)

- EDUC-K361 Assistive Technology (2) (Offered in SU only)
- EDUC-K371 Assessment & Individualized Instruction in Reading & Math (3) (Offered in SU only)

Movement C (15-18 Credit Hours): Senior Year-Semester Seven

- EDUC-E 341 Elementary Reading Methods II (3)
- EDUC-E 328 Science Methods (3)

- EDUC-K 490 Current Trends in Special Education (3) (Offered in FA only)
- EDUC-K 490 Assessment I (3)
- EDUC-H 340 Education and the America Culture (3)** (Offered in FA/SP/SU)
- Any remaining general education or content minor courses remaining (2-3)

*M 323 and/or M 333 may be taken in Movement A, B, or C and must be completed before Movement D.

**H 340 and/or X 460 may be taken in Movement B or C and must be completed before Movement D.

Movement D (15 Credit Hours): Senior Year-Semester Eight

- EDUC-M 425 Elementary Education - Student Teaching (6)
- EDUC-K 488 Student Teaching for Special Education (6)
- EDUC-M 440 Student Teaching Seminar (3)

Prior to student teaching (Movement D) the student must:

- apply for Student Teaching by stated deadline,
- attempt required state mandated pedagogy (Test Code-005),
- pass Content Area Assessment (see below),
- attend mandatory Student Teaching Orientation,
- and successfully complete CPR-AED training, Universal Precautions, and Suicide Prevention Training.

Content Area Assessments (Passing score required prior to Student Teaching)

- Required Test: Elementary Education Generalist
- Test Numbers: 060/061/062/063
- Required Score: 220 on each sub-test

- Required Test: Exceptional Needs-Mild Intervention
- Test Number: 025
- Required Score 220

TEP Application Requirements

1. Admitted to IU Kokomo as a degree-seeking student
2. All Year 1 and 2 pre-professional courses have been successfully completed or currently in progress.
3. State-mandated test (CASA) report documenting passing scores (Test Codes-001/002/003; Passing Scores-220) or acceptable alternative
4. Expanded Criminal Background Check on file in the School of Education office
5. Minimum Overall GPA of 2.65 (Fall 2017); 2.75 (Fall 2018); 2.85 (Fall 2019); 3.00 (Fall 2020).
6. Completion of minimum 50 credit hours
7. Completion of W 131, W 132, S 121, M 118, T 109 and/or T 110
8. TEP application submitted to School of Education office with all necessary and required information by deadline

TEP Application Deadlines

- Fall semester admission due third Friday in April
- Spring semester admission due third Friday in November

Applications are available on School of Education website www.iuk.edu/education under Resources.

Early Childhood Education Minor

The Bachelor of Science in Elementary Education leads to an Elementary Generalist license (K-6). Students will be admitted into the program in a cohort and will continue to move through the program with others who have begun the program at the same time. The Bachelor of Science degree in Elementary Education is comprised of the following:

In order to graduate, the student must have a total of 120 credit hours completed with a minimum cumulative GPA of 2.65 with a minimum grade of C+ in each EDUC course. All non-EDUC courses must have a grade of at least C. Progress towards the degree will be monitored by the faculty to insure each candidate has the necessary knowledge, skills, and dispositions required of a highly effective educator.

General Education Requirements (51 credit hours)

Content courses focus on the following: Communication Skills, Information Literacy, Quantitative Literacy, Critical Thinking, Cultural Diversity, Ethics and Civic Engagement, Social and Behavioral Sciences, Humanities and Arts, and Physical and Life Sciences. All courses must have a grade of at least C. Students should plan their programs in consultation with an academic advisor and monitor their programs to ensure content requirements are met. Failure to do so will delay program completion.

Go to General Education in this bulletin for a full list of IU Kokomo's General Education requirements. The School of Education may recommend certain courses from the General Education curriculum that will fit your degree. See an academic advisor for more details.

Additional General Education requirements will be met by specific EDUC courses as follows: Quantitative Literacy Statistics (EDUC-K 490), Critical Thinking (EDUC-P 255), Cultural Diversity (EDUC-M 300), and Ethics and Civic Engagement (EDUC-H 340).

Additional State standards are met by completing courses to cover the following areas: American History (EDUC-E 325), English/Language Arts (EDUC-E 339, EDUC-E 340, and EDUC-E 341), and Science/Health (EDUC-Q 200, EDUC-E 328, and EDUC-P 290).

Professional Education Requirements

Professional Education courses are intended to develop the knowledge, dispositions, and skills required for entry to the profession. The Pre-Professional courses are taken during the freshman and sophomore years and prior to formal admission into the Teacher Education Program (TEP). These courses develop the knowledge, skills, and dispositions that underlie all teacher education regardless of the developmental focus. These include inquiry, learning theory, introduction to exceptional learners, diversity, technology and general methods. Within the Professional Education component of the degree, there are both foundational and specialized requirements. During the junior and senior years, students must be formally admitted into TEP and complete all content courses, education courses, and program requirements assigned to Movements A-D. At Decision Points, faculty

review and approval are required as conditions for program continuation.

Year One and Two Pre-Professional Courses: Freshman and Sophomore Years

(Minimum of 22 credit hours; 3 of the 22 credit hours also count toward General Education Requirements)

- EDUC-F 205 (3)* Study of Educ/Prac of Teaching
- EDUC-Q 200 (3) Intro to Scientific Inquiry
- EDUC-W 200 (3) Using Computers in Education
- EDUC-K 205 (3)* Intro to Exceptional Children
- EDUC-P 251 (3)* Ed Psych for Elem. Teachers
- EDUC-M 311 (1) General Methods-Elem Educ
- EDUC-N 102 (3) Math for Elem. Educ

*Expanded Criminal Background Check required. Details found on the IU Kokomo School of Education website.

Courses for Early Childhood Education Minor

- +EDUC-E 335 Introduction to Early Childhood Education (3)
- +EDUC-E 336 Play as Development (3)
- EDUC-E 337 Classroom Learning Environments (3)
- +EDUC-E 338 The Early Childhood Educator (3)
- +EDUC-E 351 Foundations of Early Care & ED II (3)

+ Course offered online by IU East

Movement A (13-17 Credit Hours): Junior Year-Semester Five

Movement A can be started in either the fall or spring semester.

- EDUC-E 339 Elementary Language Arts Methods (3)
- EDUC-E 343 Elementary Math Methods (3)
- EDUC-M 300 Teaching in a Pluralistic Society (3)
- EDUC-M 333 Elementary Art Methods (2)* (Offered in FA/SU only)
- EDUC-P 290 Movement Experiences for P-6 children (2)
- Any general education or early childhood education minor course remaining (3-4)

Movement B (14-17 Credit Hours): Junior Year-Semester Six

- EDUC-E 340 Elementary Reading Methods I (3)
- EDUC-E 325 Social Studies Methods (3)
- EDUC-M 323 Elementary Music Methods (2)* (Offered in SP/SU only)
- EDUC-X 460 Books for Reading Instruction (3) (Offered in SP/SU only)
- Any general education or early childhood education minor course remaining (3-4)
- Any general education or early childhood education minor course remaining (3-4)

Movement C (15-18 Credit Hours): Senior Year-Semester Seven

- EDUC-E 341 Elementary Reading Methods II (3)
- EDUC-E 328 Science Methods (3)
- EDUC-K 305 Teaching the Exceptional Learner (3)
- EDUC-K 490 Assessment I (3)
- EDUC-H 340 Education and the America Culture (3)** (Offered in FA/SP/SU)
- Any remaining general education or content minor courses remaining (3)

*M 323 and/or M 333 may be taken in Movement A, B, or C and must be completed before Movement D.

**H 340 and/or X 460 may be taken in Movement B or C and must be completed before Movement D.

Movement D (15 Credit Hours): Senior Year-Semester Eight

- EDUC-M 425 Elementary Education - Student Teaching (6)
- EDUC-E 352 Student Teaching for Early Childhood (6)
- EDUC-M 440 Student Teaching Seminar (3)

Prior to student teaching (Movement D) the student must:

- apply for Student Teaching by stated deadline,
- attempt required state mandated pedagogy (Test Code-005),
- pass Content Area Assessment (see below),
- attend mandatory Student Teaching Orientation,
- and successfully complete CPR-AED training, Universal Precautions, and Suicide Prevention Training.

Content Area Assessments (Passing score required prior to Student Teaching)

- Required Test: Elementary Education Generalist
- Test Numbers: 060/061/062/063
- Required Score: 220 on each sub-test

TEP Application Requirements

1. Admitted to IU Kokomo as a degree-seeking student
2. All Year 1 and 2 pre-professional courses have been successfully completed or currently in progress.
3. State-mandated test (CASA) report documenting passing scores (Test Codes-001/002/003; Passing Scores-220) or acceptable alternative
4. Expanded Criminal Background Check on file in the School of Education office
5. Minimum Overall GPA of 2.65 (Fall 2017); 2.75 (Fall 2018); 2.85 (Fall 2019); 3.00 (Fall 2020).
6. Completion of minimum 50 credit hours
7. Completion of W 131, W 132, S 121, M 118, T 109 and/or T 110
8. TEP application submitted to School of Education office with all necessary and required information by deadline

TEP Application Deadlines

- Fall semester admission due third Friday in April
- Spring semester admission due third Friday in November

Applications are available on School of Education website www.iuk.edu/education under Resources.

Change to Education (C2E) Secondary

Change to Education (C2E) is a 24-credit program leading to teaching licensure, grades 5-12, in one of the five content areas: Math, Science, Social Studies, Fine Arts, and English/Language Arts.

Change to Education (C2E) program candidates:

- An earned bachelor's degree with a minimum grade point average of 2.50 (on a 4.00 scale) from an accredited institution of higher education,
- Passing score on CASA (Pearson exams 001, 002, 003) https://www.in.nesinc.com/ or the following exemptions (Master's Degree, ACT score of 24, SAT 1100 in RDG/Math, GRE composite score 301 and Praxis I composite score 527 completed before Sept 1, 2013)

Application must include the following:

- A cover letter of introduction addressing why you think you would be a good candidate for this program.
- Original official transcripts of all work completed at an accredited college or university.

All Candidates completing Change to Education program will demonstrate:

- Knowledge of content and the use of best practices in delivering effective instruction to all students;
- Knowledge, skills, and dispositions needed to participate in school transformation, and
- Dispositions necessary to help all students learn.

Candidates in the Change to Education (C2E) Program must:

- Maintain a 2.75 GPA with no grade less than a C+ in the required professional education courses.
- Demonstrate the dispositions required by the School of Education
- Receive positive recommendations with no unsatisfactory ratings from instructors and cooperating teachers on final evaluations for all courses and field experiences.
- Successfully complete Indiana CPR-AED certification requirements.
- Successfully complete Pearson certification exam in the initial content area before student teaching.
- Successfully complete Indiana Suicide prevention certification requirements
- Successfully complete the Pearson Developmental Pedagogy Area Assessment before licensure (006 for English, Math, Science and Social Studies; 007 for Fine Arts).

Change to Education (C2E) Course Sequence

Fall Semester

- EDUC-S 503 Secondary School Education (3)
- One of the following, depending on teaching major:
  - Math: EDUC-M 457 Advanced Study in the Teaching of Secondary School Mathematics (3)
  - Science: EDUC-M 446 Advanced Study in the Teaching of Secondary School Science (3)
  - English: EDUC-M 452 Advanced Study in the Teaching of Secondary English/Language Arts (3)
  - Social Studies: EDUC-M 441 Advanced Study in the Teaching of Secondary School Social Studies (3)
  - Fine Arts: EDUC-M 430 Advanced Art Education (3)

Spring Semester

- EDUC-P 510 Psychology in Teaching (3)
- EDUC-P 507 Testing in the Classroom (3)

Summer Semester

- EDUC-X 501 Critical Reading in Content Areas (3)
- EDUC-H 520 Education and Social Issues (3)

Student Teaching

- EDUC-M 550 Practicum (6)

Prior to student teaching the student must:

- apply for Student Teaching by stated deadline,
- attempt required state mandated pedagogy
  - Secondary Education – Test Code-006
  - P-12 Education – Test Code-007 (Fine Arts-Visual Arts Only)
- pass Content Area Assessment (see below),
- attend mandatory Student Teaching Orientation,
- and successfully complete CPR-AED training, Universal Precautions, and Suicide Prevention Training.

Content Area Assessments (Specific Test for Selected Teaching Major) (Passing score of 220 required prior to Student Teaching)

- English Language Arts – Test Code 021
- Fine Arts-Visual Arts – Test Code 030
- Mathematics – Test Code 035
- Science-Chemistry – Test Code 043
- Science-Earth/Space Science – Test Code 044
- Science-Life Science – Test Code 045
- Science-Physical Science – Test Code 046
- Science-Physics – Test Code 047
- Social Studies-Economics – Test Code 048
- Social Studies-Government and Citizenship – Test Code 050
- Social Studies-Historical Perspectives – Test Code 051
- Social Studies-Psychology – Test Code 052
- Social Studies-Sociology – Test Code 053

Post-Baccalaureate Elementary Education

The Post-Baccalaureate Elementary Education licensing program leads to an Elementary Generalist license (K-6). The Bachelor of Science degree in Elementary Education is comprised of the following:

In order to graduate, the student must have a minimum cumulative GPA of 2.65 with a minimum grade of C+ in

each EDUC course. Progress towards the degree will be monitored by the faculty to insure each candidate has the necessary knowledge, skills, and dispositions required of a highly effective educator.

Professional Education Requirements

Professional Education courses are intended to develop the knowledge, dispositions, and skills required for entry to the profession. The Pre-Professional courses are taken during the freshman and sophomore years and prior to formal admission into the Teacher Education Program (TEP). These courses develop the knowledge, skills, and dispositions that underlie all teacher education regardless of the developmental focus. These include inquiry, learning theory, introduction to exceptional learners, diversity, technology and general methods. Within the Professional Education component of the degree, there are both foundational and specialized requirements. During the junior and senior years, students must be formally admitted into TEP and complete all content courses, education courses, and program requirements assigned to Movements A-D. At Decision Points, faculty review and approval are required as conditions for program continuation.

Pre-Professional Education Courses (19 credit hours)

- EDUC-F 205 (3)* Study of Education/Practice of Teaching
- EDUC-Q 200 (3) Intro to Scientific Inquiry
- EDUC-W 200 (3) Using Computers in Education
- EDUC-K 205 (3)* Intro to Exceptional Children
- EDUC-P 251 (3)* Educational Psychology for Elementary Teachers
- EDUC-M 311 (1) General Methods-Elementary Education
- EDUC-N 102 (3) Math for Elementary Education

*Expanded Criminal Background Check required. Details found on the IU Kokomo School of Education website.

Movement A (13 Credit Hours)

- EDUC-E 339 Elementary Language Arts Methods (3)
- EDUC-E 343 Elementary Math Methods (3)
- EDUC-M 300 Teaching in a Pluralistic Society (3)
- EDUC-M 333 Elementary Art Methods (2)* (Offered in FA/SU only)
- EDUC-P 290 Movement Experiences for P-6 children (2)

Movement B (14 Credit Hours)

- EDUC-E 340 Elementary Reading Methods I (3)
- EDUC-E 325 Social Studies Methods (3)
- EDUC-M 323 Elementary Music Methods (2)* (Offered in SP/SU only)
- EDUC-X 460 Books for Reading Instruction (3) (Offered in SP/SU only)
- EDUC-H 340 Education and the America Culture (3)** (Offered in FA/SP/SU)

Movement C (12 Credit Hours)

- EDUC-E 341 Elementary Reading Methods II (3)
- EDUC-E 328 Science Methods (3)
- EDUC-K 305 Teaching the Exceptional Learner (3)
- EDUC-K 490 Assessment I (3)

*M 323 and/or M 333 may be taken in Movement A, B, or C and must be completed before Movement D.

**H 340 and/or X 460 may be taken in Movement B or C and must be completed before Movement D.

Movement D (15 Credit Hours)

- EDUC-M 425 Elementary Education - Student Teaching (12)
- EDUC-M 440 Student Teaching Seminar (3)

Prior to student teaching (Movement D) the student must:

- apply for Student Teaching by stated deadline,
- attempt required state mandated pedagogy (Test Code-005),
- pass Content Area Assessment (see below),
- attend mandatory Student Teaching Orientation,
- and successfully complete CPR-AED training, Universal Precautions, and Suicide Prevention Training.

Content Area Assessments (Passing score required prior to Student Teaching)

- Required Test: Elementary Education Generalist
- Test Numbers: 060/061/062/063
- Required Score: 220 on each sub-test

TEP Application Requirements

1. Admitted to IU Kokomo as a degree-seeking student
2. All Year 1 and 2 pre-professional courses have been successfully completed or currently in progress.
3. State-mandated test (CASA) report documenting passing scores (Test Codes-001/002/003; Passing Scores-220) or acceptable alternative
4. Expanded Criminal Background Check on file in the School of Education office
5. Minimum Overall GPA of 2.65 (Fall 2017); 2.75 (Fall 2018); 2.85 (Fall 2019); 3.00 (Fall 2020).
6. Completion of minimum 50 credit hours
7. Completion of W 131, W 132, S 121, M 118, T 109 and/or T 110
8. TEP application submitted to School of Education office with all necessary and required information by deadline

TEP Application Deadlines

- Fall semester admission due third Friday in April
- Spring semester admission due third Friday in November

Applications are available on School of Education website www.iuk.edu/education under Resources.

Change to Education (C2E) Secondary Education

Change to Education (C2E) is a 24-credit program leading to teaching licensure, grades 5-12, in one of the five content areas: Math, Science, Social Studies, Fine Arts, and English/Language Arts.

Change to Education (C2E) program candidates:

- An earned bachelor's degree with a minimum grade point average of 2.50 (on a 4.00 scale) from an accredited institution of higher education,
- Passing score on CASA (Pearson exams 001, 002, 003) https://www.in.nesinc.com/ or the following exemptions (Master's Degree, ACT score of 24, SAT 1100 in RDG/Math, GRE composite score 301 and Praxis I composite score 527 completed before Sept 1, 2013)

Application must include the following:

- A cover letter of introduction addressing why you think you would be a good candidate for this program.
- Original official transcripts of all work completed at an accredited college or university.

All Candidates completing Change to Education program will demonstrate:

- Knowledge of content and the use of best practices in delivering effective instruction to all students;
- Knowledge, skills, and dispositions needed to participate in school transformation, and
- Dispositions necessary to help all students learn.

Candidates in the Change to Education (C2E) Program must:

- Maintain a 2.75 GPA with no grade less than a C+ in the required professional education courses.
- Demonstrate the dispositions required by the School of Education
- Receive positive recommendations with no unsatisfactory ratings from instructors and cooperating teachers on final evaluations for all courses and field experiences.
- Successfully complete Indiana CPR-AED certification requirements.
- Successfully complete Pearson certification exam in the initial content area before student teaching.
- Successfully complete Indiana Suicide prevention certification requirements
- Successfully complete the Pearson Developmental Pedagogy Area Assessment before licensure (006 for English, Math, Science and Social Studies; 007 for Fine Arts).

Change to Education (C2E) Course Sequence

Fall Semester

- EDUC-S 503 Secondary School Education (3)
- One of the following, depending on teaching major:
  - Math: EDUC-M 457 Advanced Study in the Teaching of Secondary School Mathematics (3)
  - Science: EDUC-M 446 Advanced Study in the Teaching of Secondary School Science (3)
  - English: EDUC-M 452 Advanced Study in the Teaching of Secondary English/Language Arts (3)
  - Social Studies: EDUC-M 441 Advanced Study in the Teaching of Secondary School Social Studies (3)
  - Fine Arts: EDUC-M 430 Advanced Art Education (3)

Spring Semester

- EDUC-P 510 Psychology in Teaching (3)
- EDUC-P 507 Testing in the Classroom (3)

Summer Semester

- EDUC-X 501 Critical Reading in Content Areas (3)
- EDUC-H 520 Education and Social Issues (3)

Student Teaching

- EDUC-M 550 Practicum (6)

Prior to student teaching the student must:

- apply for Student Teaching by stated deadline,
- attempt required state mandated pedagogy
  - Secondary Education – Test Code-006
  - P-12 Education – Test Code-007 (Fine Arts-Visual Arts Only)
- pass Content Area Assessment (see below),
- attend mandatory Student Teaching Orientation,
- and successfully complete CPR-AED training, Universal Precautions, and Suicide Prevention Training.

Content Area Assessments (Specific Test for Selected Teaching Major) (Passing score of 220 required prior to Student Teaching)

- English Language Arts – Test Code 021
- Fine Arts-Visual Arts – Test Code 030
- Mathematics – Test Code 035
- Science-Chemistry – Test Code 043
- Science-Earth/Space Science – Test Code 044
- Science-Life Science – Test Code 045
- Science-Physical Science – Test Code 046
- Science-Physics – Test Code 047
- Social Studies-Economics – Test Code 048
- Social Studies-Government and Citizenship – Test Code 050
- Social Studies-Historical Perspectives – Test Code 051
- Social Studies-Psychology – Test Code 052
- Social Studies-Sociology – Test Code 053

Department of Hospitality and Tourism

Alan Krabbenhoft, Dean
Jason VanAlstine, Assistant Dean

HOSPITALITY AND TOURISM FACULTY
Assistant Professors: Kennedy-Eden, Meng

Program offered through the Department of Hospitality and Tourism (HTM):

The Department of Hospitality and Tourism offers a Bachelor of Science in Hospitality and Tourism Management. This professional degree provides students with a broad-based education with a strong focus on critical aspects of the hospitality and tourism industry.

Accreditation

While the degree will be housed alongside the School of Business for administrative purposes, it will be exempt from AACSB review due to its relatively low level of business content.

- Bachelor of Hospitality and Tourism Management
- Minor in Hospitality and Tourism

Courses

- Undergraduate Courses

Bachelor of Science in Hospitality and Tourism Management (BSHTM)

The Bachelor of Science in Hospitality and Tourism Management (BSHTM) provides a degree program for students who desire to work in the growing hospitality arena. Today's hospitality and tourism industry needs professionally educated individuals. Graduates will be qualified to work in amusement parks, hotels and motels, restaurants, bed and breakfasts, travel agencies, convention centers and as event and meeting planners.

Students who complete the BSHTM degree program will acquire proficiency in the following areas:

- basic principles that underlie the industry
- food and beverage operations
- financial and accounting reports for the industry, including costs, revenues, and profits
- the interrelationships of hospitality functional areas in guest satisfaction
- legal, ethical, social and international topics affecting the industry
- national, international and intercultural factors on the industry
- communication differences among cultures and socio-economic classes and how these impact the industry
- ethics and its impact on industry leadership and decision-making
- human resource management
- organizational effectiveness
- industry marketing
- strategic application of communication message formats

DEGREE REQUIREMENTS

The program consists of a minimum of 120 credit hours in three main areas: general education, core courses in the major area, and general electives.

General Education Core: Graduates of the BSHTM program must fulfill all of the general education requirements as passed by the Faculty Senate. These general education requirements are effective for Fall 2017 admitted students and are found elsewhere in this bulletin. All general education courses in the BSHTM must be completed with C- or better; all HTM courses must be completed with a C- or better with an overall 2.0 GPA. Students are encouraged to work closely with an undergraduate academic advisor.

REQUIRED FOUNDATION COURSES (minimum of 24 credit hours)

- BUS-X 107 Freshman Seminar in Business
- BUS-A 200 Foundations of Accounting (for non-business majors) **or** BUS-A 201 Intro to Financial Accounting
- ECON-E 200 Fundamentals of Economics: An Overview (for non-business majors) **or** ECON-E 201 Intro to Microeconomics
- BUS-M 300 Intro to Marketing (for non-business majors) **or** BUS-M 301 Intro to Marketing Management
- BUS-Z 300 Organizational Behavior and Leadership (for non-business majors) **or** BUS-Z 302 Managing and Behavior in Organizations
- BUS-L 200 Elements of Business Law (for non-business majors) **or** BUS-L 201 Legal Environment of Business
- BUS-F 300 Intro to Financial Management (for non-business majors) **or** BUS-F 301 Intro to Financial Management
- SPCH-S 427 Cross-Cultural Communications **or** HTM-T 375 International Tourism
- SPCH-S 223 Business and Professional Communication

REQUIRED HTM CORE COURSES (21 credit hours)

- HTM-T 100 Introduction to Tourism Studies
- HTM-T 171 Introduction to Convention/Meeting Management
- HTM-T 181 Lodging Industry Operations
- HTM-T 191 Sanitation and Health in Food Service, Lodging and Tourism
- HTM-T 271 Mechanics of Meeting Management
- HTM-T 401 Internship in H & T (6 credit hours)

HTM ELECTIVE COURSES (Minimum of 15 credit hours or 5 from the list; minimum 9 hours from the list must be at the 300 or 400 level)

- HTM-T 218 Wines of the World
- HTM-T 219 Management of Sports Events
- HTM-T 306 Destination Planning
- HTM-T 310 Event Catering Management
- HTM-T 325 Food and Beverage Management
- HTM-T 328 Introduction to Microbrewing
- HTM-T 334 Cultural Heritage Tourism
- HTM-T 351 Tourism Experiences
- HTM-T 355 Interpretation and Tour Guiding for Destinations
- HTM-T 362 Economics of Tourism
- HTM-T 371 Special Event Management
- HTM-T 375 International Tourism
- HTM-T 385 Beer and Spirits Management
- HTM-T 419 Tourism Sports Marketing
- HTM-T 425 Event Production
- HTM-T 444 Tourism Careers and Leadership
- HTM-T 475 Special Topics in Tourism
- Other 300 – and 400- Level Electives as Scheduled

16-18 Credit Hours of Additional Electives, for a Minimum of 120 Total Hours

Courses counted toward the Hospitality & Tourism degree program must be taken for a letter grade. Students must

maintain an overall GPA of 2.0 or higher. At least 30 hours of the curriculum must be at the 300 level or higher.

Although foreign language is not required in this degree, students are strongly encouraged to study a foreign language as it will help them advance in their careers. Hospitality and tourism is a global industry, and there may be many overseas job opportunities for graduates, as well.

Bachelor of Science in Hospitality and Tourism Management

HTM-T 100 Introduction to Tourism Studies (3 cr.)
Travel, trends, travel-modes, and economic impact on destination area. Emphasis on local, regional, and national tourism.

HTM-T 171 Introduction to Convention/Meeting Management (3 cr.)
An overview of the conventions, expositions and meetings industry. Focus will be on the operational aspects of various industry segments and the intra-industry of each.

HTM-T 181 Lodging Industry Operations (3 cr.)
Concepts of organization, communication, ethics and policy formulation in the front office. Introducing the basic techniques and trends in systems and equipment available to meet the needs of the management and the guest.

HTM-T 191 Sanitation and Health in Food Service, Lodging and Tourism (3 cr.)
The application of sanitary and public health engineering principles to food service and lodging operations.

HTM-T 210 Special Event Management (3 cr.) P: HTM-T 171
Course topics include planning for social events such as themed parties, weddings, balls, fundraiser recognition and entertainment events.

HTM-T 218 Wines of the World (3 cr.) P: 21 years of age
An examination of wines produced in other countries, identifying the characteristics of the growing regions, types of wines produced, economic considerations of purchasing imported wines and marketing these wines to increase beverage sales.

HTM-T 219 Management of Sports Events (3 cr.)
Amateur or professional sport event planning will include discussion of site selection, logistics, personnel, marketing, economics, and legalities of hosting an event.

HTM-T 271 Mechanics of Meeting Planning (3 cr.)
P: HTM-T 171
An analysis of details pertinent to the organization and execution of a meeting. Topics include finances and contracts, site selection, program development, marketing, evaluation and wrap-up.

HTM-T 306 Destination Planning (3 cr.)
To prepare a business plan that presents a comprehensive outline of a proposed hospitality operation and includes a financial portfolio and work history of the applicant.

HTM-T 310 Event Catering Management (3 cr.)
Exploration of off and on premise catering requirement. Concept of event food management including menu planning, budget preparation, logistics management, guest relations and marketing.

HTM-T 325 Food and Beverage Management (3 cr.)
P: HTM-T 191
This course will educate students on the standards required for food and beverage operations. They will learn how to effectively manage food and beverage controls, operating budgets, health and safety in food preparation, menu management and pricing, purchasing and supplier selection, and service quality standardization.

HTM-T 328 Introduction to Microbrewing (3 cr.) P: 21 years of age
This course deals with the principles of microbrewing, and each student will learn the basic concepts necessary to create beer. In this sense, students should come away from this class with the knowledge to build his or her own microbrewery. As well, this class teaches a general appreciation for brewing and beers around the world.

HTM-T 334 Cultural Heritage Tourism (3 cr.)
Cultural and heritage tourism balances visitor interests and needs against protecting cultural and heritage resources. This course examines the range of cultural and heritage assets that can become viable tourism attractions and looks at ways of linking quality cultural heritage tourism to community development. Special emphasis will be placed on Indiana cultural and heritage tourism.

HTM-T 351 Tourism Experiences (3 cr.) P: HTM-T 100.
This course aims to evaluate tourism experiences from an interdisciplinary perspective, including the role of humans, nature/landscapes, built environments and technologies in staging tourism-experiences. Elements include analysis and evaluation of tourism experiences involving hospitality, resorts, cultural/heritage locations, urban destinations and events. The class will include techniques for managing quality tourism experiences and the developing new tourism experience for a tourism location.

HTM-T 355 Interpretation and Tour Guiding for Destinations (3 cr.) P: HTM-T 100.
This course explores the communication processes and practices between resource managers and visitors at tourism locations including natural, cultural, historic and learning resource sites. This course includes principles and techniques of gathering, analyzing and disseminating information through various media, such as exhibits, presentations, publications and programs at museums, natural and cultural centers, and other tourism attractions.

HTM-T 362 Economics of Tourism (3 cr.) P: HTM-T 100. C: ECON-E 201 or ECON-E 200
To discuss the economic impact of travel on tourism's various sectors, and the quantitative methods that can be applied to travel forecasting and tourism principles.

HTM-T 371 Special Event Management (3 cr.) Course topics include planning for social events such as themed parties, weddings, balls, fundraiser recognition and entertainment events.

HTM-T 375 International Tourism (3 cr.)
This course will help students have a better understanding of tourism practices from a global perspective by appraising the impact of international tourism from a cultural, social and economic point of view. This will involve examing the history, policy, and trends in the industry, research various aspects of the tourism industry, identifying potential careers, and acquiring workable use of terms, concepts, and principles.

HTM-T 385 Beer and Spirits Management (3 cr.) P: 21 years of age
Students will be introduced to the basic principles of beer and spirits production with a primary focus on manufacturing quality criteria, beer and spirits styles, and sensory standards. Evaluation by tasting is an integral part of this course.

HTM-T 401 Tourism Internship (3-6 cr.) P: Junior standing
To provide students an opportunity to improve their operational/managerial skills by working in new areas.

HTM-T 419 Tourism Sports Marketing (3 cr.) P: ECON-E 200 or ECON-E 201 and BUS-A 200 or BUS-A 201
This course will focus on marketing for diverse sports as it relates to tourism with an emphasis on intercollegiate athletics, professional sports, and multi-sport club operations.

HTM-T 425 Event Production (3 cr.) P: HTM-T 171 and HTM-T 271
This course will help students gain an understanding of the production of events. The logistics and strategy behind quality events will be covered and students will have the opportunity to use scenarios to create their own signature event specifications.

HTM-T 444 Tourism Careers and Leadership (3 cr.)
P: HTM-T 171, junior status or approval of instructor
This course will cover topics that help students be prepared for a career in the tourism industry. Leadership and management techniques will be discussed and studied to help hone in skills that will be vital to tourism professionals and especially those with supervisory responsibilities.

HTM-T 475 Special Topics in Tourism (3 cr.) P: HTM-T 171, junior status or approval of instructor
This course will cover special topics that are current issues or opportunities in the tourism industry. With the rapidly changing tourism environment due to economies, technology, and aging populations, there are some topics that will be timely to the current trends in tourism and will benefit our students to have an understanding of these topics prior to working in the industry full-time.

Hospitality and Tourism Minor

The minor in Hospitality and Tourism requires 15 credit hours with a letter grade of C- or better.

REQUIRED COURSES (6 cr.)

- HTM-T 100 Intro to Tourism
- HTM-T 171 Intro to Conventions and Meeting Management

ELECTIVE COURSES (9 cr. minimum):

- HTM-T 181 Lodging Industry Operations
- HTM-T 191 Sanitation and Health in Food, Service, Lodging and Tourism
- HTM-T 219 Sports Management
- HTM-T 271 Mechanics of Meeting Planning
- HTM-T 310 Event Catering Management
- HTM-T 334 Cultural Heritage Tourism
- HTM-T 351 Tourism Experiences
- HTM-T 371 Special Event Management
- HTM-T 419 Tourism Sports Marketing
- HTM-T ___ Any 300/400 level H&T class excluding the beverage classes listed below.

BEVERAGE ELECTIVES (6 cr. maximum)

Students must be 21 years of age to take the beverage classes.

- HTM-T 218 Wines of the World
- HTM-T 328 Intro to Micro-brewing
- HTM-T 385 Beer an Spirits Management

Bulletins

Coordinator: Niki Weller

Professor: McGovern
Assistant Professors: Medley-Rath, Oslawski-Lopez, Weller

Majors/Minors

Bachelors Degrees

- Bachelor of Arts in Sociology
- Bachelor of Science in Sociology

Minors

- Sociology

Courses

- Undergraduate Courses

Bachelor of Arts in Sociology

The Bachelor of Arts (B.A.) degree in Sociology provides students broad exposure to the systematic study of human society, social groups, and social interaction. Students graduating with a Major in Sociology will have the skills and knowledge needed for entry-level positions in a variety of fields such as all levels of government, business, education, non-profit organizations, public administration, health care and health care administration, and law, just to name a few. In addition, the B.A. degree serves as a foundation for graduate work in sociology and other related fields.

Students may select a **Traditional Track** or **Applied Sociology/Human Services Track** within this degree.

The **Traditional Track** is centered on understanding and explaining problems defined by classical traditions of sociology. Courses are primarily chosen from Sociology offerings and provide the basis for a true liberal arts education. This track is for the student:

- Interested in maintaining greater flexibility in your course scheduling and maximizing the sociological focus of your studies
- Interested in developing a strong foundation in research methods
- Interested in pursuing graduate work in sociology

The **Applied Sociology/Human Services Track** is designed to prepare students for careers in policy analysis, program development and evaluation, and quantitative and qualitative data analysis. This track is for the student:

- Interested in human and social service careers, or research related careers in healthcare, criminal justice, substance abuse, public affairs and urban planning, business, law, or education
- Interested in developing skills for research related careers in those areas or pursuing further graduate education

The Department of Sociology offers three optional concentrations for majors

- **Children and Families Concentration**
  - For students interested in working directly with children, youth, and families, in organizations serving in a broad range of professions including educational counseling, teaching, policy, advocacy, family and community services, social work, early childhood development, and juvenile justice
- **Crime and Society Concentration**
  - For students interested in working in the criminal justice field, including policing, courts, and corrections, juvenile delinquency prevention, abuse and neglect investigation, and juvenile corrections
- **Medical Sociology Concentration**
  - For the students interested in working with health behaviors, physical and mental illnesses, doctor-patient interaction, medicalization, health care reform, health care delivery, and health policy

Students who complete a concentration will be awarded a certificate by the department and have the concentration included on the college transcript. Sociology majors have the option of selecting one of the above concentrations in consultation with their undergraduate advisor - selecting a concentration is not mandatory.

The concentrations allow students to focus on a specific topic (or approach) in Sociology. Students can only select one concentration, although they are free to take courses that fall under other concentrations in order to fulfill other requirements in the major.

Requirements for the Traditional Track within the B.A. in Sociology (BA-T):

1. See “Degree Requirements” section under “Humanities and Social Sciences.”
2. Sociology Major (BA-T) - Students must complete a minimum of 30 credit hours in sociology with a grade of C- or higher in each course. The following 15 credit hours of courses are required in addition to S 100:
   - SOC-S 100 Introduction to Sociology (3 cr.) (counts for general education*)
   - SOC-S 252 Methods of Sociological Research (3 cr.)
   - SOC-S 340 Social Theory (3 cr.)
   - SOC-S 355 Statistics for Social & Health Professionals (3 cr.)
   - SOC-S 494 Field Experience in Sociology or SOC-S 495 Individual Readings in Sociology
   - SOC-S 470 Senior Seminar (3 cr.)

*Please note that SOC-S 100 applies to the general education core but must also be taken for the major.

3. Sociology Electives for BA-T - In addition to the courses listed in requirement 2, students must complete a minimum of 15 additional credit hours in sociology, to be selected from the following list:

-
  - SOC-R 320 Sexuality and Society (3 cr.)
  - SOC-S 314 Social Aspects of Health and Medicine (3 cr.)
  - SOC-S 316 The Family (3 cr.)
  - SOC-S 317 Social Stratification (3 cr.)
  - SOC-S 325 Criminology (3 cr.)
  - SOC-S 328 Juvenile Delinquency (3 cr.)
  - SOC-S 331 Sociology of Aging (3 cr.)
  - SOC-S 335 Race and Ethnic Relations (3 cr.)
  - SOC-S 338 Gender Roles (3 cr.)
  - SOC-S 344 Sociology of Childhood (3 cr.)
  - SOC-S 360 Topics in Social Policy: Variable Topics (may be taken up to 4x with variable topics) (3 cr.)
    - Mental Health (3 cr.)
    - Health over the Life Course (3 cr.)
    - Drugs and Society (3 cr.)
  - SOC-S 361 Cities and Suburbs (3 cr.)
  - SOC-S 363 Sociology of Development (3 cr.)
  - SOC-S 375 Issues in Human and Social Service Agencies (3 cr.)
  - SOC-S 385 Human Trafficking, Human Rights, and Sustainability (3 cr.)
  - SOC-S 419 Social Movements and Collective Action (3 cr.)
  - SOC-S 420 Topics in Deviance (3 cr.)
  - SOC-S 431 Topics in Social Psychology (3 cr.)

4. Optional Specialty Concentrations within a Sociology Degree - these concentrations can be taken with either a B.S. or a B.A. and within either the **Traditional Track** or **Applied Sociology/Human Services Track**. Substitutions for each list are not permitted.

Children and Families Concentration (12 cr.) Students need to complete any four courses from the following list for this concentration:

- SOC-S 316 Family
- SOC R-320 Sexuality and Society
- SOC-S 328 Juvenile Delinquency
- SOC-S 331 Aging
- SOC-S 338 Gender
- SOC-S 344 Sociology of Childhood
- SOC-S 360 Topics in Social Policy: Variable Topics
  - SOC-S 360 Topics in Social Policy: *Family Violence*
- SOC-S 363 Sociology of Development
- SOC-S 375 Issues in Social & Human Services
- SOC-S 475 Applied Sociology

Crime and Society Concentration (12 cr.)

Students need to complete any four courses from the following list for this concentration:

- SOC-S 317 Social Stratification
- SOC-S 325 Criminology
- SOC-S 328 Juvenile Delinquency
- SOC-S 420 Topics in Deviance: Variable Topics
- SOC-S 360 Topics in Social Policy: Variable Topics
  - SOC-S 360 Family Violence
  - SOC-S 360 Drugs and Society
- SOC-S 385 Human Trafficking, Human Rights, and Sustainability

Medical Sociology Concentration (12 cr)

Students need to complete any four courses from the following list for this concentration:

- SOC-S 314 Social Aspects of Health and Medicine
- SOC-R 320 Sexuality and Society
- SOC-S 331 Aging
- SOC-S 360 Topics in Social Policy: Variable Topics
  - SOC-S 360 Mental Health
  - SOC-S 360 Heath Over the Life Course
  - SOC-S 360 Drugs and Society
  - SOC-S 360 Family Violence
- SOC-S 419 Social Movements and Collective Action

* It is strongly recommended that S252 be taken as soon as possible after S 100 or S 101. Updated Concentrations are effective Fall 2017.

Requirements for the Applied Sociology/Human Services Track within the B.A. in Sociology (BA-AS/HS)

1. See “Degree Requirements” section under “Humanities and Social Sciences.”
2. Sociology Major (BA-AS/HS) - Students must complete a minimum of 30 credit hours in sociology with a grade of C- or higher in each course. The following 18 credit hours of courses are required in addition to S 100:

- SOC-S 100 Introduction to Sociology (counts for general education) (3 cr.)
- SOC-S 125 Introduction to Social & Human Services (or HUMS 101 from Ivy Tech) (3 cr.)
- SOC-S 252 Methods of Sociological Research (3 cr.)
- SOC-S 340 Social Theory (3 cr.)
- SOC-S 355 Statistics for Social & Health Professionals (3 cr.)
- SOC-S 497 Field Experience in Human /Social Services (3 cr.)
- SOC-S 471 Senior Seminar in Applied Sociology/Human Services (3 cr.)

Please note that SOC-S 100 applies to the general education core but must be taken for the major.

3. Sociology Elective Courses in the Applied Sociology/ Human Services Track (BA - AS/HS) (4 courses or 12 credit hours from the list below.)

- SOC-R 320 Sexuality and Society (3 cr.)
- SOC-S 314 Social Aspects of Health and Medicine (3 cr.)
- SOC-S 316 Family (3 cr.)
- SOC-S 317 Social Stratification (3 cr.)
- SOC-S 325 Criminology (3 cr.)
- SOC-S 328 Juvenile Delinquency (3 cr.)
- SOC-S 331 Aging (3 cr.)
- SOC-S 344 Sociology of Childhood (3 cr.)
- SOC-S 335 Race and Ethnic Relations (3 cr.)
- SOC-S 338 Gender Roles (3 cr.)
- SOC-S 360 Topics in Social Policy: Variable Topics (may be taken up to 4x with variable topics)
- SOC-S 363 Sociology of Development (3 cr.)
- SOC-S 375 Issues in Human & Social Service Policy(3 cr.)
- SOC-S 385 Human Trafficking, Human Rights, and Sustainability (3 cr.)
- SOC-S 419 Social Movements and Collective Action (3 cr.)
- SOC-S 420 Topics in Deviance: Variable Topics (3 cr.)
- SOC-S 431 Topics in Social Psychology: Variable Topics (3 cr.)

Up to two courses (6 credit hours) of the above 15 credit hours may be selected from Interdisciplinary Electives for AS/HS Track from the following courses from the approved list of upper-level courses from other disciplines. Those approved interdisciplinary elective courses include the following:

- PSY-P 303 Health Psychology
- PSY-P 324 Abnormal Psych
- PSY-P 381 Helping Skills

- PAHM-V 362 Nonprofit sector
- PAHM-V 373 Human Resource Management
- PAHM-V 379 Program Evaluation
- SPCH-C 380 Organizational Communication

* Please note that courses taken in Public Administration and Health Management (PAHM) are counted as non-Arts and Science electives but will still count toward the major.

4. Optional Specialty Concentrations within a Sociology Degree - these concentrations can be taken with either a BS or a B.A. and with either the Traditional track or Applied Sociology/Human Services track – see Optional Specialty Requirements for the BA Traditional (BA-T) degree. Substitutions for courses on these lists cannot be made.

Children and Families Concentration (12 cr.) Students need to complete any four courses from the following list for this concentration:

- SOC-S 316 Family
- SOC-R 320 Sexuality and Society
- SOC-S 331 Aging
- SOC-S 338 Gender
- SOC-S 344 Sociology of Childhood
- SOC-S 360 Topics in Social Policy: Family Violence
- SOC-S 360 Topics in Social Policy: Variable Topics
  - SOC-S 360 Applied Sociology
- SOC-S 363 Sociology of Development
- SOC-S 375 Issues in Social & Human Services

Crime & Society Concentration (12 cr) Students need to complete any four courses from the following list for this concentration:

- SOC-S 325 Criminology
- SOC-S 328 Juvenile Delinquency
- SOC-S 360 Topics in Social Policy: Variable Topics
  - SOC-S 360 Family Violence
  - SOC-S 360 Drugs and Society
- SOC-S 385 Human Trafficking, Human Rights, and Sustainability
- SOC-S 317 Social Stratification
- SOC-S 420 Topics in Deviance: Variable Topics

Medical Sociology Concentration (12 cr.)

Students need to complete any four courses from the following list for this concentration:

- SOC-S 314 Aging
- SOC-R 320 Sexuality and Society
- SOC-S 360 Topics in Social Policy: Variable Topics
  - SOC-S 360 Mental Health
  - SOC-S 360 Health Over the Life Course
  - SOC-S 360 Drugs and Society
  - SOC-S 360 Family Violence
  - SOC-S 360 Body and Society
- SOC-S 419 Social Movements and Collective Action

Bachelor of Science in Sociology

The **Bachelor of Science degree in sociology** provides students with a broad exposure to the theories, methods, and substantive areas of the discipline. The program provides training in social theory, research skills, and specialized course work that prepares students for a variety of careers within human and social services but especially provides options for applied and interdisciplinary work as preparation for careers in social and human services. The B.S. degree also serves as a foundation for graduate work in sociology as well as in other professional fields such as social work, public administration, law, and business. **Students may select a traditional or applied sociology/human services track within this degree**. Specialty **concentrations in "Children and Families" and/or "Crime and Society"** may also be selected within the sociology electives needed for the degree. It is strongly recommended that I U Kokomo students selecting a major or a minor in sociology complete SOC-S 252, Methods of Sociological Research, at the earliest possible opportunity before taking advanced upper-level courses in sociology.

Requirements for the Traditional Track within the B.S. in Sociology (BS-T)

1. See "Degree Requirements" section under "Humanities and Social Sciences."
2. Sociology Major (BS-T) - Students must complete a minimum of 42 credit hours in sociology with a grade of C- or higher in each course. The following 15 credit hours of courses in addition to S 100 are required:
   - SOC-S 100 Introduction to Sociology (3 cr.) *
   - SOC-S 252 Research Methods (3 cr.)
   - SOC-S 340 Social Theory (3 cr.)
   - SOC-S 355 Statistics for Social and Health Professionals (3 cr.)
   - SOC-S 494 Field Experience in Sociology (3 cr.) or SOC-S495 Independent Readings in Sociology (3 cr.)
   - SOC-S 470 Senior Seminar

*Please note that SOC-S 100 applies to the general education core but must be taken for the major

3. Sociology Elective Courses in Traditional Track for the B.S. in Sociology (BS-T) (9 courses or 27 credit hours from the list below.)*
   - SOC-R 320 Sexuality & Society (3 cr.)
   - SOC-S 314 Social Aspects of Health and Medicine (3 cr.)
   - SOC-S 316 Family (3 cr.)
   - SOC-S 317 Social Stratification (3 cr.)
   - SOC-S 325 Criminology (3 cr.)
   - SOC-S 328 Juvenile Delinquency (3 cr.)
   - SOC-S 331 Aging (3 cr.)
   - SOC-S 335 Race and Ethnic Relations (3 cr.)

- SOC-S 338 Gender Roles (3 cr.)
- SOC-S 344 Sociology of Childhood (3 cr.)
- SOC-S 360 Topics in Social Policy: Variable Topics (May be taken 4X for credit with variable topics) (3 cr.)
- SOC-S 361 Cities and Suburbs (3 cr.)
- SOC-S 363 Sociology of Development (3 cr.)
- SOC-S 375 Issues in Human & Social Service Policy (3 cr.)
- SOC-S 419 Social Movements and Collective Action (3 cr.)
- SOC-S 420 Topics in Deviance: Variable Topics (3 cr.)
- SOC-S 431 Topics in Social Psychology (3 cr.)

4. Optional Specialty Concentrations within a Sociology Degree - these concentrations can be taken with either a BS or a B.A. and with either the Traditional track or Applied Sociology/Human Services track. See Optional Special Concentrations for all degree options under the BA-T degree. Substitutions from this list are not permitted.

Children and Families Concentration (12 cr.)

Students will complete four of the courses from this list:

- SOC-R 320 Sexuality & Society
- SOC-S 316 Family
- SOC-S 331 Aging
- SOC-S 338 Gender
- SOC-S 344 Sociology of Childhood
- SOC-S 360 Topics in Social Policy: Family Violence
- SOC-S 360 Topics in Social Policy: Applied Sociology
- SOC-S 375 Issues in Social & Human Services

Crime and Society Concentration (12 cr.)

Students will complete four of the courses from this list:

- SOC-S 325 Criminology
- SOC-S 328 Juvenile Delinquency
- SOC-S 420 Topics in Deviance: Variable Topics
- SOC-S 360 Topics in Social Policy: Family Violence
- SOC-S 360 Topics in Social Policy: Drugs and Society
- SOC-S 360 Topics in Social Policy: Sustainability and Human Trafficking
- SOC-S 317 Social Stratification

Requirements for the Applied Sociology/Human Services track within the B.S. in Sociology (BS-AS/HS)

1. See “Degree Requirements” section under “Humanities and Social Sciences.”
2. Sociology Major (BS-AS/HS) - Students must complete a minimum of 42 credit hours in sociology with a grade of C- or higher in each course. The following 18 credit hours of courses are required in addtion to S 100:

- SOC-S 100 Introduction to Sociology*
- SOC-S 125 Introduction to Social & Human Services (or HUMS 101 from Ivy Tech)
- SOC-S 252 Research Methods
- SOC-S 340 Social Theory
- SOC-S 355 Statistics for Social and Health Professionals
- SOC-S 497 Field Experience in Human/Social Services
- SOC-S 471 Senior Seminar in Applied Sociology/ Human Services

*Please note that SOC-S 100 applies to the general education core but must be taken for the major

3. Sociology Elective Courses in Applied Sociology/ Human Services for the B.S. in Sociology (6 courses or 18 credit hours from the list below.

- SOC-R 320 Sexuality & Society (3 cr.)
- SOC-S 314 Social Aspects of Health and Medicine (3 cr.)
- SOC-S 316 Family (3 cr.)
- SOC-S 317 Social Stratification (3 cr.)
- SOC-S 325 Criminology (3 cr.)
- SOC-S 328 Juvenile Delinquency (3 cr.)
- SOC-S 331 Aging (3 cr.)
- SOC-S 335 Race and Ethnic Relations (3 cr.)
- SOC-S 338 Gender Roles (3 cr.)
- SOC-S 344 Sociology of Childhood (3 cr.)
- SOC-S 360 Topics in Social Policy: Variable Topics (May be taken up to 4X with variable topics) (3 cr.)
- SOC-S 361 Cities and Suburbs (3 cr.)
- SOC-S 375 Issues in Human & Social Service Policy (3 cr.)
- SOC-S 419 Social Movements and Collective Action (3 cr.)
- SOC-S 420 Topics in Deviance: Variable Topics (3 cr.)
- SOC-S 431 Topics in Social Psychology: Variable Topics (3 cr.)

Please note that along with SOC-S 100 or SOC-S 101, SOC-S 252 is an additional prerequisite for upper-level courses for students majoring and minoring in sociology. It is a required course for both majors and minors and should be taken in the sophomore year.

Interdisciplinary Electives for the Applied Sociology/ Human Services Track in the B.S. in Sociology

(Two courses or 6.0 credit hours)

Students in the AP/HS track will select two of the following courses from an approved list of upper-level courses from other disciplines. Those approved courses include:

- PSY-P 303 Health Psychology
- PSY-P 324 Abnormal Psych
- PSY-P 381 Helping Skills
- PAHM-V 362 Nonprofit sector*
- PAHM-V 373 Human Resource Management*
- PAHM-V 379 Program Evaluation*
- SPCH-C 380 Organizational Communication*

*Courses taken in Public Administration and Health Management (PAHM) are counted as non-Arts and Science electives but will still count toward the major.

4. Optional Specialty Concentrations within a Sociology Degree - these concentrations can be taken with either a BS or a B.A. and with either the Traditional track or Applied Sociology/Human Services track. See Optional Specialty Concentrations for all degree options under the BA-T degree. Substitution of courses on these lists are not permitted.

Children and Families Concentration (12 cr.)

Students will completed four courses from the following list:

- SOC-R 320 Sexuality and Society
- SOC-S 316 Family
- SOC-S 331 Aging
- SOC-S 338 Gender
- SOC-S 344 Sociology of Childhood
- SOC-S 360 Topics in Social Policy: Family Violence
- SOC-S 360 Applied Sociology
- SOC-S 375 Issues in Human & Social Services

Crime and Society Concentration (12 cr.)

Students will complete four courses from the following list:

- SOC-S 325 Criminology
- SOC-S 328 Juvenile Delinquency
- SOC-S 420 Topics in Deviance: Variable topics
- SOC-S 360 Topics in Social Policy: Family Violence
- SOC-S 360 Topics in Social Policy: Drugs and Society
- SOC-S 360 Topics in Social Policy: Sustainability and Human Trafficking
- SOC-S 317 Social Stratification

Minors in Sociology

Students may complete a minor in sociology by fulfilling the following requirements.

Sociology

Students must complete 18 credit hours in sociology with a grade of C or higher in each course.

1. SOC-S 100 Introduction to Sociology (3 cr.) or SOC-S 101 Social Problems and Policies (3 cr.).
2. SOC-S 252 Methods of Sociological Research. It is strongly recommended that I U Kokomo students selecting a minor in sociology complete SOC-S252, Methods of Sociological Research, at the earliest possible opportunity before taking advanced upper level courses in sociology.)
3. Any four 300-, or 400-level sociology courses (12 cr.).

Sociology Courses Undergraduate

Anthropology

ANTH-A 103 Human Origins and Prehistory (3 cr.) Humans, their biological evolution, and their archaeological history through stone and metal ages.

ANTH-A 104 Culture and Society (3 cr.) Every semester. Introduction to the comparative study of contemporary human cultures and social processes that influence behavior.

ANTH-E 329 Indians in the U.S. in the Twentieth (3 cr.) Position of the American Indian as an ethnic minority, including health, education, economy, and political consideration of proposals to change the Indian's status.

ANTH-E 445 Medical Anthropology (3 cr.) A cross-cultural examination of human biocultural adaptation in health and disease, including biocultural epidemiology; ethnomedical systems in the prevention, diagnosis, and treatment of disease; and sociocultural change and health.

ANTH-E 455 Anthropology of Religion (3 cr.) Critical evaluation of current approaches to the analysis of religious myth, ritual, and symbolism. Problems in understanding religious beliefs of other cultures. Modern development of the anthropology of religion.

ANTH-P 360 Prehistory of North America (3 cr.) Introduction to antiquity of the American Indian, principal culture areas, and field methods and techniques incident to recovery of archaeological data and materials.

Sociology

SOC-R 320 Sexuality and Society (3 cr.) P: S100 or S101 The study of social issues and problems related to human sexuality using sociological perpectives. Examines diversity with regard to in sexual practices among various cultures and categories of people. Includes sociological research about topics such as the use of sex in the media and advertising, social controversies surrounding sexual orientation, and the sexualization of children.

SOC-S 100 Introduction to Sociology (3 cr.) Every semester. Introduction to the concepts and methods of sociology with a focus on American Society as well as global issues.

SOC-S 101 Social Problems and Policies (3 cr.) Every semester. Provides an introduction to sociology through an in-depth study of major social problems; explores the policy implications of the general sociological perspective and of sociological knowledge of particular problems. Problems include population, drug use, science and technology, and poverty.

SOC-S 252 Methods of Sociological Research (3 cr.) P: S100 or S101
Offered every Fall Semester (P: 3 credit hours of sociology i.e. S100 or S101). This course is required for majors and is recommended to be completed in Sophomore or Junior year. An overview of methods and techniques used by sociologists for gathering and interpreting information about human social behavior.

SOC-S 314 Social Aspects of Health and Medicine (3 cr.) Survey of the nature of health care systems. Patient and professional role behavior are explored, as well as the characteristics of different health care settings (P: 3 credit hours of sociology).

SOC-S 316 The Family (3 cr.) The sociological study of family relationships and the interconnections between the individual, family and wider society. Considers American families and other cultures. Emphasis on theories and

empirical research explaining family patterns. (P: 3 credit hours of sociology).

SOC-S 317 Social Stratification (3 cr.) Functioning and maintenance of systems of social stratification in local communities, societies, and the global context. Correlates and consequences of social class position and mobility. (P: 3 credit hours of sociology).

SOC-S 325 Criminology (3 cr.) P: 3 credit hours of sociology or consent of instructor. Factors in genesis of crime and organization of criminal behavior from points of view of the person and the group.

SOC-S 328 Juvenile Delinquency (3 cr.) P: 3 credit hours of sociology or consent of instructor. Legal definition of delinquency, measurement and distribution of delinquency. Causal theories considered for empirical adequacy and policy implications. Procedures for processing juvenile offenders by police, courts, and prisons are examined.

SOC-S 331 Sociology of Aging (3 cr.) P: 3 credit hours of sociology or consent of instructor. Survey of the social dimensions of the aging process within a multidisplinary context. Emphasis on the empirical and theoretical findings with regard to the role of the elderly in society, problems of the elderly, and cross-cultural differences in the aging process.

SOC-S 335 Race and Ethnic Relations (3 cr.) P: 3 credit hours of sociology or consent of instructor. Relations between racial and ethnic minority and majority groups; psychological, cultural, and sociological theories of prejudice and discrimination; comparative analysis of diverse systems of intergroup relations.

SOC-S 338 Gender Roles (3 cr.) P: 3 credit hours of sociology or consent of instructor. Exploration of the research and theories explaining gender roles in contemporary societies. Emphasis on defining gender roles; tracing their historical development; considering their implications for work, marriage, parenting, and equality in society. Includes cross-cultural comparisons.

SOC-S 340 Social Theory (3 cr.) P: 3 credit hours of sociology or consent of instructor. Junior standing recommended. Sociological theory, with focus on content, form, and historical development. Relationship between theories, data, and sociological explanations.

SOC-S 344 Sociology of Childhood (3 cr.) P: 3 credit hours of sociology or consent of the instructor. Analysis of childhood as a structural form and children as social agents who contribute to societal reproduction and change. Considers the relation of childhood to other social institutions and children's contributions to society historically and cross-culturally. Examines how social policies in education, family, work, and the media affect children's lives.

SOC-S 355 Statistics for Social and Health Professionals (3 cr.)
Spring P: 3 hours of sociology and Math 118 or Math 119 or equivilent. This course replaces PSY K 300 and is the required statistics course for all sociology majors. An introduction to statistical analysis including probability, sampling, levels of measurement, descriptive statistics, bivariate analysis, and multiple regression as used in sociology and other health related professions.

SOC-S 360 Topics in Social Policy: (3 cr.)
P: 3 credit hours of sociology or consent of instructor, but some courses have additional prerequisites. Variable topics in social policy. May be repeated for credit 1-4 times with different topics. Recent topics include:

1. Drugs and Society (P: 3 hours of sociology or consent of instructor)

2. Family Violence (P: 3 hours of sociology or consent of instructor)

3. Health over the life course (P: 3 hours of sociology or consent of instructor)

4. Sustainability and Human Trafficking (P: 3 hours of sociology or consent of instructor)

5. Mental Illness (P: 3 hours of sociology or consent of instructor)

6. Body and Society (P: 3 hours of sociology or consent of instructor)

SOC-S 361 Cities and Suburbs (3 cr.) P: 3 credit hours of sociology or consent of instructor. Introduction to theory and research on the changing scale and complexity of social organization (urbanization), the quality of life in urban areas, demographic and ecological city growth patterns, and public policy concerns in contemporary urban society.

SOC-S 363 Sociology of Development (3 cr.) P: 3 credit hours of sociology or consent of instructor. An introduction to the various theoretical perspectives and empirical studies pertaining to development. Specific topics include women in development, sustainable development, and the third world within the context of the global political economy.

SOC-S 375 Issues in Human and Social Service Policy (3 cr.) P: 3 credit hours in sociology or instructor approval. Examination of theories in sociology relevant to human/social services delivery, as well as the ethical and professional issues of workers in human/social service agencies with clients from diverse populations. Application of sociological concepts, theories, and methods as they apply to the management, practice, and evaluation of human/social service agencies.

SOC-S 419 Social Movements and Collective Action (3 cr.) P: 3 credit hours of sociology or consent of instructor. Change-oriented social and political collective action and consequences for groups and societies. Resource mobilization, historical and comparative analysis of contemporary movements, and collective action.

SOC-S 420 Topics in Deviance: Variable Topics (3 cr.)
P: 3 credit hours of sociology or consent of instructor. Variable Topics.

SOC-S 431 Topics in Social Psychology (3 cr.) P: 3 credit hours of sociology or consent of instructor. Various topics in sociological social psychology. May be repeated up to 3x with variable topics.

SOC-S 470 Senior Seminar in Sociology (Traditional Track) (3 cr.) P: Completion of core requirements

including S252, S340, S355 and Senior standing, and completion of a minimum of 18 credit hours in sociology or consent of instructor. Capstone course in sociology for the B.A. degree. Students conduct individual research projects under faculty supervision, make presentations, discuss sociological issues, prepare for applying to graduate school and for seeking employment with a sociology degree after graduation. May not be repeated as SOC-S471.

SOC-S 471 Senior Seminar in Sociology (Applied Sociology/Human Services Track) (3 cr.) P: Completion of core requirements including S252, S340, S355 and Senior standing, and completion of a minimum of 18 credit hours in sociology or consent of instructor. Capstone Course for the Applied Sociology/Human Services Track in the Sociology B.S. Students will investigate issues related to social service agencies, their clients, and/or workers as well as employement strategies after graduation and graduate school options. May not be repeated as SOC-S470.

SOC-S 494 Field Experience in Sociology (3 cr.) P: Junior or Senior standing and consent of instructor. Completion of 18 or more hours in sociology including S 252, S 340 and S 355. C: for students in the Traditional Track of the Sociology B.A. or B.S. Fall only. Faculty-directed study of aspects of sociology based on field experience, in conjunction with directed readings and writings. Specifically, each intern is required to participate in 120 hours on site, keep a daily journal that is given at regular intervals to the faculty sponsor, and write an analytic paper dealing with the field experience. May not be repeated as SOC-S 497.

SOC-S 495 Individual Readings in Sociology (arr. cr.) P: Junior or Senior Standing and Consent of instructor. Prior arrangement required.

SOC-S 497 Field Experience in Human/Social Services (arr. cr.) P: Junior or Senior Standing with completion of 15 hours of upper level sociology courses including SOC-S 100 or SOC-S 101, SOC-S 252, SOC-S 340, and S-355 Statistics, and consent of instructor. C: For students in the Applied Sociology/Human Services track in the Sociology B.S. program. Fall only. Practical work in a social service agency under direction of a site supervisor and completion 120 hours of supervised internship. Student will job shadow key persons, observe client cases and assist with the usual work of the agency as approved by the site supervisor. Under direction of instructor, student will keep a journal applying sociological concepts and write a directed research paper about an issue related to the experience. May be repeated once for credit in varied setting. May not be repeated as SOC-S 494.

Bulletins

Department of New Media, Art, and Technology

Chair: Minda Douglas

Associate Professors: Erik Deerly, Minda Douglas, Gregory Steel

Assistant Professors: Michael Koerner, Wayne Madsen, Yunjin Woo

New Media, Art, & Technology is a program that prepares students to be critical, adaptive, inquisitive, effective, and creative thinkers and makers, communicators, and problem-solvers, able to succeed as relevant professionals in a multitude of established and emerging fields.

Majors
Bachelor of Fine Arts New Media, Art, and Technology
Bachelor of Arts New Media, Art, and Technology

Note: As a method to ensure student success and to better prepare students for the workforce and/or graduate programs, students will need a late-model Windows or Macintosh laptop computer. Please read the IU ComputerGuide (computerguide.iu.edu) for recommendations and assistance. The UITS-Kokomo IT Training Center provides assistance with software installation and also tutoring assistance to students for computer technology issues. Visit iuware.iu.edu to download up-to-date software, available at NO CHARGE.
Minors

Minor in Art History

Minor in New Media, Art, and Technology

Minor in Studio Art

Certificate Programs

Postbaccalaureate Certificate in New Media, Art, and Technology

Courses

Undergraduate courses

Bachelor of Arts in New Media, Art, & Technology

The Bachelor of Arts in New Media, Art, & Technology (NMAT) combines tradition and innovation in a four-year, undergraduate degree for students desiring to develop practical skills and strong knowledge in areas including, but not limited to: digital media, web/mobile media, 2D & 3D studio art & design, virtual media, and emergent media. Students will develop effective art and design skills across both traditional and digital media, preparing them for a variety of career paths. Students will experience a robust set core of courses in New Media, Art, & Technology with interactions with all the faculty in the program. This mentorship process and system will help them develop an academic strategy to further tailor their educational paths and to customize the degree to their own interests and career plans. The progressive curriculum offers skills, knowledge, and in-service learning; providing valuable pathways into many occupations, including graphic design, illustration, publishing, commercial art, fine art, web design and development, videography, cinematography, and photography.

The major consists of 48 credit hours of courses in New Media, Art, & Technology, divided between a required core foundation and courses within the major. At IU Kokomo, the Bachelor of Arts Degree in New Media, Art, & Technology features an innovative multidisciplinary approach, with coursework taught by faculty from a variety of fields. Students are encouraged to tailor their coursework to focus on their interests and goals. The BA degree offers a wider experience within general education

and possibly allows room to take a minor in another area of study.

Mission

New Media, Art, & Technology is a program that prepares students to be critical, adaptive, inquisitive, effective, and creative thinkers, communicators, problem-solvers and creators, able to succeed as relevant professionals in a multitude of established and emerging fields.

Goals

Students who complete the program will:

- understand how to produce industry-standard art and media works
- have the practical and theoretical knowledge to critique works
- posses the verbal, historical and theoretical knowledge to present their work to a variety of audiences
- produce a written thesis and small portfolio of their work suitable for advancement within their chosen field

Requirements

1. See "Requirements for a Bachelor of Arts Degree" section under "School of Humanities and Social Sciences."

2. All New Media, Art, & Technology and Art History NMAT-D, NMAT-W, NMAT-S, NMAT-H, and NMAT-G, and FINA-A courses require a C grade or higher to count toward the major.

3. As a method to ensure student success and to better prepare students for the workforce and/or graduate programs, students will need a late-model Windows or Macintosh laptop computer. Please read the IU ComputerGuide (computerguide.iu.edu) for recommendations and assistance. The UITS-Kokomo IT Training Center provides assistance with software installation and also tutoring assistance to students for computer technology issues. Visit iuware.iu.edu to download up-to-date software, available at NO CHARGE.

4. New Media, Art, & Technology Requirements

A. Core Foundation (21 credits)

Required: All students earning a Bachelor of Fine Arts in New Media, Art, & Technology must take:

- NMAT-F101, NMAT-F102, NMAT-F103- Tier 1 Foundations (9 credits)
- NMAT-F201, NMAT-F202, NMAT-F203-Tier 2 Foundations (9 credits)
- NMAT-F250 Connected Foundations (3 credits)

B. NMAT Upper Level (15 credits)

Students work with faculty and advisors to customize their own plan within the major

Students can work across all media, but must complete at least 9 credits of 300 or 400 level NMAT courses.

C. Art History/Philosophy/Theory (9 credits)

NMAT-G405, PHIL-P346, and one NMAT-H or FINA-A course

D. Senior Capstone (3 credits)

- NMAT-G499 Senior Thesis Capstone (3 credits)

Bachelor of Fine Arts in New Media, Art, & Technology

The Bachelor of Fine Arts in New Media, Art & Technology (NMAT) combines tradition and innovation in a four-year, undergraduate degree for students desiring to develop practical skills and strong knowledge in areas including, but not limited to: digital media, web/mobile media, 2D & 3D studio art & design, virtual media, and emergent media. Students will develop effective art and design skills across both traditional and digital media, preparing them for a variety of career paths and the possibility of pursuing graduate education. Students will experience a robust set core of courses in New Media, Art, & Technology with interactions with all the faculty in the program. This mentorship process and system will help them develop an academic strategy to further tailor their educational paths and to customize the degree to their own interests and career plans. Students can choose from either the Design or Studio Track. The progressive curriculum offers skills, knowledge, and in-service learning; providing valuable pathways into many occupations, including graphic design, illustration, publishing, commercial art, fine art, web design and development, videography, cinematography, and photography.

The major consists of 84 credit hours of courses in New Media, Art, & Technology, divided amongst a required core, courses within a chosen concentration, art history/ theory/philosophy, and senior capstone. At IU Kokomo, the Bachelor of Fine Arts Degree in New Media, Art, & Technology features an innovative multidisciplinary approach, with coursework taught by faculty from a variety of fields. Coursework includes topics such as digital imaging, web design, printmaking, graphic design, painting, sculpture, 2D and 3D studio art, video and photography, portfolio development and internships. In addition, all students are encouraged to tailor their coursework and to focus on their particular interests and goals.

Mission

New Media, Art, & Technology is a program that prepares students to be critical, adaptive, inquisitive, effective, and creative thinkers and makers, communicators, and problem-solvers, able to succeed as relevant professionals in a multitude of established and emerging fields.

Goals

Students who complete the program will:

- understand how to produce industry-standard works within their chosen concentration
- have the practical and theoretical knowledge to critique works within their chosen concentration
- possess the verbal, historical and theoretical knowledge to present their work to a variety of audiences
- understand the professional practices required to succeed in their chosen area

- produce a portfolio of their work suitable for advancement within their chosen field

Requirements

1. Fulfillment of Campus General Education Requirements (36 hours)

2. All New Media, Art, & Technology NMAT-D, NMAT-W, NMAT-S, NMAT-H, NMAT-G, and FINA-A courses require a C grade or higher to count toward the major.

3. As a method to ensure student success and to better prepare students for the workforce and/or graduate programs, students will need a late-model Windows or Macintosh laptop computer. Please read the IU ComputerGuide (computerguide.iu.edu) for recommendations and assistance. The UITS-Kokomo IT Training Center provides assistance with software installation and also tutoring assistance to students for computer technology issues. Visit iuware.iu.edu to download up-to-date software, available at NO CHARGE.

4. New Media, Art, & Technology BFA Core Foundation (21 hours)

All students earning a Bachelor of Fine Arts in New Media, Art, & Technology must take:

- NMAT-F101, NMAT-F102, NMAT F103- Tier 1 Foundations (9 credits)
- NMAT-F201, NMAT-F202, NMAT-F203-Tier 2 Foundations (9 credits)
- NMAT-F250 Connected Foundations (3 credits)

4. New Media, Art, & Technology BFA Concentration Areas

Choose Design Track or Studio Track (42 credits in NMAT)

Students work with faculty and advisors to customize their own plan within the concentration.

The Design Track features characteristics that are considered critical to the design process in general and prepare students pursuing careers in a design field such as graphic design or web design. It is focused on, but not limited to: client/organization based art/design in graphics, video/photography, web, illustration, and commercial art. Students participate in work across all media, but must complete at least 15 credits of 300 or 400 level NMAT courses.

The Studio Track features characteristics of studio arts practice in general and prepares students pursuing a particular art practice along with a research agenda and thesis that outlines the creative research and conceptual agenda associated with the creative practice. This process intends to prepare the student for serious pursuit of an MFA degree or to become an entrepreneurial artist. Students participate in work across all media but must complete at least 15 credits of 300 or 400 level NMAT courses.

5. Art History/Philosophy/Theory (15 credits)

- PHIL-P346 Philosophy of Art
- NMAT-G405 Concepts and Images
- 9 credits of art history

Students in the design track must take NMAT-H258 History of Graphic Design as one of their 3 art history courses

Students in the studio track must take FINA-A449 Contemporary Art 1925-present as one of their 3 art history courses

6. Senior Capstone (6 credits)

- NMAT-G491 Professional Practices (3 credits)
- NMAT-G499 Senior Thesis Capstone (3 credits)

Minors in the Humanities

Art History Minor

The minor in Art History is ideal for students wishing to develop a strong foundation of knowledge in art history. A minor in Art History is helpful for students wishing to go into education, art administration or graduate programs in fine arts. To earn an art history minor, a student must take the following courses, for a total of 18 credit hours:

Required-6 credit hours

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

Choose 12 credit hours in other art history courses:

- No more than 6 credit hours at the 100 level
- At least 9 credit hours at the 300 level or above
- One course in the Philosophy of Art may be used

Minor in Studio Art (16 credits)

The Minor in Studio Art is focused on the studio arts within the New Media, Art, and Technology program. The minor includes NMAT-S courses
and it involves a capstone experience where minors present their work. This minor offers a pathway for students interested in pursuing Art Therapy. It also works well for education majors or any student
interested in pursuing traditional studio art.
(3 cr.) NMAT-F 101 Core Foundations: Tier 1—Block 1
(3 cr.) NMAT-F 102 Core Foundations: Tier 1—Block 2
(9 cr.) Choose 9 hours from any NMAT-S courses
(1 cr.) FINA-S 400 Independent Studio Projects
16 credits

New Media, Art, and Technology Minor

The minor is an excellent choice for students wishing to develop a strong understanding of new media technologies so they can apply them to their chosen field. The minor consists of 15 credit hours.
Required: All students earning a minor in New Media, Art, & Technology must take:
1 NMAT-F101 Core Foundations: Tier 1—Block 1 and NMAT F102 Core Foundations: Tier 1—Block 2 (6 cr.)
2 NMAT-W201 Introduction to New Media (3 cr.)
3 Students must take 6 more credit hours from the courses listed as included in the New Media, Art, & Technology degree, excluding NMAT-G398 Internship in New
Media, Art & Technology.
4 All New Media, Art, & Technology courses require a C grade or higher to count toward the minor.

Postbaccalaureate Certificate in New Media, Art & Technology

This postbaccalaureate certificate is for people who already possess a four-year college degree and wish to develop expertise in New Media, Art, & Technology without having to earn a whole new four-year degree. Students can be generalists, or they can specialize in an area such as graphic design, web design, studio art, or digital media. The certificate consists of 18 credit hours–just six courses. Up to 3 credit hours can be transferred in from other universities.

Requirements

- Admission requirements
- Students must possess a bachelor's degree from an accredited institution and be admitted to Indiana University as a regular student.
- Specified Credit Hours (18 cr.)
- Courses can be any courses listed in the New Media, Art, & Technology program, as long as you meet the following requirements:
  - At least 6 credit hours must be at the 300-level or higher.
  - NMAT-G 398 Internship in New Media, Art, & Technology may not be counted toward the postbaccalaureate certificate.

Additional Information

Consumer information about this program

New Media, Art, and Technology Courses

Undergraduate

Fine Arts

Fine Arts

FINA-A 101 Ancient and Medieval Art (3 cr.) A survey of major styles and monuments in art and architecture from prehistoric times to the end of the Middle Ages.

FINA-A 102 Renaissance Through Modern Art (3 cr.) A survey of major artists, styles, and movements in European and American art and architecture from the fifteenth century to the present.

FINA-A 200 Topics in Art History (3 cr.) Various topics in the history of art will be offered depending upon instructors and their area of expertise. May be repeated with a different topic for a maximum of 6 credit hours.

FINA-A 262 Introduction to Japanese Art and Culture (3 cr.) P: FINA-A101, FINA-A102. Awaiting Approval. A historical survey of Japanese art in the context of culture, society, and politics; the arts of traditional Buddhism; ink painting and other arts associated with the Zen sect; the created landscape, in painting and garden design; historical narratives and scenes of ordinary life; and decorative and useful things, e.g., ceramics, lacquer, textiles, and “golden screens.”

FINA-A 280 Art of the Comics (3 cr.) Analysis of the visual and narrative language of comics from the earliest newspaper strips to the graphic novels of today.

FINA-A 333 From Van Eyck to Vermeer (3 cr.) P: FINA-A101, FINA-A102. Survey of major artists and themes in Netherlandish painting from the fifteenth to the seventeenth century.

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. May be repeated with different topics for a maximum of 6 credits.

FINA-A 449 Contemporary Art 1925-present (3 cr.) A study of contemporary art from 1925-preset.

New Media, Art, & Technology

NMAT-D 207 Intro to Visual Communication (3 cr.) P: ENG-W 131. This course looks at the visual aspects of print and electronic communication. It deals with issues of page design, visuals and other graphics, from practical, historical, and theoretical perspectives. Students will produce visual designs, including flyers and brochures.*

NMAT-D 216 Studio in Digital Media I (3 cr.) Introductory work in the use of digital media tools, including video, animation, image manipulation, and digital illustration in the creation of art.*

NMAT-D 217 Typography I (3 cr.) This course is an introduction to the aesthetics, mechanics, history, terminology, specifications, and use of type in design. Typefaces will be evaluated and rendered in a variety of studio assignments using both hand written and computer techniques.

NMAT-D 257 Graphic Design I (3 cr.) Emphasis on visual communication through the perceptive use of line, form, and color. Elementary study of letter forms and typography. Introduction to basic tools, drawing disciplines of graphic design, and computer graphics.*

NMAT-D 277 Design Center: Introduction to Graphic Design Production and Practice (3 cr.) P: Instructor permission required. This course introduces and focuses on the interaction graphic designers have with clients & printers and gaining professional graphic design skills. D 277 and D 377 run concurrently, serving real client (non profit) needs, each semester.

NMAT-D 316 Studio in Digital Media II (3 cr.) P: NMAT-D 216 Intermediate work in the use of digital media tools, including video, animation, image manipulation, and digital illustration in the creation of art.*

NMAT-D 317 Typography II (3 cr.) P: NMAT-D 217 This is an advanced course in type design. Typefaces will be created and evaluated in a variety of studio assignments using both hand written and computer techniques. In this course you will learn to produce work that is conceptual and/or practical, for physical and/or digital media. Exploration will be driven by a combination of larger studio/lab projects and a series of smaller lecture/demos. Projects and assignments will require reading, research, writing, design work and critique.*

NMAT-D 326 Digital Illustration I (3 cr.) Course explores basic development of digital illustrations for use in graphic design.*

NMAT-D 336 Sound in Context: Audio for Film, Video & Interaction (3 cr.) P: NMAT-D 216. Sound in Context is a lecture/lab course designed to introduce students to concepts of music and sound for a variety of media with a primary focus on creating original audio and/or sound

tracks. Topics include music structures, production and editing, film and video synchronization, game audio, sound art, and other related topics.

NMAT-D 357 Graphic Design II (3 cr.) P: NMCM-N 250 or NMAT-D 257. Further studies exploring design principles. Students utilize both hand and digital methods to solve design problems creatively and effectively. Course includes typographic exploration.*

NMAT-D 367 Identity Design & Branding (3 cr.) P: NMCM-N 250 or NMAT-D 257. Teaches how to create a visual identity that communicates the essential qualities desired by the particular business.*

NMAT-D 377 Design Center: Graphic Design Production & Practice (3 cr.) P: NMCM-N 250 or NMAT-D 257 and instructor approval. Graphic Design Production and Practice is a unique community outreach learning opportunity, providing design services to the greater Kokomo area. The students will work in a design studio environment, invest in their community and gain vast knowledge and experience. The aim here is to develop a strong portfolio that moves beyond consisting of solely hypothetical assignments into being a showcase of actual/ published client based projects that a student developed from concept to actualization/production.*

NMAT-D 416 Advanced Digital Media Studio (3 cr.) P: NMCM-N 330 or NMAT-D 316 or instructor consent. This course will explore the creative use of the digital image in still and moving formats. Emphasis will be on the possibilities provided by this advanced technology and the growing sets of delivery options available. Students will learn to think and adopt creative approaches to photography and cinematography/videography through a set of challenging class projects, exercises, demonstrations, and presentations.*

NMAT-D 426 Advanced Digital Illustration (3 cr.) P: NMCM-N 312 or NMAT-D 326. Using the pre-requisite D 326 Introduction to Digital Illustration (formerly N 312) as a springboard, this course will encourage self expression and diversity while primarily focusing on illustrative work that is directly tied to Graphic Design based creative briefs. The aim here is to develop strong portfolio pieces.*

NMAT-D 467 Publication & Editorial Design (3 cr.) P: NMCM-N 250 or NMAT-D 257. A publication and editorial design course that tackles multiple paged printed and bound documents, beginning with magazines and transitioning to focus upon the book format for the bulk of the course. It currently operates primarily within InDesign, while utilizing other software from the Adobe suite, such as Photoshop and Illustrator.*

NMAT-F 101 Core Foundations: Tier 1--Block 1 (3-3 cr.) Each block consists of three five week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and digital skills a long with the critical thinking that is relevant to a contemporary practice in art and design. no

NMAT-F 103 Core Foundations: Tier 1--Block 3 (3-3 cr.) Each block consists of three five week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and digital skills a long with the critical thinking that is relevant to a contemporary practice in art and design. no

NMAT-F 102 Core Foundations: Tier 1--Block 2 (3-3 cr.) Each block consists of three five week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and digital skills a long with the critical thinking that is relevant to a contemporary practice in art and design. no

NMAT-F 201 Core Foundations: Tier 2--Block 1 (3-3 cr.) P: NMAT F103 Each block consists of three five week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and digital skills a long with the critical thinking that is relevant to a contemporary practice in art and design. no

NMAT-F 202 Core Foundations: Tier 2--Block 2 (3-3 cr.) P: NMAT F103 Each block consists of three five week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and digital skills a long with the critical thinking that is relevant to a contemporary practice in art and design. no

NMAT-F 203 Core Foundations: Tier 2--Block 3 (3-3 cr.) P: NMAT F103 Each block consists of three five week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and digital skills a long with the critical thinking that is relevant to a contemporary practice in art and design. no

NMAT-F 250 Connected Foundations (3-3 cr.) P: NMAT F201 Connected Foudations is the capstone of the core foundations program. The course will help students synthesize the foundation learning to help build the momentum, awareness, and confidence for majors to excel in their junior and senior years. The course is one week long and involves experiences at a retreat center off campus. no

NMAT-G 341 Independent Study In New Media, Art & Technology (1-6 cr.) In-depth projects and studies of special topics closely related to existing areas of concentration within New Media, Art & Technology.* May be repeated.

NMAT-G 398 Internship In New Media, Art & Technology (1-6 cr.) P: Consent of the instructor. Internship focusing on producing and managing new media communication projects. Apply during semester prior to desired internship. Must represent a minimum of 40 hours of experience per credit hour. May be repeated

once for credit, but no more than 6 credits total may be earned.

NMAT-G 405 Concepts and Images (3 cr.) This advanced study course covers the understanding and use of critical theory in the contemporary world. Questions such as, in what ways does theory help in thinking and understanding the world. This course will explore, through the visual arts, contemporary critical theory and how we use it to be better thinkers, writers, students, and citizens of the world.*

NMAT-G 411 New Media Theory (3 cr.) P: ENG-W 131. This course examines various theories of new media communication and its effects on the world. Theories of design, criticism and computer-mediated communication will be explored. After taking this course, students should be able to critique new media and their societal effects.

NMAT-G 491 Professional Practices (3 cr.) P: Junior or higher status or instructor approval. Senior Seminar is the culminating capstone course for students majoring in New Media, Art, and Technology. This course marks the end of your undergraduate experience and, as such, asks you to reflect upon your undergraduate experience, demonstrate the academic abilities you have gained over the course of your academic career, and prepare for the next stages of your professional and educational life.*

NMAT-H 258 History of Graphic Design (3 cr.) Explore how the technologies used in graphic design have evolved, and research the consequences of those changes.

NMAT-S 100 Fundamental Studio Drawing (3 cr.) This course is designed to introduce the drawing student to the foundation principles of drawing from observation. Through direct observation of objects, interiors, and figures students will explore different materials. Proportion, structure and composition will be covered. Students in this class work with graphite pencils, charcoal, conte crayon and pen. Students will be encouraged to find their own personal expressive creativity through various assignments.

NMAT-S 110 Fundamental Studio-2D (3 cr.) This course will involve a comprehensive study of design elements and principles as basic means of organizing two-dimensional space. There will be an emphasis on inventiveness and an exploration of many media.

NMAT-S 112 Fundamental Studio-3D (3 cr.) Volume, space, material, and physical properties studies provide the basis for exploration of three-dimensional form; includes carving, construction, modeling and casting. Materials that will be used are wood, plaster, metal and found objects.

NMAT-S 200 Drawing II (3 cr.) P: S 100 Fundamental Studio Drawing. This course is designed to expand upon the drawing student's knowledge of foundation principles of drawing from observation. Through the exploration of materials and direct observation of objects, interiors, and figures students will create advanced drawing projects. Students in this class work with colored pastels, pen and ink and colored pencils Students will be encouraged to find their own personal expressive creativity through various assignments.

NMAT-S 230 Painting I (3 cr.) In this course you will work throughout the semester learning and practicing observational painting techniques using acrylic paint, discovering how the artist creates and composes a well-rounded painting. It is the goal of this course to provide, in addition to the skill and knowledge necessary to make dynamic paintings, a background in aesthetics and history. Each student is expected to build upon a good foundation of drawing, design and color theory, with interest in the craft of materials, and the challenge to creatively express yourself through painting.

NMAT-S 240 Introduction to Printmaking Media (3 cr.) This course will provide an introduction to the basic techniques of Monotype, Relief, Intaglio, and Silkscreen Printmaking. The course will provide the beginning student with the basic terminology of printmaking and an understanding of contemporary prints.

NMAT-S 260 Ceramics I (3 cr.) This course is designed to introduce students to the basic skills of ceramics. You will learn how to manipulate clay in various ways to create 3D works of art. Projects are designed to introduce skills with allowance for creative thought and personal input.

NMAT-S 270 Spatial Art I: Theory and Practice (3 cr.) By using both conventional and unconventional materials and by reading theories across disciplines, we will delve into the creation of spatial art. In doing so, each student will build a critical and conceptual approach, develop their own artistic voice, and portray their subject in a thought-provoking manner.

NMAT-S 280 Metalsmithing & Jewelry Design I (3 cr.) This course is designed to introduce students to the basic skills of metalworking. You will learn how to fabricate, solder, and finish non-ferrous metal pieces. Projects are designed to introduce these skills with allowance for creative thought and personal input.

NMAT-S 300 Drawing III (3-6 cr.) P: S 200. This course is designed to advance the drawing student's knowledge of materials and principles through experimentation and investigation of one's own research. Through the exploration of materials and research of subject matter the student will create advanced drawing projects. Students in this class work with non-traditional drawing materials and tools. Students will be encouraged to find their own personal expressive creativity through various assignments. May be repeated once.

NMAT-S 302 Advanced Drawing (3-6 cr.) This course is designed to train the advanced art student the foundation of drawing from the human figure. Through direct observation of live models and anatomical drawing aids will help the students learn to sight and translate. Proportion and structure will be stressed. Gesture, line quality, value, composition, and human anatomy will be studied. A variety of techniques and approaches to drawing will allow each student to find their own personal expressive creativity. Conceptual figurative issues will be considered in the work in the last part of the semester.* May be repeated once.

NMAT-S 322 Exploration of Materials and Process (3-6 cr.) P: NMAT F203 This course will explore diverse art mediums and ways of working. The student may use printmaking, clay, metal, plastics, sculpture, photography

and drawing in mixed media projects. The projects will involve different methods of working including intentional and intuitive methods of planning as well as collaborative works. The elements and principles of design will be infused within the objectives of the projects. May be repeated once.

NMAT-S 340 Intaglio Printmaking (3-6 cr.) This course will provide intermediate studies in Intaglio Printmaking. The course will build on the basic terminology and techniques of printmaking studied in S 240. There will be a continued focus on the study of contemporary prints. May be repeated once.

NMAT-S 342 Relief Printmaking (3-6 cr.) P: NMAT-S 240. This course will build on the basic printmaking techniques studied in the Introduction to Printmaking Media. It will provide advanced studies in Relief Printmaking with a focus on multiple block printing and color reduction printing with linoleum and wood. The course will build on the basic terminology of printmaking studied in the introductory course and will include a focus on contemporary prints. May be repeated once.

NMAT-S 344 Silkscreen Printmaking (3-6 cr.) This course will provide intermediate studies in Printmaking with an introduction to the techniques of Silkscreen Printmaking. The course will build on the basic terminology and techniques of printmaking studied in S 240, but it could be taken without previous printmaking experience. There will be a focus on the study of contemporary prints and printmaking. May be repeated once.

NMAT-S 360 Ceramics II (3-6 cr.) P: S 260. This course is designed to introduce students to the basic skills of wheel throwing. You will learn how to manipulate clay on the wheel to make vessels. Handles and learning how to trim and cut a foot are also a major skill that will be perfected in this semester. Projects are designed to introduce skills with allowance for creative thought and personal input.* May be repeated once.

NMAT-S 370 Spatial Art II: Theory and Practice (3-6 cr.) P: NMAT S270 By using both conventional and unconventional materials and by reading theories across disciplines, we will delve into the creation of spatial art. In doing so, each student will build a critical and conceptual approach, develop their own artistic voice, and portray their subject in a thought-provoking manner. May be repeated once.

NMAT-S 380 Metalsmithing & Jewelry Design II (3-6 cr.) P: S 280 Metalsmithing & Jewelry Design I. This course is designed to further introduce students to more advanced skills of metalworking. You will learn how to form non-ferrous metal pieces in various techniques. The techniques covered will be raising, forging & fold forming, chasing and repousse and various mechanisms. Projects are designed to introduce these skills with allowance for creative thought and personal input.* May be repeated once.

NMAT-S 330 Painting II (3-6 cr.) In this course you will work throughout the semester learning and practicing observational painting techniques discovering how the artist creates and composes a well-rounded painting using oil paints. It is the goal of this course to provide, in addition to the skill and knowledge necessary to make dynamic paintings, a background in aesthetics and history. Each student is expected to build upon a good foundation of drawing, design and color theory, with interest in the craft of materials, and the challenge to creatively express yourself through painting.* May be repeated once.

NMAT-S 430 Painting III (3-12 cr.) P: S 230 Painting I, S 330 Painting II. In this course you will work throughout the semester advancing your observational painting skills while combining abstract images and practicing how the artist creates and composes a well-rounded painting. It is the goal of this course to provide, in addition to the skill and knowledge necessary to make dynamic paintings, a background in aesthetics and history. Each student is expected to build upon a good foundation of drawing, design and color theory, with interest in the craft of materials, and the challenge to creatively express your ideas through painting.* Repeatable.

NMAT-S 432 Advanced Painting (3-12 cr.) P: S 230 Painting I, S 330 Painting II, S 430 Painting III. This is an advanced course in the use of photography and cinematography. The recent developments in digital cameras and the inclusion of video capabilities are compelling. The ability to use still and moving images are at the core of the cultural communications milieu and require our attention. This course will explore the creative use of the digital image in still and moving formats. Emphasis will be on the possibilities provided by this advanced technology and the growing sets of delivery options available. Students will learn to think and adopt creative approaches to photography and cinematography/videography through a set of challenging class projects, exercises, demonstrations, and presentations.* Repeatable.

NMAT-S 442 Advanced Printmaking (3-12 cr.) P: S 240 Basic Printmaking Media, 300-level printmaking course. This course will build on the basic printmaking techniques studied in the Introduction to Printmaking Media. It will provide advanced studies in Relief Printmaking with a focus on multiple block printing and large scaled prints. The course will build on the basic terminology of printmaking studied in the introductory course and will include a focus on contemporary prints.* Repeatable.

NMAT-S 444 Advanced Silkscreen Printmaking (3-12 cr.) P: S 240 Basic Printmaking Media, S 344 Silkscreen Printmaking. This course will provide advanced studies in Printmaking with a focus on the techniques of Silkscreen Printmaking. The course will build on the basic terminology and techniques of printmaking studied in S 240 and S 344. There will be a focus on the study of contemporary prints and printmaking.* Repeatable.

NMAT-S 460 Ceramics III (3-12 cr.) P: S 260 Ceramics I, S 360 Ceramics II. This course is designed to advance students in skills of the ceramic arts. You will learn how to incorporate molds into your body of work. Slip casting will also be a major focus in this class and how you transform these casts into a body of work will make up the majority of the projects. Projects are designed to introduce skills with allowance for creative thought and personal input.* Repeatable.

NMAT-S 470 Spatial Art III: Theory and Practice (3-12 cr.) P: NMAT S270, NMAT S370 By using both conventional and unconventional materials and by reading theories across disciplines, we will delve into the creation

of spatial art. In doing so, each student will build a critical and conceptual approach, develop their own artistic voice, and portray their subject in a thought-provoking manner. Repeatable.

NMAT-S 472 Advanced Sculpture (3-12 cr.) (previously FINA-S 472) P: S 270, S 370, S 470. This is an advanced course in object making and contemporary practices. This is an advanced course for juniors and seniors who are specializing in sculpture/object making in there degree and thesis for graduation.* Repeatable.

NMAT-S 480 Metalsmithing & Jewelry Design III (3-12 cr.) P: S 280 Metalsmithing & Jewelry Design I. In this class you will learn the advanced techniques in jewelry and metalsmithing including enameling, marriage of metals and the lost wax vacuum casting process. Various projects will be given to advance skill in these area. Samples will be required.* Repeatable.

NMAT-S 482 Advanced Metalsmithing & Jewelry Design (3-12 cr.) P: NMAT-S480 This course is designed to introduce students to new materials to create wearable art. You will learn about properties of different materials and how to manipulate them. Projects are designed to introduce these skills with allowance for creative thought and personal input on how materials can relate to, transform or compliment the body.* Repeatable.

NMAT-W 201 Introduction to New Media (3 cr.) P: ENG-W 131. This course is an introduction to New Media. Through readings and projects, students learn basic principles of web sites and other online communication, focusing on creating content, developing designs, and producing graphics. Particular attention is paid to learning web site creation and management software.*

NMAT-W 235 Web Design I (3 cr.) This course introduces web site design and development covering high level concerns along with hands-on activities. Topics range from infrastructure and page design to XHTML and Javascript.*

NMAT-W 265 JavaScript I (3 cr.) This course introduces students to fundamental programming concepts and techniques. Students will develop a solid foundation that can be used to learn other programming languages. Using the JavaScript programming language as a basis for instruction, this course focuses on client-side Web programming and teaches students how to create highly dynamic and interactive Web pages.*

NMAT-W 305 Physical Computing (3 cr.) P: NMAT-W 201. This course will explore human computer interaction through the intersection of physical and software based art. Students will work with contemporary issues and problems in the arts and technology through the investigation into the digital nature of the computing object. once

NMAT-W 315 Web Usability and Information Architecture (3 cr.) (previously NMCM-N 315) P: ENG-W 131. This course covers designing professional web sites. It focuses on learning principles to make web sites both well-structured and usable. Activities include web site analysis, design, and usability testing.*

NMAT-W 345 Programming for Artists (3 cr.) P: NMCM-N 245 or NMAT-W 245. Teaches intermediate principles of web design and gives students practice creating sites using these principles and common website creation tools. Students should learn to produce professional-quality websites.*

NMAT-W 365 JavaScript II (3 cr.) (previously NMCM-N 362) This course discusses server-side Web programming using the PHP programming language. Through a detailed discussion of programming fundamentals, students will develop a comprehensive understanding of the server-side aspects of developing interactive Web applications. This course also offers an introductory overview of interfacing web applications with relational databases. Students are expected to develop real-world server-side Web applications.*

Bulletins

Dean: Eric Bain-Selbo

Chair: Sarah Heath

Faculty

History: Andrew McFarland, Peter Sposato

Political Science: Todd Bradley

Philosophy: Joshua Mugg, Scott Blackwell

Majors

Minors

History

Philosophy

Political Science

Courses

Undergraduate courses

Bachelor of Arts in History/Political Science

The Bachelor of Arts degree in History/Political Science is an undergraduate program that provides students with an opportunity to concentrate in History, Political Science, or Law and Society. The degree prepares students for a wide array of employment possibilities in government, public administration, public history and museums as well as post-graduate opportunities in law, history, political science and public administration.

Requirements:
See “Degree Requirements” Section under “Humanities and Social Sciences”. The History/Political Science major consists of 30 credit hours that must be completed with a grade of C– or better in each course. See a History/Political Science advisor for additional information concerning degree-specific opportunities and requirements. The following courses are required of all History/Political Science majors:

- POLS-Y 103 Introduction to American Politics (taken towards general education)
- HIST-H 105 American History I (taken towards general education)
- HIST-H 106 American History II (taken towards general education)
- HIST-J495 or POLS-Y490 Senior Seminar

Tracks for History/Political Science Degree History Track (30 cr.)

- Six Upper-level History Courses
- HIST-J495 or POLS-Y490 Senior Seminar

(Students are encouraged to take HIST-H 495 or HIST-H 496 as part of the above requirements)

Two of the following:

- POLS-Y 215 Introduction to Political Theory
- POLS-Y 217 Introduction to Comparative Politics
- POLS-Y 219 Introduction to International Relations
- Upper-level History or Political Science Elective

Political Science Track (30 cr.)
Two of the following:

- POLS-Y 215 Introduction to Political Theory
- POLS-Y 217 Introduction to Comparative Politics
- POLS-Y 219 Introduction to International Relations
- Four Upper-level Political Science Courses
- HIST-J495 or POLS-Y490 Senior Seminar

(Students are encouraged to take POLS-Y 480 or POLS-Y 481 as part of the above requirements)

- Two Upper-level History Courses
- HIST-J495 or POLS-Y490 Senior Seminar
- Upper-level History or Political Science Elective

Law and Society Track (36 cr.)

History/Political Science Foundation

- POLS-Y 215 Introduction to Political Theory
- Two Upper-Level History Courses (one on US history, one on world history)
- One Upper-Level Political Science Course

Humanities Foundation

- Choose one of: PHIL-P 342 Problems in Ethics, PHIL-P 345 Problems in Social and Political Philosophy, or PHIL-P 375 Philosophy of Law
- Any one ENG E or ENG-L 300+ literature course except ENG-L 390 and ENG-L 391
- Choose one of: SPCH-S 228 Argumentation and Debate, SPCH-C 310 Rhetoric and Public Address, SPCH-C 321 Persuasion, SPCH-C 325 Interviewing, SPCH-C 444 Political Communication
- Law Specific Electives (3 classes from 2 different majors, 2 of which must be at the 300 level or higher from the below courses)
    - Criminal Justice: CJHS-J 320 Substantive Criminal Law, CJHS-J 220 American Criminal Courts, CJHS-J 210 Introduction to Law Enforcement, CJHS-J 324 Correctional Law, CJHS-J 409 Crime and Public Policy, CJHS-J 321 Court Procedures and Evidence, CJHS-J 305 The Juvenile Justice System
    - Public Administration and Health Management; PAHM-V 376 Law and Public Policy
    - Sociology: SOC-S 325 Criminology, SOC-S 328 Juvenile Delinquency, SOC-S 360 Topics in Social Policy: Family Violence, SOC-S 420 Topics in Deviance
    - Psychology: PSYC-P 322 Psychology in the Courtroom
    - Business: BUS-L 200 Elements of Business Law, BUS-L 201 Legal Environment of Business
    - Internship and Capstone
- Required internship as either HIST-H 496 or POLS-Y 481
- HSS -S 400 Senior Seminar

Note: Under the History and Political Science tracks the following Criminal Justice and Public Administration courses may be used as political science options: CJHS-J 320, Substantive Criminal Law; PAHM-V 264, Urban Structure and Policy; and PAHM-V 376, Law and Public Policy.

Bachelor of Science in History/Political Science

The Bachelor of Science degree in History/Political Science is an undergraduate program that provides students with an opportunity to concentrate in History and Political Science, and also develop a subconcentration in another field. The degree prepares students for a wide array of employment possibilities in government, public administration, public history and museums as well as post-graduate opportunities in law, history, political science and public administration.

In particular, the B.S. degree in History/Political Science is meant to facilitate dual degree programs with other majors that offer mostly B.S. degrees. Most notably, we work cooperatively with the School of Education so that students can complete both a Bachelor of Science in History/Political Science and a Bachelor of Science in Secondary Education. Students participating in this program will be certified to teach at the secondary school level with expertise in both History and Government. Please see an advisor in either HSS or the School of Education for more information.

Core Requirements
See “Degree Requirements” Section under “Humanities and Social Sciences”. The History/Political Science major consists of 45 credit hours that must be completed with a grade of C– or better in each course. See a History/Political Science advisor for additional information concerning degree-specific opportunities and requirements.

The following courses are required of all History/Political Science majors (18 cr.):

- POLS-Y 103 Introduction to American Politics (taken towards general education)
- HIST- H 113 Western Civilizaion I (taken towards general education)
- HIST- H 114 Western Civilization II
- HIST-H 105 American History I
- HIST-H 106 American History II
- HSS-S 400 Senior Seminar
- 6 credits from: POLS-Y 215 Introduction to Political Theory, POLS-Y 217 Introduction to Comparative Politics, POLS-Y 219 Introduction to International Relations

Tracks for History/Political Science Degree (21 cr.)

All students choose 1 track in this catagory.

History Track

- Seven Upper-Level (300+) History Courses

Political Science Track

- Five Upper-Level (300+) Political Science Courses
- Two Upper-Level (300+) History Courses

Balanced Track

- Four Upper-Level (300+) History Courses
- Three Upper Level (300+) Political Science Courses

Sub-Specializations (6 cr.)

All students choose 1 specialization in this catagory.

History

- 300+ Level History Course
- HIST-H 496 Internship in History

Political Science

- 300+ Level Political Science Course
- POLS-Y 481 Field Experience in History

Education

- EDUC-M 300 Teaching in a Pluralistic Society
- EDUC-H 340 Education and American Culture

Sociology

- 300+ Level Sociology Course
- SOC-S 340 Social Theory

Labor Studies

- 300+ Level Labor Studies Course
- 200+ Level Labor Studies Course

Public Affairs/Management

- Two 300+ Level Public Affairs/Management Courses

Criminal Justice

- Two 300+ Level Criminal Justice Courses

New Media

- NMCM-N 201 Introduction to New Media Communication
- 300+ Level New Media Course

Communication Arts

- SPCH-C 200 Introduction to Mass Communication
- 300+ Level Communication Course

Philosophy

- Two 300+ Level Philosophy Courses

Art/Art History

- Two 300+ Level Art or Art History Courses

Business

- BUS-D 301 International Business
- 300+ Level Business Course

Economics

- ECON-E 202 Macroeconomics
- ECON-E 303 International Economcis

Note: Students must take 1 elective at the 300+ level if they choose a sub-specialization in which 1 class is below the 300 level to ensure that they take the required 30 credit hours at the 300+ level. This class does not have to be from the History/Political Science program or the sub-specialization.

Minors in Sociology, History, and Political Science

Students may complete a minor in history, philosophy, or political science by fulfilling the following requirements.

History

Students must complete 15 credit hours in history with a grade of C– or higher in each course.

1. HIST-H 113 or HIST-H 114 History of Western Civilization I or II (3 cr.), and HIST-H 105 or HIST-H 106 American History: General Course I or II (3 cr.)
2. Any three 300- or 400-level history courses (9 cr.).

Philosophy

1. The minor consists of 15 credit hours in philosophy.
2. No more than 6 credit hours may be at the 100 level.
3. All courses for the Philosophy Minor must be a C- or above.
4. The student must complete at least one course in each of the following three categories. Note that with specific approval of the philosophy coordinator a student may count a section of PHIL-P 383 Topics in Philosophy toward one of the three categories. The category that a PHIL-P 383 course would count towards depends on the topic of that course.

Value Theory (including):

- PHIL-P 140 Introduction to Ethics (3 cr.)
- PHIL-P 242 Applied Ethics (3 cr.)
- PHIL-P 311 Environmental Ethics (3 cr.)
- PHIL-P 342 Problems in Ethics (3 cr.)
- PHIL-P 345 Problems in Social and Political Philosophy (3 cr.)
- PHIL-P 348 Philosophy and Literature (3 cr.)

Reasoning (including):

- PHIL-P 105 Critical Thinking (3 cr.)
- PHIL-P 150 Elementary Logic (3 cr.)
- PHIL-P 375 Philosophy of Law (3 cr.)

Foundations of Inquiry (including):

- PHIL-P 100 Introduction to Philosophy (3 cr.)
- PHIL-P 335 Phenomenology and Existentialism (3 cr.)
- PHIL-P 346 Philosophy and Art (3 cr.)
- PHIL-P 360 Philosophy of Mind (3 cr.)
- PHIL-P 371 Philosophy of Religion (3 cr.)

Political Science

Students must complete 15 credit hours in political science with a grade of C– or higher in each course.

1. POLS-Y 103 Introduction to American Politics (3 cr.)
2. POLS-Y 217 Introduction to Comparative Politics (3 cr.) or POLS-Y 219 Introduction to International Relations (3 cr.)

3. Any three 200, 300, or 400-level political science courses (9 cr.) with a limit of 3 credit hours at the 200 level.

History, Political Science, and Philosophy Courses Undergraduate

History

HIST-A 307 United States Cultural History (3 cr.) P: advanced writing skills recommended Course considers cultural transformations in modern United States history, including such topics as gender, race, ethnicity, social reform, and popular culture.

HIST-A 307 United States Cultural History (3 cr.) R: HIST-H 106 or completion of 56 credit hours. Course considers cultural transformations in modern United States history, including such topics as gender, ethnicity, social reform, and popular culture.

HIST-A 315 United States Since World War Two (3 cr.) R: HIST-H 106 or completion of 56 credit hours. Alternate years. Political, demographic, economic, and intellectual transformations. 1945-present: the cold war, problems of contemporary America.

HIST-A 333 History of Indiana I (3 cr.) I: The course deals with the development of a midwestern state, with emphasis on the French and British periods; the West in the American Revolution; the transition from territory to state; political, economic, and cultural patterns; and the sectional crisis.

HIST-A 334 History of Indiana II (3 cr.) The period since 1865, tracing the development of a modern industrial commonwealth—agriculture, industry, politics, society, education, and the arts.

HIST-A 346 The Crusades and Religious Violence in Medieval European History (3 cr.) P: advanced writing skills recommended
This course will explore the history of the European crusading movement from the eleventh through the fifteenth centuries, examining the familiar expeditions to Palestine and also lesser known campaigns in Spain and northeastern Europe. This course examines how the Medieval Catholic Church battled heretics and political opponents, as well as the experiences of non-Crusaders including Jews, Muslims, and invaders from the Far East.

HIST-A 375 Crime and Punishment in American History (3 cr.) R: HIST-H 106 or completion of 56 credit hours. Alternate years. This course focuses on the history of crime and punishment in the 20th-century United States.

HIST-A 382 The Sixties (3 cr.) R: HIST-H 106 or completion of 56 credit hours. Alternate years. This course focuses on the history of the United States during the 1960s and the political change and dissent; rights movements; United States foreign policy and the conflict in Vietnam; gender, exploitation, and legal change that occurred. It addresses a variety of topics, including; and the increasing diversity of expression in social values and cultural practices.

HIST-B 351 Barbarian Europe, ca. 200-1100 (3 cr.) P: advanced writing skills recommended
This course will examine the collapse of Roman authority in the West, the rise of the Germanic monarchies; the growth of the Western Catholic Church, and the development of Germany, Greek (Byzantine) and Moslem empires. It will also examine the Viking invasions, the development of feudalism and manorialism.

HIST-B 352 Western Europe in the High and Later Middle Ages (3 cr.) P: advanced writing skills recommended
This course will examine the expansion of European culture and institutions during the High and Later Middle Ages (roughly 1000-1500). Topics covered include: chivalry and elite culture, the Crusades and religious violence, rise of towns and diversification of the European economy, the founding of universities and the changing nature of education, the development of architectural styles, social change and unrest, the revival of Roman Law and the development of common law, and the centralization of governments in a variety of forms.

HIST-B 353 The Renaissance (3 cr.) P: advanced writing skills recommended
This course examines the Italian Renaissance as a political and cultural phase in the history of Western Civilization. It examines its roots in antiquity and the Middle Ages; its characteristic expression in literature, art, learning, social transformation, manners, and customs. Finally, it explores the expansion of the Renaissance into France, Germany, and England.

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.

HIST-B 362 Europe in the Twentieth Century II (3 cr.) 1930-present: Depression politics; crisis of democracy; German national socialism; World War II; Cold War; postwar reconstruction and recovery.

HIST-C 388 Roman History (3 cr.) P: advanced writing skills recommended
This course examines the history of the Roman Empire from its earliest days as a kingdom to the glory days of the Republic and early Empire, and the eventual fall of the Roman West. Finally, we will consider the Eastern continuation of the Roman state in the form of the Byzantine Empire.

HIST-D 410 Russian Revolutions and Soviet Regime (3 cr.) Alternate years. 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 former Soviet Union today.

HIST-H 105 American History I (3 cr.) Every semester. I: colonial period, revolution, confederation and constitution, national period to 1865.

HIST-H 106 American History II (3 cr.) Every semester. 1865 to present. 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.

HIST-H 113 History of Western Civilization I (3 cr.) Every semester. I: Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval church; feudalism; and national monarchies.

HIST-H 114 History of Western Civilization II (3 cr.) Every semester. Rise of middle class; parliamentary institutions, liberalism, political democracy; industrial revolution, capitalism, and socialist movements; nationalism, imperialism, international rivalries, and world wars.

HIST-H 405 Global History of Modern Sport (3 cr.) Alternate Years. Origins and development of sport in the modern world. From British public schools and ideals of fair play, through the Olympic movement, international soccer, holliganism and fandom, sport's role in identity creation and nationalism, and mass culture.

HIST-H 421 Topics: Asia, Africa, Latin America (3 cr.) Intensive study and analysis of selected historical issues and/or problems in African, Asian, or Latin American history. Topics will vary from semester to semester.

HIST-H 425 Topics in History (1-3 cr.) Intensive study and analysis of selected historical issues and problems of limited scope. Topics will vary; but will ordinarily cut across fields, regions, and periods. May be repeated once for credit.

HIST-H 495 Individual Readings in History (arr. cr.) Every semester (undergraduate). P: consent of instructor.

HIST-H 496 Internship in History (arr. cr.) Every semester (undergraduate). P: consent of instructor.

HIST-J 495 Senior Seminar for History Majors (3 cr.) Alternate years, Spring Semester. Senior Seminar for History/Political Science majors. P: consent of instructor.

Philosophy

PHIL-P 100 Introduction to Philosophy (3 cr.) Perennial problems of philosophy, including problems in ethics in epistemology and metaphysics, and in philosophy of religion. Major emphases for each section appear in the online Schedule of Classes.

PHIL-P 105 Critical Thinking (3 cr.) Development of critical tools for the evaluations of arguments through informal logic, with special attention to logical fallacies and the distinction between inductive and deductive arguments.

PHIL-P 140 Elementary Ethics (3 cr.) Philosophers' answers to ethical problems (e.g., the nature of good and evil, the relation of duty to self-interest, the objectivity of moral judgments), and the applications of ethical theory to contemporary problems.

PHIL-P 150 Elementary Logic (3 cr.) Development of critical tools for the evaluation of arguments through formal logic. A focus on translation from and from English into sentence and predicate logic, and derivations.

PHIL-P 201 Ancient Greek Philosophy (3 cr.) Selective survey of ancient Greek philosophy (pre-Socratics, Plato, Aristotle).

PHIL-P 211 Modern Philosophy: Descartes through Kant (3 cr.) Selective survey of seventeenth- and eighteenth-century philosophy, including some or all of the following: Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant.

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 the Theory of Knowledge (3 cr.) 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, relation between knowledge and evidence, and the problem of skepticism.

PHIL-P 342 Problems in Ethics (3 cr.) May concentrate on a single large problem (e.g., whether utilitarianism is an adequate ethical theory), or several more or less independent problems (e.g., the nature of goodness, the relation of good to ought, the objectivity of moral judgments).

PHIL-P 345 Problems in Social and Political Philosophy (3 cr.) Problems of contemporary relevance: civil disobedience, participatory democracy, conscience and authority, law and morality.

PHIL-P 346 Classics in Philosophy of Art (3 cr.) P: 3 cr. of Philosophy. 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 347 Contemporary Controversies in Philosophy of Art (3 cr.) Topics include the intersection of art, art criticism, philosophy, modernism and post-modernism, and the relation of aesthetic and cognitive judgment.

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 371 Philosophy of Religion (3 cr.) Topics include the nature of religion, religious experience, the status of claims of religious knowledge, the nature and existence of God.

PHIL-P 375 Philosophy of Law (3 cr.) Selective survey of philosophical problems concerning law and the legal system. Topics include nature and validity of law, morality and law, legal obligation, judicial decision, rights, justice, responsibility, and punishment.

PHIL-P 383 Topics in Philosophy (3 cr.) A variable topic course focusing on a specific area or figure of philosophy.

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.

Political Science

POLS-Y 103 Introduction to American Politics (3 cr.) Every semester. 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.

POLS-Y 215 Introduction to Political Theory (3 cr.) Every three semesters. An introduction to major ideas and theories in Western political thought, including theories of democracy and the analysis of conflict and cooperation. The course also addresses the attempts made by prominent political philosophers – from Aristotle and Plato to Locke, Marx, and Rawls – to understand and describe the nature of politics.

POLS-Y 217 Introduction to Comparative Politics (3 cr.) Every three semesters. A course that introduces students to the major political systems of the world. Students will study systems within Western and non-Western countries. Comparisons will include executive and legislative structures, elections, political parties, interest groups and key areas of public policy. Not open to students who have completed POLS-Y 107.

POLS-Y 219 Introduction to International Relations (3 cr.) An introduction to the global political system, and issues that shape relations among countries. The course looks at problems of conflict resolution, the role of international law and organizations, the challenges of poverty and development, and the other major policy issues over which nations cooperate, argue, or go to war. Not open to students who have completed POLS-Y 109.

POLS-Y 301 Political Parties and Interest Groups (3 cr.) Theories of American party activity; behavior of political parties, interest groups, and social movements; membership in groups; organization and structure; evaluation and relationship to the process of representation.

POLS-Y 304 Constitutional Law (3 cr.) Nature and function of law and judicial process; selected Supreme Court decisions interpreting the American constitutional system.

POLS-Y 311 Democracy and National Security (3 cr.) Exploration of a basic dilemma in a democratic polity: How can demands for national security be reconciled with democratic practices and values? Concepts of civil-military relations, national security structure, professional and political commitments of the military, human resource utilization, popular control of policy, and the nature of individual liberty.

POLS-Y 338 African Politics (3 cr.) Politics in contemporary sub-Saharan Africa. Topics include processes of nation building, dependency and underdevelopment; role of political parties, leadership, ideology, and military rule; continuing relevance of colonial heritage and traditional culture; network of international relations; and special situation of South Africa.

POLS-Y 360 United States Foreign Policy (3 cr.) Analysis of institutions and processes involved in the formation and implementation of United States foreign policy. Emphasis is on post-World War II policies.

POLS-Y 480 Undergraduate Readings in Political Science (arr cr.) Every semester. Individual readings and research. May be taken only with consent of the instructor.

POLS-Y 481 Field Experience in Political Science (arr cr.) P: junior or senior standing and approval of instructor. Faculty-directed study of aspects of the political process through internship experience in local, state, or national government.

POLS-Y 490 Senior Seminar in Political Science (3 cr.) Alternate years, Spring Semester. Senior Seminar for History/Political Science majors. P: consent of instructor.

Religion

REL-R 152 Introduction to Religions of the West (3 cr.) Origins, development, institutions, beliefs, and current status.

REL-R 153 Introduction to Religions of the East (3 cr.) Human ideas and value systems in the religions of India, China, and Japan.

REL-R 212 Comparative Religions (3 cr.) Approaches to the comparison of recurrent themes, religious attitudes, and practices found in selected Eastern and Western traditions.

REL-R 233 Introduction to the Hebrew Bible (Old Testament) (3 cr.) A critical examination of the literary, political, cultural, and religious history of Israel from the period of the Patriarchs to the Restoration, with emphasis on the growth and formation of the major traditions contained in the Hebrew Bible.

REL-R 243 Introduction to the New Testament (3 cr.) An examination of the history, culture, and literature of the New Testament period, with special emphasis on the emergence of early Christian beliefs.

English and Language Studies Department

Chair: Joseph Keener

Professors: Mark Canada, Scott Jones, Eva White
Associate Professors: Joseph Keener
Assistant Professors: Rachel Blumenthal, Paul Cook
Senior Lecturers: JR Pico. Kristen Snoddy, Karla Stouse, Christine Taff
Lecturers: Michelle Westervelt

Mission: The IU Kokomo English program educates students in the Liberal Arts tradition and prepares graduates for a full range of careers that prioritize analytical reading, persuasive writing, and critcal thinking. Our English program helps students in the region cultivate scholarly and marketable skills that emerge from the close study of language and literature in a global context, a growing facility with theoretical approches, and expertise in reading and research processes. As students become conversant in multiple literary and textual traditions, the participate in a culture of diversity that will advance them as global citizens and innovative problem- solvers for a complex and dynamic world.

Bachelor of Arts in English

Bachelor of Arts in English Language and Literature

Bachelor of Arts in English Writing, Editing, and Media

English Minors

Schedule of Classes

Spanish Certificate

Undergraduate Courses

Bachelor of Arts in English

The Bachelor of Arts in English is a four-year undergraduate degree for students who want to develop their talents in reading and writing, who want a solid grounding in literature and English studies for secondary or postsecondary teaching, who wish to prepare for graduate or professional study in such fields as English, library science, journalism, law, or business, or who wish to develop analytical and expressive skills valuable in many careers. The major consists of at least 36 credit hours above the 100 level in English language, literature, linguistics, and writing courses: 9 credit hours are specified to ensure that all majors have a common background in literary interpretation and theory; 27-39 credit hours are chosen from among advanced courses in several specified categories. All courses in the major must be completed with a C- or better.

Students may concentrate in one of three areas within the English major: Language and Literature, Pre-Law, or Writing, Editing, and Media. Each of these three concentrations is described below. The English department also offers minors in English Literature, English Writing, and Pre-Law.

The English department works cooperatively with the School of Education to administer a dual degree program in English/Secondary Education. Students participating in this program will complete both a Bachelor of Arts in English degree and a Bachelor of Science in Secondary Education degree (English/Language Arts). Students in this program will be certified to teach at the secondary school level. Please see an advisor in either SHSS or the School of Education for more information about this program.

Please see the Humanities department website regarding frequently asked questions about our degree programs, projected course offerings, and sample plans of study.

Mission Statement

The mission of the English program is to provide students with a bachelor's degree in English within a liberal arts tradition. The program introduces students to major literary works in English, teaches them the professional vocabulary of literary analysis and theory, and instructs them in the methods of research and interpretation. The program enables students to achieve goals relating both to career and to personal development.

Bachelor of Arts in English (Language and Literature)

See Degree Requirements section under the School of Humanities and Social Sciences.

1. 9 specified hours:

- ENG-L 202 Literary Interpretation (3 cr.)
- ENG-L 371 Critical Practices (3 cr.)
- ENG-L 495 Senior Seminar (3 cr.)

3. 27 credit hours (from the following categories):

- Literatures in English: Beginnings through 18th Century (3 cr.)
- Literatures in English: 19th Century (3 cr.)
- Literatures in English: 20th/21st Century (3 cr.)
- World/Gender/Multicultural Literature (3 cr.)
- English electives (prefixes L, W, G, or E) at the 200-level or above (15 cr.)

4. No more than 12 credit hours in the major may be at the 200 level.
5. In item 3 above, students may substitute one elective at the 300-level or above from a related field or discipline approved by a departmental advisor (literature in another language, history, film studies, African American studies, women's studies, folklore, new media communication, philosophy, etc.).
6. No grade in any of these courses may be lower than a C-.

Bachelor of Arts in English (Writing, Editing, and Media)

See Degree Requirements section under the School of Humanities and Social Sciences.

1. 9 specified hours:

- ENG-L 202 Literary Interpretation (3 cr.)
- ENG-L 371 Critical Practices (3 cr.)
- ENG-L 495 Senior Seminar (3 cr.)

3. 33 credit hours (from the following categories):

- Literatures in English: Beginnings through 18th Century (3 cr.)
- Literatures in English: 19th Century (3 cr.)
- Literatures in English: 20th/21st Century (3 cr.)
- World/Gender/Multicultural Literature (3 cr.)
- ENG-W 365 Theories and Practices of Editing (3 cr.)
- English writing electives (prefix W) at the 200-level or above (9 cr.)

(**Note:** Courses in journalism, grantwriting, and publishing may also fulfill the writing Electives requirement. Please see an academic advisor for details.)

- ENG-W 398 Internship in Writing (3 cr.)
- Digital media or journalism electives (6 cr.)* Please see an advisor for details.

***Note:** These courses may also be used to meet general education requirements in SHSS.

4. No more than 12 credit hours in the major may be at the 200 level.
5. In item 3 above, students may substitute one elective at the 300-level or above from a related field or discipline approved by a departmental advisor (literature in another language, history, film studies, African American studies, women's studies, folklore, new media, philosophy, etc.).
6. No grade in any of these courses may be lower than a C-.

Certificate in Spanish

Students can earn a certificate in Spanish by completing the Humanities and Social Sciences requirement of two years of Spanish and either S 275, Hispanic Culture and Conversation. or S 325, Oral Spanish for Teachers, plus one additional course at the 300-or-400 level.

Minors in English

English Literature Minor

The minor consists of 15 credit hours in literature, including

1. ENG-L 202 Literary Interpretation (3 cr.)
2. One of the following: ENG-E 301, ENG-E 302, ENG-E 303, ENG-E 304 (3 cr.)
3. Three 3-credit-hour, 200- to 400-level ENG-L or ENG-E courses
4. At least one elective course must be taken at the 300 level.

At least 9 credit hours of the above courses must be taken at IU Kokomo.

English Creative Writing Minor

Prerequisites: ENG-W 131 and ENG-W 132
Required Core Courses (9 hours)

- ENG-W 206 Introduction to Creative Writing (3 cr.)
- ENG-W 303 Poetry Writing (3 cr.)
- ENG-W 301 Fiction Writing (3 cr.)

Electives Courses (6 hours)

- ENG-W 311 Creative Nonfiction (3 cr.)
- ENG-W 315 Writing for the Web (3 cr.)
- ENG-W 395 Individual Study of Writing (3 cr.)
- ENG-W 398 Internship in Writing (0-3 cr.)
- ENG-W 215 Introduction to Rhetoric and Persuasion (3 cr.)

Professional Writing Minor

Required Core Courses (9 hours)

- ENG-W 231/321 Professional Writing (3 cr.)
- ENG-W 365 Technical Editing (3cr.)
- ENG-W 350 Advance Expository Writing

Electives (6 hours)

- ENG-W 215 Introduction to Rhetoric and Persuasion (3 cr.).
- ENG-W 311 Creative Non-Fiction (3 cr.)
- ENG-W 315 Writing for the Web (3 cr.)
- ENG-W 210 Literacy and Public Life (3 cr.)
- ENG-W 206 Introduction to Creative Writing (3 cr.)

Individualized English Minor

The Individualized English minor is designed for students who want to explore the full range of courses and experiences English has to offer, including courses in language and linguistics, creative writing, literature, cultural studies, film, rhetoric, and writing. The minor requires 15 credit hours with a C or better.

Required Courses

- ENG-L 202 Literary Interpretation (3 cr.)
- ENG-L, ENG-W, ENG-E 200 level or above. 2 courses (6 cr.)
- ENG-L, ENG-W, ENG-E 300 level or above. 2 courses (6 cr.)

Film Studies Minor

The Film Studies Minor can be earned with 18 credit hours.

Required:

- CMLT-C 190 Introduction to Film (3 cr.)

Choose 15 credits from the following courses:

- CMLT-C 390 Film and Society (3 cr.)
- CMLT-C 392 Genre Study in Film (3 cr.). May be repeated once for credit with a different topic.
- CMLT-C 491 Authorship in the Cinema (3 cr.)
- ENG-L 295 American Film Culture (3 cr.)
- ENG-L 395 British and American Film Studies (3 cr.)

Notes:

- At least 9 credit hours of the total 18 credit hours for the minor MUST be taken at the 300-level or above
- At least 9 credit hours of the total 18 credit hours for the minor MUST be taken at IU Kokomo
- Other film courses may be considered as fulfilling requirements in this minor program. Please consult a faculty member in the program.

Irish Studies Minor

The Irish Studies Minor introduces students to key themes in Irish historical and cultural development. It offers students a deeper understanding of the Irish post-colonial and immigrant experience, particularly the diasporic experience of the Irish in America and throughout the British Commonwealth. The minor also provides students with the opportunity to study issues in contemporary Ireland. The Irish Studies Minor is interdisciplinary in scope, offering courses in several disciplines.

The Irish Studies Minor requires 15 semester hours of courses with a significant Irish focus. Courses may come from different disciplines, but will only be accepted towards the minor when they deal with Irish topics. At least 9 of the required 15 hours must be completed at IU Kokomo. Students choose 15 credit hours from the following courses:

- ENG-L 335 Victorian Literature (3 cr.)
- ENG-L 346 Twentieth-Century British Fiction (3 cr.)
- ENG-L 366 Modern Drama: Irish Drama (3 cr.)
- ENG-L 369 Studies in British and American Authors (3 cr.)
- ENG-L 379 American Ethnic and Minority Literature (3 cr.)
- ENG-L 381 Recent Writing: Ireland (3 cr.)
- ENG-L 383 Studies in British or Commonwealth Culture (3 cr.)
- ENG-L 388 Studies in Irish Literature and Culture (3 cr.)
- ENG-L 431 Topics in Literary Studies (3 cr.)
- ENG-L 450 Seminar: Irish Authors (3 cr.)
- ENG-L 480 Seminar: Literature and History (3 cr.)
- HIST-H 425 Topics in History: Irish History (3 cr.)
- CMLT-C 392 Genre Study in Film: Ireland in Film and Literature (3 cr.)

Note: The Irish Studies Minor requires 15 semester hours of courses with a significant focus on Irish Studies. Courses may come from different disciplines, but will only

be accepted toward the minor when they deal with Irish Studies topics.

Spanish Minor

Prerequisite: SPAN-S204 Second Year Spanish II

Required: 12 Credit Hours

- SPAN-S311 Spanish Grammar (3cr.)
- SPAN-S312 Spanish Composition (3cr.)
- Either SPAN-S275 Hispanic Culture (3cr.) or SPAN-S325 Oral Spanish for Teachers (3cr.)
- One credit hour elective course in Spanish at the 300 or 400 level. Currently offered courses that meet this requirement include SPAN-S317 Spanish Coversation and Diction (3cr.), SPAN-S360 Introduction to Hispanic Literature (3cr.), and SPAN-S325 Oral Spanish for Teachers (3cr.)
- SPAN-S325 may not be used to satisfy more than one category.
- Other courses may be added to this list; consult a faculty member in Spanish or an academic advisor for more information.

English and Language Studies Courses Undergraduate

Classical Studies

CLAS-C 209 Medical Terms from Greek and Latin (2 cr.) This course introduces students to the process by which technical medical terms are formed.

Comparative Literature

CMLT-C 190 Introduction to Film (3 cr.) History of film and growth of cinematic techniques from Melies and the Lumiere brothers to the present. Topics such as adaptation, the visual image, genres, and the film as social document, and how they relate to the history and development of film art. Students will become familiar with the basic terminology and technical aspects of film study.

CMLT-C 390 Film and Society (3 cr.) P: CMLT-C 190 or consent of instructor. Film and politics; censorship; social influences of the cinema; and rise of the film industry.

CMLT-C 392 Genre Study in Film (3 cr.) P: CMLT-C 190 or consent of instructor. Problems of definition; the evolution of film genres such as criminal or social drama, comedy, the western, science fiction, horror, or documentary film; themes, subject matter, conventions, and iconography peculiar to given genres; relationship of film genres to literary genres. Focus is on one specific genre each time the course is offered. May be repeated once with different topic.

Versions of this course offered: "Summer Blockbusters," and "Film Noir."

East Asian Languages and Cultures

EALC-E 100 East Asia: An Introduction (3 cr.) Basic introduction to China, Japan, and Korea. Intended to help students understand the unique character of each of these three cultures within the general framework of East Asian civilization, comprehend the historical importance of the three countries, and appreciate the crucial role they play in the world today.

English

ENG-E 205 Introduction to the English Language (3 cr.) Acquaints the student with contemporary studies of the nature of language in general and of the English language in particular.

ENG-E 301 Literatures in English Medieval to 1600 (3 cr.) Representative study of British and American literature from Medieval through the 1600s

ENG-E 302 Literatures in English 1600-1800 (3 cr.) Representative study of British and American literature of the sixteenth through the eighteenth centuries in the context of transatlantic cultural developments.

ENG-E 303 Literatures in English 1800-1900 (3 cr.) 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.) 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 such as multiculturalism, gender, and identity.

ENG-G 301 History of the English Language (3-3 cr.) P: W131, W132 A study of the English Language from linguistic percursors to modern usage. 0

ENG-L 101 Western World Masterpieces I (3 cr.) Literary masterpieces from Homer to Chaucer. Aims to teach thoughtful, intensive reading and to introduce students to the aesthetic values of the classical literary heritage of Western literature.

ENG-L 102 Western World Masterpieces II (3 cr.) Literary masterpieces from Shakespeare to the present. Introduces the student to the literature of the modern world and its aesthetic and philosophical values. May be taken before ENG-L 101.

ENG-L 202 Literary Interpretation (3 cr.) Close analysis of representative texts (poetry, drama, fiction) designed to develop the art of lively, responsible reading through class discussion and writing of papers. Attention to literary design and critical method.

ENG-L 203 Introduction to Drama (3 cr.) Representative significant plays to acquaint students with characteristics of drama as a type of literature. Readings will include plays from several ages and countries.

ENG-L 204 Introduction to Fiction (3 cr.) Representative works of fiction; structural techniques in the novel. Novels and stories from several ages and countries. A recent offering of this course was: "Monsters and the Monstrous."

ENG-L 205 Introduction to Poetry (3 cr.) Kinds, conventions, and elements of poetry in a selection of poems from several historical periods.

ENG-L 207 Women and Literature (3 cr.) Issues and approaches to the critical study of women writers and their treatment in British and American literature.

ENG-L 209 Topics in American Literature and Culture (3 cr.)

Selected works of American literature in relation to a single cultural problem or theme. Topics will vary from semester to semester.

Previous versions of this variable topics class includes: "American Southern Literature," "Modern American Drama," "American Horror Story," and "The Great American Novel."

ENG-L 220 Introduction to Shakespeare (3 cr.) Rapid reading of at least a dozen of Shakespeare's major plays and poems. May not be taken concurrently with ENG-L 313 or ENG-L 314.

ENG-L 225 Introduction to World Masterpieces (3 cr.) Representative masterpieces in all genres from world literature of any period.

ENG-L 230 Science Fiction (3 cr.) Study of the kinds, conventions, and theories of science fiction. Course may include both literature (predominantly British and American) and film.

ENG-L 295 American Film Culture (3 cr.)
Film in relation to American culture and society. Topic varies. Works of literature may be used for comparison, but the main emphasis will be on film as a narrative medium and as an important element in American culture.

Recent versions of this variable topics course include: "The Art of Adaptation," and "The Great Directors."

ENG-L 315 Major Plays of Shakespeare (3 cr.) A close reading of a representative selection of Shakespeare's major plays.

ENG-L 331 Studies in 19th Century British Literature (3 cr.) British authors; groups of authors; genres and modes. Topic varies.

ENG-L 332 Romantic Literature (3 cr.) 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.) Major poetry and prose, studied against social and intellectual background of the period.

ENG-L 346 Twentieth-Century British Fiction (3 cr.) Modern fiction and its techniques and experiments. Particular emphasis is on Joyce, Lawrence, and Woolf; some later novelists may be included.

ENG-L 347 British Fiction to 1800 (3 cr.) 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.) 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.) Broad survey of American writers in Colonial, Revolutionary, and Republican periods.

ENG-L 351 Critical and Historical Study of American Literature I (3 cr.) American writers to 1865. Emerson, Hawthorne, Melville, Whitman, and two or three additional major writers.

ENG-L 352 Critical and Historical Study of American Literature II (3 cr.) American writers 1865-1914: Twain, Dickinson, James, and two or three additional major writers.

ENG-L 553 Studies in Literature (3 cr.) Variable topics at the graduate level related to the study of literature.

ENG-L 354 American Literature Since 1914 (3 cr.) American writers since 1914: Faulkner, Hemingway, Eliot, Frost, and two or three additional major writers.

ENG-L 355 American Fiction to 1900 (3 cr.) Survey of representative nineteenth century American novels, with emphasis on works of Cooper, Hawthorne, Melville, Twain, James, and Dreiser.

ENG-L 357 Twentieth-Century American Poetry (3 cr.) American poetry since 1900, including such poets as Pound, Eliot, Frost, Stevens, Williams, and Lowell.

ENG-L 358 Twentieth-Century American Fiction (3 cr.) American fiction since 1900, including such writers as Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, and Bellow.

ENG-L 366 Modern Drama: English, Irish, American, and Post-Colonial (3 cr.) Shaw, Synge, O'Neill, and other significant dramatists, such as Harold Pinter, Edward Albee, August Wilson, Athol Fugard, and Wole Soyinka.

ENG-L 369 Studies in British and American Authors (3 cr.)
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. May be repeated once for credit.

Previous versions of this variable topics class include: Kurt Vonnegut, What Hitchcock Saw: Stories That Inspired the Films, Love and Marriage in Jane Austen and Oscar Wilde, WWII and Asian American Films, Performing Shakespeare, and Wit and Humor in Literature.

ENG-L 371 Critical Practices (3 cr.) P: ENG-L 202. Study of and practice in critical methodologies; can be focused on specific topics; may be repeated once for credit by departmental permission.

ENG-L 378 Studies in Women and Literature (3 cr.) British and American authors such as George Eliot, Gertrude Stein; groups of authors such as the Brontë sisters, recent women poets; or genres and modes such as autobiography, film, and criticism. Topics will vary from semester to semester.

ENG-L 379 American Ethnic and Minority Literature (3 cr.) A survey of representative authors and of works of American ethnic and minority literature, with a primary focus on African-American, Hispanic, and American-Indian literature.

ENG-L 381 Recent Writing (3 cr.)
Selected writers of contemporary significance. May include groups and movements such as black writers, poets of projective verse, new regionalist, para-journalists and other experimenters in pop literature, folk writers, and distinctly ethnic writers; several recent novelists, poets,

or critics; or any combination of groups. May be repeated once for credit.

Recent versions of this variable topic class includes "Recent Hispanic Literature," and "Modern Irish Literature."

ENG-L 388 Studies in Irish Literature and Culture (3 cr.) An intensive classroom and on-site study of Irish culture and the literature it has produced. A recent version of this course was "Ireland in Film."

ENG-L 390 Children's Literature (3 cr.) Historical and modern children's books and selections from books. Designed to assist future teachers, parents, or others in selecting the best in children's literature for each period of the child's life.

ENG-L 391 Literature for Young Adults (3 cr.) Study of books suitable for junior high and high school youths. Special stress on works of fiction dealing with contemporary problems; but also including modern classics, biography, science fiction, and other areas of interest to young adults.

ENG-L 395 British and American Film Stds (3 cr.) Intensive study of specific topics related to film narratives; emphasis on American or British film as a cultural phenomenon. Topic varies. A recent version of this course was "Film Scores."

ENG-L 406 Topics in African-American Literature (3 cr.) Focuses on a particular genre, time, and period. Topics may include 20th-century African- American women's novels, black male identity in African-American literature, or African-American autobiography. May be repeated once for credit with different focus.

ENG-L 431 Topics in Literary Study (3 cr.) Studies in individual authors, groups of authors, movements, themes, modes, or genres. A recent version of this variable topics class was: "Graphic Novels."

ENG-L 433 Conversations with Shakespeare (3 cr.) An interdisciplinary and intertextual study of Shakespeare's work and its influence to the present day. Students will compare Shakespeare texts with latter day novels, plays, poems, and films that allude to or incorporate some aspect of Shakespeare's art.

ENG-L 450 Seminar: British and American Authors (3 cr.) Intensive study of a major author or a school, or closely-related authors.

ENG-L 495 Individual Reading in English (1-3 cr.) P: Consent of instructor and department chair. May be repeated once for credit.

ENG-W 131 Reading, Writing, Inquiry 1 (3 cr.) Offers instruction and practice in the reading, writing, and critical thinking skills required in college. Emphasis is on written assignments that require summary, synthesis, analysis, and argument.

ENG-W 132 Elementary Composition II (3 cr.) P: ENG-W 131. Continuation of ENG-W 131, with emphasis on writing from secondary sources: research, evaluation of evidence, and documentation. Introduces both MLA and APA documentation styles.

ENG-W 202 English Grammar Review (1 cr.) Provides basic understanding of grammatical terms and principles sufficient to enable students to edit their own prose with confidence. No prior knowledge of grammar is assumed or required.

ENG-W 206 Creative Writing (3 cr.) P: Sophomore standing and consent of the instructor in advance of registration. Exploratory course in imaginative writing: fiction, poetry, and drama.

ENG-W 210 Literacy and Public Life (3 cr.) P: W 131 C: W 132 This multidisciplinary survey course explores the intersections between different conceptions of literacy (i.e., cultural, political, technological) and the significant, formative narratives of American public life both past and present. Past topics include "The American Dream: A Multidisciplinary Journey from Jay Gatsby to Jay-Z."

ENG-W 231 Professional Writing Skills (3 cr.) P: ENG-W 131. This course helps students in any field develop writing skills appropriate for situations and tasks encountered in workplace and organizational settings. Course assignments and activities emphasize the role of professional writing and the importance of developing professional writing skills, emphasizing documents done in the world of work, such as letters, memos, reports, proposals, etc. Credit will not be given for both ENG-W 231 and ENG-W 321.

ENG-W 301 Writing Fiction (3 cr.) P: Consent of instructor. Writing workshop. May be repeated once for credit.

ENG-W 303 Writing Poetry (3 cr.) P: Submission of acceptable manuscript to instructor in advance of registration. R: W 103 or W 203.

ENG-W 321 Advanced Technical Writing (3 cr.) P: ENG-W 131. Instruction in preparing engineering and other technical proposals and reports, with an introduction to the use of graphics. Credit will not be given for both ENG-W 231 and ENG-W 321.

ENG-W 311 Creative Nonfiction (3 cr.) P: completion of 100-level writing requirements. Study and practice of the essay utilizing creative writing techniques. Genres such as memoir, personal essay, nature essay, segmented essay, critical essay, and literary journalism will be studied.

ENG-W 350 Advanced Expository Writing (3 cr.) P: Completion of English composition requirement. Close examination of assumptions, choices, and techniques that go into a student's own writing and into the writing of others.

ENG-W 365 Theories and Practices of Editing (3 cr.) P: ENG-W 131. Students examine the workplace roles of editors while developing their own editing skills. Topics include editorial practices, style, grammar, ethics, and resources for editing.

ENG-W 368 Research Materials and Methods (3 cr.) P: ENG-W 131. Introduction to information sources and research methods in English studies, textual studies, and digital humanities. Explores databases, concordances, bibliographies, archives, electronic text editing, text encoding and analysis, and other online and library sources. Emphasis on locating, analyzing, and evaluating

relevant and credible sources as the basis for effective research.

ENG-W 395 Individual Study of Writing (3 cr.) This class is a variable topics course focusing on creative writing in a wide variety of forms. A recent version of this course was "Writing Novels."

ENG-W 398 Internship in Writing (0-3 cr.) P: Consent of instructor. Internship in the Writing Center, designated IU Kokomo offices, or other arranged settings. Focus on writing, the teaching of writing, and writing-related tasks. Apply during semester prior to desired internship.

ENG-W 400 Issues in Teaching Writing (3 cr.) Focuses on the content of rhetoric and composition and considers fundamental theoretical and practical issues in the teaching of writing. Reviews rhetorical and compositional principles that influence writing instruction, textbook selection, and curriculum development.

ENG-W 411 Directed Writing (1-3 cr.) Individualized project assigned by instructor consenting to direct it. Individual critical projects worked out with director. Credit varies with scope of project.

ENG-L 498 Internship in English (0-3 cr.) P. Major standing, minimum GPA of 3.0, 12 credit hours in English at 200 level or above (including ENG-L 202), prior arrangement with faculty member or editor. Supervised experience in various English department positions, in editing, or in approved work setting. May be repeated once for a maximum of 6 credit hours; only 3 credit hours may count toward the major.

Folklore

FOLK-F 101 Introduction to Folklore (3 cr.) A view of the main forms and varieties of folklore and folk expression in tales, ballads, myth, legends, beliefs, games, proverbs, riddles, and traditional arts and crafts. The role of folklore in human society.

French

FREN-F 111 Elementary French I (4 cr.) Drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary. Includes elements of French culture.

FREN-F 112 Elementary French II (3 cr.) P: FREN-F 111 or equivalent. Continuation of FREN-F 111. Drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary. Includes elements of French culture.

FREN-F 203 Second Year French I (3 cr.) P: FREN-F 112 or equivalent. Composition, conversation, and grammar coordinated with the study of expository and literary texts.

FREN-F 204 Second Year French II (3 cr.) P: FREN-F 203 or equivalent. Continuation of FREN-F 203. Composition, conversation, and grammar coordinated with the study of expository and literary texts.

FREN-F 260 French Lit & Civilization (3 cr.) Readings of representative literature from period chosen, their political, social and philosophical background, and parallel trends in the arts and music. Lectures in English. Readings in English.

German

GER-G 111 Elementary German I (4 cr.) Intensive introduction to present-day German with drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary.

GER-G 112 Elementary German II (4 cr.) P: GER-G 111 or equivalent. Continuation of GER-G 111. Intensive introduction to present-day German with drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary.

GER-G 203 Second Year German I (3 cr.) P:GER-G 112 or equivalent. Intensive review of important structural problems and vocabulary primarily through the reading and discussion of modern German fiction and nonfiction.

GER-G 204 Second Year German II (3 cr.) P: GER-G 203 or equivalent. Continuation of GER-G 203 Intensive review of important structural problems and vocabulary primarily through the reading and discussion of modern German fiction and nonfiction.

GER-G 306 Introduction to German Literature (3 cr.) P: GER-G 204 or equivalent. Study of a single literary theme (such as music, generational conflict, love, revolution) as represented in two or more periods. Conducted in German.

GER-G 363 Introduction to German Cultural History (3 cr.) P: GER-G 204 or equivalent. A survey of the cultural history of German-speaking countries, with reference to its social, economic, and political context.

Spanish

SPAN-S 111 Elementary Spanish I (4 cr.) Intensive introduction to present-day Spanish, with drills for mastery or phonology, basic structural patterns, and functional vocabulary.

SPAN-S 112 Elementary Spanish II (4 cr.) P: SPAN-S 111 or equivalent. Continuation of SPAN-S 111. Intensive introduction to present-day Spanish, with drills for mastery or phonology, basic structural patterns, and functional vocabulary.

SPAN-S 160 Spanish for Health Care Personnel (3 cr.) This course examines the approach to attending live performances including opera, symphony, theatre, and dance. Topics include protocol and traditions of the audience, criteria for critical listening, and discrimination of basic elements of performance. Students will attend live performances, engage in discussions of performances by genre, and develop critical listening skills.

SPAN-S 203 Second-Year Spanish I (3 cr.) P: SPAN-S 112 or equivalent. Intensive drill reviewing important structural and vocabulary problems, coordinated with literary readings.

SPAN-S 204 Second-Year Spanish II (3 cr.) P: SPAN-S 203 or equivalent. Continuation of SPAN-S 203. Discussions in Spanish of contemporary Spanish literature. Practice in composition both semesters.

SPAN-S 275 Hispanic Culture and Conversation (3 cr.) Practice of language skills through reading and discussion of Hispanic culture. Discusses facets of popular culture, diversity of the Spanish speaking world, and themes

of social and political importance. Prior knowledge of Spanish not required.

SPAN-S 311 Spanish Grammar (3 cr.) P: SPAN-S 204 or equivalent. This course is designed to integrate the four basic language skills into a review of the major points of Spanish grammar. Course work will combine grammar exercises with brief controlled compositions based on a reading assignment and class discussion in Spanish. Sentence exercises will be corrected and discussed in class.

SPAN-S 312 Written Composition in Spanish (3 cr.) P: SPAN-S 204 or equivalent. This course integrates the four basic language skills into a structured approach to composition. Some review of selected points of Spanish grammar will be included. Each student will write a weekly composition, increasing in length as the semester progresses. Emphasis will be on correct usage, vocabulary building, and stylistic control.

SPAN-S 317 Spanish Conversation and Diction (3 cr.) P: SPAN-S 204 or equivalent. Practice of conversation in Spanish with emphasis on pronunciation, vocabulary development, and fluency.

SPAN-S 325 Spanish for Teachers (3-4 cr.) Focuses on major problem areas of teaching Spanish. Includes review, exercises, and work in pronunciation accompanied by intensive individual practice.

SPAN-S 360 Introduction to Hispanic Literature (3 cr.) Study of literature in Spanish.

Bachelor of Arts in Humanities, Performing Arts Concentration

The Bachelor of Arts in Humanities Performing Arts Concentration provides students with experience and education in theatre and music. The requirements, which differ from the normal Humanities degree described above, are flexible so that students can choose courses that reflect their personal or professional interests, such as their instrument of choice.

Concentration Requirements (31 Cr.)

Courses applied to general education or distribution may not be counted toward the concentration. Courses counted towards the concentration must be taken for a letter grade. At least 36 hours of the curriculum must be at the 300 level or higher, including 15 at the 300 level of the major. Minimum requirements: 31 hours in music/theatre, at least 15 hours at the 300 level or higher. Students may focus in either Music Performance or Theatre Performance.

Curriculum

Required Courses (12)

THTR 100 Introduction to Theatre (3)

THTR 120 Acting I (3)

MUS T113 Music Theory I or MUS T114 Music Theory II (3)

MUS M201 Literature of Music I (3)

Music Performance - The following courses plus electives to equal 18 hours

At least 4 semesters of applied lessons at 300 level or higher

Choose from piano, voice, guitar, trumpet, low brass, percussion or see Director of Music regarding lessons on other instruments.

MUS B 340 Low Brass (2)

MUS B 320 Trumpet (2)

MUS V 300 Undergrad Voice (2)

MUS D 300 Percussion Undergrad (2)

MUS P 300 Piano Undergrad (2)

MUS L 300 Guitar Undergrad (2)

At least 4 semesters Performance ensemble

MUS –X40 Concert Band / Orchestra (1)

MUS X70 Cougar Choir (1)

Theater Performance - The following courses plus electives to equal 18 hours

ENG L220 Introduction to Shakespeare (3)

THTR T220 Acting II (3)

THTR T311 Introduction to Movement for the Theatre (3)

THTR T349 Practicum (3) (Performance in stage production is required)

Capstone Project (1)

(Choose 1)

MUS-U320 Music Capstone

THTR T483 Theatre Capstone

Elective Courses (or any classes from Music or Theatre)

MUS T114 Music Theory II (3)

MUS T115 Music Theory III (3)

MUS G361 Elementary Conducting Techniques (3)

MUS R472 Vocal Performance Workshop (may repeat) (3)

ENG L202 Introduction to Drama (3)

ENG L220 Introduction to Shakespeare (3)

HUMA U102 Introduction to Humanities: The Live Performance (3)

THTR T115 Oral Interpretation (3)

THTR T340 Directing I (3)

THTR T400 Arts Management (3)

MUS-Z 320 Advanced Special Topics in Music for non-majors (3)

(varies, may include World Music, Piano Pedagogy, Brass Methods, Percussion Methods, diction for singers, vocal pedagogy) *

*Students with voice as their instrument must take Vocal Pedagogy and Diction for Singers when it is offered.

Bachelor of Arts in Humanities

The Bachelor of Arts in Humanities prepares students to pursue a special interest in one or more humanities disciplines, prepare themselves for graduate or professional study, or develop analytical and expressive skills valuable in many careers. Because the major includes few required courses, the student is free to select those advanced courses that reflect personal or professional interests. A student selects courses with the continuing assistance of a faculty advisor.

Mission Statement
The mission of the humanities program is to provide students with a bachelor's degree in the liberal arts. The program introduces students to a variety of disciplines that study artistic, cultural, and philosophical achievements. In these disciplines, students learn the professional vocabulary of analysis and interpretation and the methods of research and criticism. The program enables students to achieve goals relating both to career and to personal development.

Objectives Students in the program will:

- gain in-depth experience of at least one humanities subject;
- become familiar with a variety of methods and subject areas within the humanities;
- gain an appreciation of what is shared by humanities subjects, in particular the ways "texts," broadly construed, are studied in more than one humanities subject
- acquire latitude in devising a program that addresses their particular needs

Requirements

1. See "Degree Requirements" section under "School of Humanities and Social Sciences"
2. 36 credit hours of Humanities Department course at the 200 level or above within the major
3. No grade lower than a C- will count toward the degree.
4. Students must complete the requirements of a minor in a humanities field (15-18 cr.).
5. Students will choose 3-6 credit hours in humanities electives within the major (3-6 cr.).
6. Students must complete the Capstone course which meets concurrently with ENG-L 495 (3 cr.).
7. Students must take four (4) 300-400 level courses in addition to courses used to satisfy their chosen humanities minor. Each of these 4 courses must come from a different category of those listed below (12 cr.)

- Communication
- English
- Theater and Music
- Languages (note: A course taken from this area would need to be in addition to courses the student uses to meet the School of Humanities and Social Sciences requirements or campus General Education Requirements.)
- New Media and Studio Art
- Philosophy, Religion and Gender

Department of Communication and Performing Arts

Chair: Chris Darr

Associate Professors: Darr, McLean

Assistant Professors: Doss

Senior Lecturers: Kaiser

Lecturers: Grice

Majors/Minors

Bachelors Degrees

- Bachelor of Arts in Communication
- Bachelor of Science in Communication
- Bachelor of Arts in Humanities
- Bachelor of Arts in Humanities, Performing Arts Concentration

Minors

- Communication Minor
- Theatre Minor
- Music Minor

Courses

Undergraduate Courses

Bachelor of Arts in Communication

The Bachelor of Arts in Communication is appropriate for students seeking employment in various fields, including public communication, public relations, journalism, and other fields that require writing, research, and presentational proficiency. Other careers include integrated marketing communications, corporate and public sector consulting, speech writing, publicity, community relations, public affairs, government, public and social service, news reporting, radio, sports marketing, media relations, editing or writing for various media, business and industrial communication. The B.S. is also appropriate for those students seeking to enter a graduate program in communication.

The Bachelor of Arts in Communication prepares individuals for the communication demands of social and professional life through a broad-based liberal arts program studying the nature, processes, and effects of messages. The degree also prepares students to communicate in varied channels and contexts of contemporary communication, analyze communication messages of multiple forms and styles, communicate ethically, and employ the theory and methods of the field while appreciating the history and content of the discipline.

The Bachelor of Arts differs from the Bachelor of Science by incorporating a broader focus in the liberal arts and by providing more freedom in course selection. The degree consists of 42 hours of coursework.

General Requirements

- Students must complete the School of Humanities and Social Sciences Bachelor of Arts Degree Requirements and all Indiana University Kokomo graduation requirements.
- A minor is not required but is strongly encouraged.

- All courses require a C- or higher to count toward the major.

Part 1: Core (24 credit hours)

The core of the Communication curriculum grounds graduates in the theoretical and applied nature of the discipline, culminating in a capstone project in the Senior Seminar. All Communication majors must complete each of the following courses:

- JOUR-C 200 Introduction to Mass Communication
- SPCH-S 122 Interpersonal Communication
- SPCH-C 321 Persuasion
- SPCH-C 380 Organizational Communication
- SPCH-C 480 Communication Theory
- SPCH-S 400 Senior Seminar
- SPCH-S 427 Cross Cultural Communication
- SPCH-C 315 Internship

Part 2: Electives (6 credit hours)

Students must choose two of the following three courses:

- SPCH-C 393 Communication Research Methods
- SPCH-C 325 Interviewing
- SPCH-C 255 Social Media Strategies

Part 3: Concentration (12 credit hours)

The final component of the B.A. in Communication is the concentration. These concentrations build upon the core and experiential components of the degree by providing students with a focused area of study. Students must complete each course in the chosen concentration, and will choose from the following:

1. **Public Communication:** The Public Communication concentration focuses on developing students' presentational skills and is designed to prepare them for careers in business, government, marketing, sales, advertising, speech writing, and other careers in which oral and written communication skills are essential.

    - SPCH-S 228 Argumentation and Debate
    - SPCH-C 444 Political Communication
    - SPCH-S 201 Communicating in Public
    - SPCH-C 354 Cyberculture and Community OR COMM-C 394 Communication and Conflict

2. **Journalism:** The Journalism concentration develops student writing, editing, layout and photography skills, teaching students the journalism basics of reporting and editing. Students are encouraged to combine their understanding of core skills in the profession with online media and their own unique interests to better prepare them for a market which demands great breadth and sensitivity to the intersections between social issues, human nature and technology.

    - JOUR-J 200 Reporting, Writing, & Editing I
    - JOUR-J 201 Reporting, Writing, & Editing II
    - NMAT-D 257 Graphic Design I OR NMAT-D 216 Studio in Digital Media I
    - SPCH-C 382 Social Media Campaigns OR JOUR-J 344 Photojournalism

3. **Public Relations/Corporate Communications:** The Public Relations/Corporate Communications concentration prepares students to strategically manage communication resources for both profit and nonprofit organizations. Coursework prepares students to enhance a corporation's image and reputation, monitor and resolve its issues, influence relevant attitudes and opinions, in efforts to adapt the organization to its environment and the environment to the organization. Grounded in communication theory and the four step process, students will enhance their writing and planning skills and learn a variety of communication formats and media techniques for relating to diverse publics.

    - SPCH-S 233 Intro to Public Relations
    - SPCH-S 333 Public Relations Writing
    - SPCH-C 391 Public Relations Campaigns
    - SPCH-C 354 Cyberculture and Community OR SPCH-C 382 Social Media Campaigns

Bachelor of Science in Communication

The Bachelor of Science in Communication is appropriate for students seeking employment in various fields, including public communication, public relations, journalism, and other fields that require writing, research, and presentational proficiency. Other careers include integrated marketing communications, corporate and public sector consulting, speech writing, publicity, community relations, public affairs, government, public and social service, news reporting, radio, sports marketing, media relations, editing or writing for various media, business and industrial communication. The B.S. is also appropriate for those students seeking to enter a graduate program in communication.

Students who complete the Bachelor in Science Degree in Communication will have broad knowledge of communication and an in-depth understanding of various forms of writing and research within the academic discipline and related professions. They will have experience conducting and presenting research in both written and oral formats.

The Bachelor of Science differs from the Bachelor of Arts by adding more coursework in the discipline. It will also require students to take a related minor, where the B.A. does not. The degree consists of 48 hours of coursework.

General Requirements

- Students must complete the School of Humanities and Social Sciences Bachelor of Science Degree Requirements and all Indiana University Kokomo graduation requirements.
- Students must complete a related minor approved by the Communication Faculty.
- All courses require a C- or higher to count toward the major.

Part 1: Core (33 credit hours)

The core of the Communication curriculum grounds graduates in the theoretical and applied nature of the discipline, culminating in a capstone project in the Senior Seminar. All Communication majors must complete each of the following courses:

- JOUR-C 200 Introduction to Mass Communication
- SPCH-S 122 Interpersonal Communication
- SPCH-C 321 Persuasion

- SPCH-C 380 Organizational Communication
- SPCH-C 480 Communication Theory
- SPCH-S 400 Senior Seminar
- SPCH-S 427 Cross Cultural Communication
- SPCH-C 315 Internship
- SPCH-C 393 Communication Research Methods
- SPCH-C 325 Interviewing
- SPCH-C 255 Social Media Strategies OR any other Communication course at 200-level or above

Part 2: Concentration (15 credit hours)

The Communication concentrations build upon the core and experiential components of the degree by providing students with a focused area of study. Students must complete each course in the chosen concentration, and will choose from the following:

1. **Public Communication:** The Public Communication concentration focuses on developing students' presentational skills and is designed to prepare them for careers in business, government, marketing, sales, advertising, speech writing, and other careers in which oral and written communication skills are essential.
    - SPCH-S 228 Argumentation and Debate
    - SPCH-C 444 Political Communication
    - SPCH-S 201 Communicating in Public
    - SPCH-C 354 Cyberculture and Community
    - COMM-C 394 Communication and Conflict
2. **Journalism:** The Journalism concentration develops student writing, editing, layout and photography skills, teaching students the journalism basics of reporting and editing. Students are encouraged to combine their understanding of core skills in the profession with online media and their own unique interests to better prepare them for a market which demands great breadth and sensitivity to the intersections between social issues, human nature and technology.
    - JOUR-J 200 Reporting, Writing, & Editing I
    - JOUR-J 201 Reporting, Writing, & Editing II
    - NMAT-D 257 Graphic Design I
    - NMAT-D 216 Studio in Digital Media I OR JOUR-J 344 Photojournalism
    - SPCH-C 382 Social Media Campaigns OR SPCH-S 333 Public Relations Writing
3. **Public Relations/Corporate Communications:** The Public Relations/Corporate Communications concentration prepares students to strategically manage communication resources for both profit and nonprofit organizations. Coursework prepares students to enhance a corporation's image and reputation, monitor and resolve its issues, influence relevant attitudes and opinions, in efforts to adapt the organization to its environment and the environment to the organization. Grounded in communication theory and the four step process, students will enhance their writing and planning skills and learn a variety of communication formats and media techniques for relating to diverse publics.
    - SPCH-S 233 Intro to Public Relations
    - SPCH-S 333 Public Relations Writing
    - SPCH-C 391 Public Relations Campaigns
    - NMAT-D 257 Graphic Design I
    - SPCH-C 354 Cyberculture and Community OR SPCH-C 382 Social Media Campaigns

Minors in Communication and Performing Arts

Students may complete minors in the areas listed below.

Communication Minor

The minor consists of 15 credit hours. Depending on course offerings, students may have an opportunity to take a special topics communication course which is not part of the course listing below. If students would like to petition to have a communication course not listed above included as part of their minor, they should contact the Communication faculty directly.

Required Courses (6 credit hours)

- SPCH-C 321 Persuasion
- SPCH-C 480 Communication Theory

Electives (9 credit hours)

In addition to the required courses, students may select any 9 credits from the following course options (at least 6 of these 9 credits must be at or above the 300-level).

- JOUR-C 200 Introduction to Mass Communication
- JOUR-J 200 Reporting, Writing, & Editing I
- JOUR-J 201 Reporting, Writing, & Editing II
- SPCH-S 122 Interpersonal Communication
- SPCH-S 201 Communicating in Public
- SPCH-S 223 Business and Professional Communication
- SPCH-S 228 Argumentation and Debate
- SPCH-S 233 Introduction to Public Relations
- SPCH-S 333 Public Relations
- SPCH-S 427 Cross-Cultural Communication
- SPCH-C 255 Social Media Strategies
- SPCH-C 325 Interviewing Principles and Practices
- SPCH-C 354 Cyberculture and Community
- SPCH-C 380 Organizational Communication
- SPCH-C 382 Social Media Campaigns
- SPCH-C 391 Seminar (any special topics class, such as Public Relations Campaigns)
- SPCH-C 393 Communication Research Methods
- SPCH-C 444 Political Communication
- COMM-C 394 Communication and Conflict

Theatre Minor

The theatre minor is designed for students to complement their major and enhance their experience and interest in theatre. Students should attempt to take courses in sequence; from the introductory classes through the upper level courses, culminating with a Capstone course in their senior year. The minor consists of 19 credit hours.

Core (9 Credit hours)

- THTR T100 Introduction to Theatre (3)
- THTR-T120 Acting I (3)
- THTR-T220 Acting II (3)

Electives (9 Credit Hours)

Students select 9 credits from among the following:

- THTR-T115 Oral Interpretation (3)
- THTR-T320 Acting III (3)
- THTR-T349 Practicum (Project/Play Production) (3)
- THTR T340 Directing I (3)
- THTR T400 Arts Management (3)

Capstone (1 Credit Hour)

- THTR T483 Capstone

Music Minor

The music minor allows students to pursue an interest in music as an enhancement to other degrees, leading students through a sequence of courses exploring the scope of music in introductory and upper level courses and culminating in a capstone experience highlighting the student's achievements. The minor consists of 21 credit hours.

Core Courses (6 credit hours)

- Music Theory/Ear Training (3 credit hours)
  - MUS-T 113 Music Theory I (no music theory background) (3 cr.)
  - ***or***
  - MUS-T 114 Music Theory II (know some music theory) (3 cr.)

- Music History (3 credit hours)
  - MUS-M 201 Literature of Music I (3 cr.)

Applied Music (6 credit hours)

Students select 6 credits from among the following:

- MUS-L 100 Beginning Guitar (2 cr.)
- MUS-P 100 Piano (2 cr.)
- MUS-P 300 Piano (2 cr.)
- MUS-V 300 Voice (2 cr.)
- MUS-L 300 Guitar (2 cr.)

Ensemble Performance (5 credit hours)

- MUS-X 040 Instrumental Ensemble: Band (2 cr.) (can be repeated–no limit)
  - Concert Band or Jazz Band

- MUS-X 070 University Choral Ensemble (1 cr.) (can be repeated–no limit)

Electives from Music Offerings (3 credit hours)

Students select 3 credits from among the following:

- MUS-Z 201 History of Rock 'n' Roll Music (3 cr.)
- MUS-Z 320 Advanced Special Topics in Music (3 cr.)
- MUS-G 361 Elementary Conducting Techniques (3 cr.)
- MUS-Z 373 The American Musical: Context and Development (3 cr.)
- MUS-R 472 Vocal Performance Workshop II (3 cr.)
- NMAT-D 336 Sound in Context: Audio for Film, Video & Interaction (3 cr.)

Capstone (1 credit hour)

This course should be taken senior year.

- MUS-U 320 Seminar: Capstone (1 cr.)

Communication and Performing Arts Courses Undergraduate

Communication Arts

COMM-C 394 Communication and Conflict (3 cr.) Analyzes conflict as a form of interaction. Examines approaches/perspectives to the study of conflict, the nature of power, face saving and contentious behaviors. Specific contexts include relational, marital, group and organizational. Special attention to bargaining and mediation.

Humanities

HUMA-U 102 Introduction to Modern Humanities: The Live Performances (3 cr.) This course examines the approach to attending live performances including opera, symphony, theatre, and dance. Topics include protocol and traditions of the audience, criteria for critical listening, and discrimination of basic elements of performance. Students will attend live performances, engage in discussions of performances by genre, and develop critical listening skills.

HUMA-U 103 Introduction to Creative Arts (3 cr.) An interdisciplinary course that brings together music, art, dance, theatre, cinema, and storytelling into a cohesive, comprehensive, and thematic study of the interrelationships of the fine arts.

Journalism

JOUR-C 200 Introduction to Mass Communications (3 cr.) Survey of functions, responsibilities, and influence of various mass communications media. Directed toward the consumer and critic of mass media in modern society.

JOUR-J 200 Reporting, Writing, & Editing I (3 cr.) Working seminar stressing the creation of journalistic stories for diverse audiences. Students will learn to develop story ideas, gather information, combine visual and verbal messages, and to write and edit news.

JOUR-J 343 Broadcast News (3 cr.) Techniques of gathering, analyzing, and writing news and features for broadcast. Practice in interviewing, observation, and use of documentary references that include computer information retrieval and analysis skills.

JOUR-J 201 Reporting, Writing, & Editing II (3 cr.) P: JOUR-J 200. Working seminar focused on the strengthening of basic journalism skills, including in-depth reporting, editing, and multimedia presentations. Creativity, cooperation and critical thinking are used to shape effective messages for diverse audiences.

JOUR-J 344 Photojournalism Reporting (3 cr.) This is an intermediate photojournalism course focusing on the basics of light, camera operation, and the use of the digital darkroom. It includes instruction in spot news and feature photography as well as instruction in ethics, privacy, and law.

Music

MUS-M 174 Music for the Listener (3 cr.) How to listen to music, art of music and its materials, instrument and musical forms.

MUS-T 110 Rudiments of Music (3 cr.) Entry level class for students interested in how music works. The class

deals with the fundamentals of notation, ear training, and music reading. Melody and harmony are explored.

MUS-U 110 Special Topics in Music (2 cr.) Various topics from semester to semester.

MUS-X 070 University Choral Ensemble (1 cr.)

MUS-X 040 Instrumental Ensemble: Band (2 cr.) This course may be taken for up to 8 credit hours with different topics.

MUS-Z 201 History of Rock 'n' Roll Music (3 cr.) A history and appreciation of rock's classic era. The course begins with the 1964 British Invasion, which signaled the arrival of rock's second generation. Examines the major musical figures and social issues (civil rights struggle, the war in Vietnam) of the 1960s.

MUS-Z 373 The American Musical: Context and Development (3 cr.) The origins of the American Musical: its societal impact and its development from vaudeville and European operetta to the rock musicals of today.

Speech

SPCH-C 205 Introduction to Oral Interpretation (3 cr.) Basic principles and practice in analysis and reading of selections from prose, poetry, and drama. Public presentation of programs. Lecture and recitation.

SPCH-C 321 Persuasion (3 cr.) P: SPCH-S 121 or equivalent. Motivational appeals in influencing behavior, psychological factors in speaker-audience relationship, principles and practice of persuasive speaking. Lecture and recitation.

SPCH-C 325 Interviewing Principles and Practices (3 cr.) P: SPCH-S 121 or equivalent. Study and practice of methods used in business and industrial interviews, emphasis on the logical and psychological bases for the exchange of information-attitudes. Lecture and recitation.

SPCH-C 380 Organizational Communication (3 cr.) The application of communication theory and research to the study of communication within the formal organization. Communication behavior is examined in a variety of organizational settings: interpersonal, small group, and inter-organizational units.

SPCH-C 391 Topics Course (1-8 cr.) Current topics in use include: **Seminar** (1–3 cr.) P: consent of instructor. Topic announced in prior semester; oriented to current topics in communication and theatre; readings, projects, and papers as indicated by the topic and instructor. May be repeated up to a total of 8 credit hours.Topics currently in use are: **Public Relations Campaigns** (1–3 cr.) This course teaches students public relations theories, methods, and practice. Working in teams, students design and place three media messages for community-based public relations clients; **Organizational Training and Development** (3 cr.) Provides experience in the design, development, presentation, and evaluation of instructional communication training programs.

SPCH-C 393 Communication Research Methods (3 cr.) P: ENG-W 131 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-C 437 Creative Dramatics (3 cr.) Laboratory course in informal dramatics that emphasizes the child rather than the production; includes methods of stimulating the child to imaginative creation of drama with the materials of poetry, stories, choral readings, and music.

SPCH-C 444 Political Communication (3 cr.) Examination of communication in political campaigns and social movements. Campaign topics include speech-making, advertising, news coverage, and debates. Case studies in social movements, including anti-war, civil rights, feminism, and others.

SPCH-S 121 Public Speaking (3 cr.) Theory and practice of public speaking; training in thought processes necessary to organize speech content, personality, components of effective delivery, and language.

SPCH-S 122 Interpersonal Communication (3 cr.) Practical consideration of spontaneous human interaction in face-to-face situations. Special attention to perception, language, and attitudes, in dyads and small groups.

SPCH-S 201 Communicating in Public (3 cr.) R: SPCH-S 121. Theory and advanced practice of public speaking. Designed primarily for, but not limited to, majors in communication-related fields.

SPCH-S 205 Introduction to Speech Communication (3 cr.) Overview of the theories and principles of effective communication in interpersonal, group, organizational, and public settings.

SPCH-S 223 Business and Professional Speaking (3 cr.) P: SPCH-S 121. Preparation and presentation of types of speeches and oral reports appropriate to business and professional occupations; group discussion and parliamentary procedures.

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 322 Advanced Interpersonal Communication (3 cr.) P: SPCH-S 122. Advanced consideration of communication in human relationships. Emphasis given to self-concept; perception; language; nonverbal interaction; listening; interpersonal conflict; and communication skills in family, social, and work situations.

SPCH-S 333 Public Relations (3 cr.) Principles of contemporary public relations, including ethics of public relations; impact on society; and uses by government, business, and social institutions for international and external communication. Public relations as a problem solving process utilizing theoretical and application strategies.

SPCH-S 336 Current Topics in Communication (3 cr.) Extensive analysis of selected problems in contemporary speech communication. Topics vary each semester and are listed in the Schedule of Classes. May be repeated once for credit.

SPCH-S 398 Independent Study in Speech Communication (1-6 cr.) P: junior standing and approval of instructor. Independent study or practicum experience. Projects must be approved by faculty member before enrolling. May be repeated up to a total of 6 credit hours.

SPCH-S 427 Cross-Cultural Communication (3 cr.) A survey study of national, cultural, and cross-cultural persuasion in theory and practice.

SPCH-S 233 Introduction to Public Relations (3 cr.) A survey of the historical antecedents and contemporary practice of public relations in the U.S. Emphasis is on the nature of day-to-day tasks and the communication responsibility of public relations practitioners in a variety of professional settings.

SPCH-S 302 Rhetoric and Society (3 cr.) Examination of sources and functions of symbolic influence in contemporary society. Emphasis will be placed on the development of skills necessary for understanding and analyzing instances of rhetoric occurring in a variety of social contexts.

SPCH-C 480 Communication Theory (3 cr.) A critical evaluation of theories in the field of human communication. Consideration is given to theories which explain communication behavior between pairs of people, within groups, in organizations, and in societies.

SPCH-S 400 Senior Seminar in Speech (3 cr.) Study of problems and issues in rhetoric and communication. Topic varies.

SPCH-C 394 Research Seminar (3 cr.) Practice conducting research in the discipline of communication. Examination of the theoretical foundations of various forms of communication research.

SPCH-C 255 Social Media Strategies (3 cr.) This course provides students with an introduction to the history, theory, technology, and uses of social media. Students will explore the possibilities and limitations of social media and will have hands-on experience with several forms of social media technology.

SPCH-C 382 Social Media Campaigns (3 cr.) P: SPCH-C 255. Working seminar stressing the development and application of social media strategies. Students work with community organizations to design and implement a social media campaign.

SPCH-S 228 Argumentation and Debate (3 cr.) Reasoning, evidence and argument in public discourse. Study of forms of argument. Practice in argumentative speaking.

SPCH-C 315 Internship in Communication (3 cr.) Internship in communication, arranged between the student, the student's faculty mentor, and an internship supervisor.

May be repeated once for credit.

SPCH-C 354 Cyberculture and Community (3 cr.) Advances in communication technology have altered our social landscape. This course explores how emerging technologies form new types of social networks while also changing the rules of communication in existing social units.

Telecommunications

TEL-R 309 Television Production (3 cr.) Introduction to the production process in the studio and in the field.

TEL-R 407 Field Television Production (3 cr.) P: TEL-R 309 and consent of instructor. Planning, writing, producing, and editing program inserts and segments for television using portable video equipment.

TEL-R 424 Advanced Production Workshop (3 cr.) P: TEL-R 407 or TEL-R 409 or consent 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. May be repeated once with different topic.

TEL-T 283 Introduction to Production Techniques and Practices (3 cr.) Introduction to audio, field, and studio production bridges the theoretical and practical aspects of production through written hands-on exercises.

TEL-T 337 Video Field Production (3 cr.) P: TEL-T 283 or TEL-R 309. Advanced course in video production. Students will apply their knowledge of visual aesthetics, production, and communication to produce a corporate video campaign.

Theatre

THTR-C 130 Introduction to Theatre (3 cr.) An introduction to the study of theatre; the wide range of critical, historical, aesthetic, and practical interests necessary to a well-rounded view; emphasis on theatre as an art form; elements of dramatic construction.

THTR-T 120 Acting I (3 cr.) Introduction to theories, methodology and skills; body movement, voice and diction, observations, concentration, imagination. Emphasis on improvisation exercises.

THTR-T 149 Introductory Speech and Theatre Practicum (1-2 cr.) Introductory directed projects in speech and theatre.

THTR-T 220 Acting II (3 cr.) P: THTR-T 120 or consent of instructor. Textual analysis and techniques of communicating with body and voice. Study and performance of characters in scenes from Shakespeare and modern realistic and nonrealistic dramas.

THTR-T 226 Readers Theatre I (3 cr.) Exploration of theory and techniques, Practical experience materials; fiction and nonfiction, poetry, prose, dramatic dialogue.

THTR-T 236 Readers Theatre I (3 cr.) Exploration of theory and techniques. Practical experience with a variety of materials: fiction and nonfiction, poetry, prose, dramatic dialogue.

THTR-T 245 Living Theatre (1-2 cr.) Attendance at eight selected productions in the community during the semester, lecture and discussion of each production, short written analyses, and term paper. No withdrawal permitted after second week of class. For 1 credit hour: attend lectures and productions. For 2 credit hours: complete course as described. May be repeated for a maximum of 4 credit hours.

THTR-T 345 Theatre for Children (3 cr.) Purposes, principles, and problems of staging plays for children.

THTR-T 483 Topics in Theatre and Drama (1 cr.) This is a Capstone course for students in the Creative Arts-Theatre Concentration. For 1 credit hour, students will

be involved in the production of a play or musical from planning stages to completion.

School of Humanities and Social Sciences

Dean: Eric Bain-Selbo
Chair of Communication and Performing Arts: Chris Darr **Chair of Criminal Justice and Homeland Security:** Kelly Brown
Chair of English and Language Studies: Joseph Keener
Chair of History, Philosophy, and Political Science: Sarah Heath
Chair of New Media, Art, and Technology: Minda Douglas
Chair of Psychology: Kathy Holcomb
Coordinator of Sociology: Niki Weller

Professors: Bain-Selbo, Canada, Jones, McGovern, Sciame-Giesecke, White
Associate Professors: Bradley, Clark, Darr, Deerly, Douglas, Downey, Heath, Holcomb, Keener, McFarland, McLean, Steel
Assistant Professors: Blumenthal, Cook, Costello-Harris, Doss, Glosser, Koerner, Madsen, Medley-Rath, Morgan, Oslawski-Lopez, Shine, Sposato, Weller, Woo
Clinical Assistant Professor: Davis, Waters
Senior Lecturers: Kaiser, Pico-Argel, Snoddy, Stouse, Taff
Lecturers: Blackwell, Fisher, Grice, Mugg, Westervelt

Courses in the School of Humanities and Social Sciences can be taken in seven undergraduate departments. Course descriptions and specific degree requirements for each department follow after a general discussion of the basic school curriculum and degree requirements.

The Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts degrees are four-year undergraduate degrees. Students may complete all requirements and be awarded these degree at Indiana University Kokomo. Comparable to the traditional arts and sciences degrees awarded by other colleges and universities, IU Kokomo offers Bachelor of Arts degrees in:

- Communication
- English
- Humanities
- History/Political Science
- New Media, Art, & Technology
- Psychology
- Sociology

The unique nature and flexibility of these programs enable students to be generalists, capable of dealing with the complexities of modern society, and to focus their studies in a particular field of interest, thus preparing themselves for a specific career or graduate school objective.

The Bachelor of Science degrees offered by the school feature a deeper, more focused approach to their chosen discipline with less study in general areas. The School offers Bachelor of Science degrees

- Criminal Justice
- Communication
- History/Political Science
- Psychology
- Sociology

The School also offers a Bachelor of Fine Arts degree in New Media, Art, & Technology and a postbaccalaureate certificate in New Media, Art, & Technology.

Minors in art history, communication, criminal justice, English literature, English writing, film studies, history, international studies, Irish studies, leadership, music, philosophy, political science, pre-law, psychology, sociology, Spanish, studio art and theater are available. Also, students can complete minors from other schools at IU Kokomo. Please consult an advisor for additional information about all of the minors available at Indiana University Kokomo.

A humanities and social sciences student may complete all of the pre-professional requirements for entry into law school in the process of earning a Bachelor degree at IU Kokomo. Popular degrees that prepare a student for law school include Communication, Criminal Justice, English, and History/Political Science. The American Bar Association offers guidelines for prospective students concerning necessary areas of preparation. Both the departments of English and History/Political Science offer pre-law concentrations and minors for interested students. (See a faculty advisor for details.)

School of Humanities and Social Sciences students who intend to continue onto graduate school can receive a solid foundation in a variety of fields, including communication, criminal justice, English, fine arts, new media, art, & technology, political science, psychology, and sociology. Students may prepare for careers in business, industry, and government service by concentrating in the humanities and social sciences and by supplementing their concentration with up to 15 credit hours of course work in business, education, or engineering technology.

Mission The mission of the School of Humanities and Social Sciences is to improve well-being through our teaching, research, and service. Through our innovative educational programs, we help people to become enlightened, successful citizens prepared for meaningful lives, community engagement, and fulfilling careers in the 21st century. Through teaching, research, and service we increase our understanding of the world and improve the lives of those within it.

Vision

The Indiana University Kokomo School of Humanities and Social Sciences strives to offer degree programs recognized for their outstanding quality, unique opportunities, and personal relationships among faculty and students. We prepare students to be versatile, lifelong learners able to make positive changes in their lives and within their communities.

Additional Information

- Bachelor of Arts Degrees
- Bachelor of Science Degrees
- Department of Communication and Performing Arts
- Department of Criminal Justice and Homeland Security
- Department of English and Language Studies

- Department of History, Political Science, and Philosophy
- Department of New Media, Art, and Technology
- Department of Psychology
- Department of Sociology
- School of Humanities and Social Sciences Interdisciplinary Minors

Courses

- Undergraduate Courses

Bachelor of Arts Degrees

To ensure a quality liberal arts education featuring a variety of types of knowledge, students earning a BA degree must meet the following additional general education requirements in addition to meeting campus general education requirements.

- A minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
- A student must complete 30 credit hours in 300–400-level courses.
- Completion of 30 of the last 60 credit hours at Indiana University Kokomo.
- Major – 30-40 credit hours. See requirements for specific degree programs.
- Electives – 20-30 credit hours
- The General Education Core (see below)

General Education Requirements

Students must fulfill all of the requirements of the General Education Core as detailed below. This assures they have a well-rounded liberal arts education. School of Humanities and Social Sciences students and School of Sciences students should complete 60% of the General Education Requirements by the junior year. Students entering the program prior to Fall 2008 should consult an advisor for previous program requirements.

Campus General Education Requirements—Students must meet the campus general education requirements. In addition, students have restrictions on how they meet the campus general education requirements:

1. Once enrolled in a BA degree program, any additional courses students take to meet campus general education requirements must be from those offered by the School of Humanities and Social Sciences or the School of Sciences.
2. One of the courses used to meet the category VII requirement must be HIST-H113.
3. The other course used to meet the category VII requirement must be from PSY-P103, PSY-P216, SOC-S100, SOC-S101, POLS-Y103, POLS-Y217, POLS-219
4. One of the courses used to meet the category VIII requirement must be a literature course (any ENG-L course, any ENG-E course, or SPAN-S360)
5. SPCH-S121 must be completed with a grade of C or above

Additional General Education Requirements for BA Degrees

1. Computer Skills Requirement—Take CSCI-C100 or equivalent
2. Writing Intensive Requirement—Take one 3-credit course designated as writing intensive, either within the student's major or from English.
3. Science—Take a 4-5 credit science lab course in an area other than the science lab course taken to meet campus general education. The two areas of science lab courses are Biological (BIOL, ANAT, MICRO, PLSC) and Physical (CHEM, GEOL, PHYS).
4. History—Take HIST0H114.
5. Additional Social Science—Take 6 additional credit hours from two disciplines as follows. Note, both courses must be from different disciplines than that taken to meet the campus general education requirement in 1b above.
    - Choice of ANTH-A104, HIST-H105, HIST-H106, PSY-P103, SOC-S100, SOC-S101, POLS-Y103, POLSY219, HSS-E104
    - Choice of ANTH-A104, HIST-H105, HIST-H106, SOC-S100, SOC-S101, POLS-Y103, POLS-Y217, POLSY219
6. Foreign Language— Take 6 credit hours at 2nd year level or appropriate placement results: complete the equivalent of two years of foreign language (note, completing this also completes Category V of the campus general education requirements).

Department of Psychology

Chair: Kathryn Holcomb

Associate Professors: Clark, Downey, Holcomb
Assistant Professors: Costello-Harris, Morgan
Clinical Assistant Professors: Davis, Waters
Mission The mission of the psychology program is to provide students with one of three available bachelor's degrees in psychology: the Bachelor of Arts (B.A.), which follows the traditional liberal arts framework for college education; and two Bachelor of Science (B.S.) degrees, which allow more focused study of the science of psychology. Thus, our program contributes to IU Kokomo's mission of providing undergraduate coursework leading to the baccalaureate degree for residents of North Central Indiana. We in the psychology department strive to help our majors understand the major theoretical approaches to human behavior and cognition; develop abilities to gather, analyze, synthesize, and apply psychology information; develop a healthy skepticism about conclusions presented without supporting data; and communicate more effectively. The psychology program seeks to provide students the opportunity to develop and achieve their personal and career aspirations, including opportunities for engaging in research with faculty, independent research, and practicum experiences within the community. Thus, our program contributes to IU Kokomo's mission to enhance research and develop partnerships between our degree and various community programs.

Majors/Minors

Bachelors Degrees

- Bachelor of Arts in Psychology
- Bachelor of Science in Psychology, General Science Track
- Bachelor of Science in Psychology, Psychological Science Track

Minors

- Psychology

Masters Degree

- Master of Arts in Mental Health Counseling

Courses

- Undergraduate Courses
- Graduate Courses

Bachelor of Arts in Psychology

The Bachelor of Arts degree in psychology provides broad coverage of modern scientific psychology, including the methods by which knowledge is acquired in this field. As a science, psychology seeks to understand the basic principles by which living organisms adapt their behavior to the changing physical and social environments in which they live. The breadth of the discipline, with its links to the humanities, mathematics, computer sciences, and other social and natural sciences, encourages the development of broad problem-solving skills through exposure to research methodology and statistical analysis and contributes to personal growth and the development of communication skills.

The psychology major requirements reflect the belief of the faculty that all psychology majors should be exposed to a core of courses, and be allowed to select other courses in the field that are of particular interest. The major is designed so that, in consultation with his or her advisor, each student will be prepared to enter the workforce prepared for positions in human services, social services, or business areas such as personnel or management. The major requirements are also suitable for the psychology major who is considering furthering his or her education at the graduate level in social work, marriage and family counseling, vocational counseling, or the more traditional applied and experimental psychology programs. The program is also appropriate for those who would like to pursue careers that emphasize scientific training and quantitative skills.

1. See the “Degree Requirements for a B.A. in Humanities and Social Sciences” section under the “School of Humanities and Social Sciences” for General Education and other basic requirements.
2. Psychology Major Requirements for B.A.: Students must complete a minimum of 39 credit hours in psychology with a grade of C- or higher in each course. Questions about other psychology courses that might meet Cluster I, II, III, IV, or V below should be directed to the department.

Psychology Core Requirements: The following courses are required of all students declaring a B.A. in Psychology major in 2016-2017 (all course descriptions can be found here):

- PSY-P 103 General Psychology (3 cr.) - this also serves as a general education course for psychology majors
- PSY-P 259 Introduction to Psychological Inquiry (3 cr.)
- PSY-K 300 Statistical Techniques (3 cr.)
- PSY-P 355 Experimental Psychology (3 cr.)
- PSY-P 459 History & Systems of Psychology (3 cr.)*

Category I: Choose 1 of these 2 courses:

- PSY-P 319 Psychology of Personality (3 cr.)
- PSY-P 320 Social Psychology (3 cr.)

Category II: Choose 1 of these 2 courses:

- PSY-P 325 Psychology of Learning (3 cr.)
- PSY-P 335 Cognitive Psychology (3 cr.)

Category III: Choose 1 of these 2 courses:

- PSY-P 326 Behavioral Neuroscience (3 cr.)
- PSY-P 407 Drugs and the Nervous System (3 cr.)

Category IV: Choose 1 of these 2 courses:

- PSY-P 303 Health Psychology (3 cr.)
- PSY-P 324 Abnormal Psychology (3 cr.)

Category V: Choose 1 of these 2 courses:

- PSY-P 216 Life Span Developmental Psychology (3 cr.)
- PSY-P 316 Psychology of Childhood and Adolescence (3 cr.)

NOTE: Credit cannot be earned for both PSY-P 216 and PSY-P 316.

Supervised Skills Sequence: Students should consult with academic advisors and with the psychology faculty in deciding which 1 of these 2 sequences to complete:

- PSY-P 493 (3 cr.) + PSY-P 494 (3 cr.) Supervised Research I & II
- PSY-P 381 Helping Skills and Ethics (3 cr.) + PSY-B421/PSY-P 495 Practicum in Psychology** (3 cr.)

*Psychology majors are not required to take ENG W 350. The intensive writing requirement is fulfilled in PSY-P 459 History & Systems of Psychology.

**Several courses are listed each semester using the P495 course number; please consult with your advisor to ensure enrollment in the correct section of this course.

Bachelor of Science in Psychology, Psychological Science Track

The Bachelor of Science in Psychology is designed to meet the needs of students who want an emphasis on either psychological or natural sciences as well as greater flexibility in electives. Students who graduate with a Bachelor of Science in Psychology will understand the major theoretical approaches to human behavior and cognition; develop abilities to gather, analyze, synthesize, and apply psychology information; develop a healthy skepticism about conclusions presented without supporting data; and effectively communicate orally and in writing. The Bachelor of Science in Psychology has a strong scientific focus, giving students the opportunity to develop skills in scientific inquiry and interpretation.

The Psychological Science track emphasizes scientific inquiry in psychology, and is most suitable for students who wish to pursue graduate work in psychology. The program is also appropriate for those who would like to pursue careers that emphasize scientific training and quantitative skills.

Requirements for the Bachelor of Science in Psychology, Psychological Science track:

1. General Education: Students are required to complete the IU Kokomo General Education program (described here)
2. Psychology Major Requirements for B.S.: Students must complete a minimum of 39 credit hours in psychology with a grade of C- or higher in each course. Questions about other psychology courses that might meet Cluster I, II, III, IV, or V below should be directed to the department.

Psychology Core Requirements: The following courses are required of all students declaring a B.S. in Psychology, Psychological Sciences track in 2016-2017 (all course descriptions can be found here):

- PSY-P 103 General Psychology (3 cr.) - this also serves as a general education course for psychology majors
- PSY-P 259 Introduction to Psychological Inquiry (3 cr.)
- PSY-K 300 Statistical Techniques (3 cr.)
- PSY-P 355 Experimental Psychology (3 cr.)
- PSY-P 459 History & Systems of Psychology (3 cr.)

Category I: Choose 1 of these 2 courses:

- PSY-P 319 Psychology of Personality (3 cr.)
- PSY-P 320 Social Psychology (3 cr.)

Category II: Choose 1 of these 2 courses:

- PSY-P 325 Psychology of Learning (3 cr.)
- PSY-P 335 Cognitive Psychology (3 cr.)

Category III: Choose 1 of these 2 courses:

- PSY-P 326 Behavioral Neuroscience (3 cr.)
- PSY-P 407 Drugs and the Nervous System (3 cr.)

Category IV: Choose 1 of these 2 courses:

- PSY-P 303 Health Psychology (3 cr.)
- PSY-P 324 Abnormal Psychology (3 cr.)

Category V: Choose 1 of these 2 courses:

- PSY-P 216 Life Span Developmental Psychology (3 cr.)
- PSY-P 316 Psychology of Childhood and Adolescence (3 cr.)

NOTE: Credit cannot be earned for both PSY-P 216 and PSY-P 316.

Supervised Skills Sequence: Students completing the B.S. in Psychology, Psychological Science track are required to complete

- PSY-P 493 (3 cr.) + PSY-P 494 (3 cr.) Supervised Research I & II (No substitutes.)

One additional psychology course from Category I, II, III or IV above.

Psychology Elective. One additional 3 credit hour psychology course at the 200-, 300- or 400-level is required.

One additional Physical and Life Sciences course (must be a lab course) (4-5 cr.): Between the general education and the psychology major requirements in Physical and Life Sciences courses, the student must have completed at least one Biology course with a lab.

Minor in Psychology

Students must complete 15 credit hours in psychology with a grade of C– or higher in each course.

- PSY-P 103 General Psychology (3 credits)
- Four additional 3 credit hour psychology classes (i.e., courses designated PSY) above the 100 level, with at least two of those four at the 300 or 400 level (totaling 12 credits)

Psychology Courses Undergraduate

PSY-B 421 Internship in Psychology (3 cr.) P: P381 and consent of instructor. This course completes the clinical-focus (Helping Skills-Practicum) sequence for the IU Kokomo psychology major. By completing 120 hours of supervised work at an approved practicum site, students will engage in the experiential learning needed to prepare them for meaningful work in the field of psychology after graduation.

PSY-K 300 Statistical Techniques (3 cr.) Fall and Spring. P: MATH-M 118 or MATH-M 119 or equivalent. Introduction to statistics, nature of statistical data, ordering and manipulation of data, measures of central tendency and dispersion, elementary probability. Concepts of statistical inference decision- making, estimation, and hypothesis testing. Special topics include regression and correlation, analysis of variance, nonparametric methods.

PSY-P 103 General Psychology (3 cr.) Fall, Spring, and Summer. Introduction to psychology: its methods, data, and theoretical interpretations in areas of learning, sensory psychology, psychophysiology, individual differences, personality development, and abnormal and social psychology.

PSY-P 216 Life Span Developmental Psychology (3 cr.) Fall, Spring, and Summer. P: PSY-P 103. A survey course that integrates the basic concepts of physical, cognitive, and psychosocial development from the prenatal period to death. Throughout the life span, theories, research, and critical issues in developmental psychology are explored, with consideration of practical implications. Credit not to be given for both PSY-P 216 and PSY-P 316.

PSY-P 259 Introduction to Psychological Inquiry (3 cr.) Fall and Spring. P: PSY-P 103 and ENG-W 132. Students entering the psychology major in Fall 2012 or after are required to take this course. Credit not to be given for both PSY-P 211 Methods of Experimental Psychology, and Introduction to Psychological Inquiry. This course was taught under the course number P390 Special Topics, VT: Introduction to Psychological Inquiry, until Fall 2014. This course will provide psychology majors with an introduction to the basic processes of psychological inquiry. Students will be assisted in becoming more effective learners and critical thinkers, reading primary literature in psychology, and conducting basic survey research as well as learning about the most common methods in psychological research. This course will also include an overview of the psychology major and opportunities for graduate study and careers.

PSY-P 303 Health Psychology (3 cr.) Every Spring. P: PSY-P 103 and Sophomore standing. Focuses on 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 behavior and other psychological factors can impart health both positively and negatively.

PSY-P 316 Psychology of Childhood and Adolescence (3 cr.) Every Fall. P: PSY-P 103 and Sophomore standing. Development of behavior in infancy, childhood, and youth; factors that influence behavior. Credit not to be given for both PSY-P 216 and PSY-P 316.

PSY-P 319 Psychology of Personality (3 cr.) Every fall. P: PSY-P 103 and Sophomore standing. Methods and results of scientific study of personality. Basic concepts of personality traits and their measurements; developmental influences; problems of integration.

PSY-P 320 Social Psychology (3 cr.) P: PSY-P 103 and Sophomore standing. Every Spring. The study of psychological theories and research dealing with social influence and social behavior, including topics such as conformity, personal perception, aggression, attitudes, and group dynamics.

PSY-P 322 Psychology in the Courtroom (3 cr.) Spring, 2016. Alternate years. P: PSY-P 103 and Sophomore standing. This course considers the psychological aspects of roles and interactions in the courtroom. Topics include: definitions of “sanity” and “competency”, eyewitness testimony, jury selection, instructions, and the role of psychologists as “expert witnesses” and jury selection consultants. Emphasis will be placed on empirical law-psychology research.

PSY-P 324 Abnormal Psychology (3 cr.) Fall and Spring. P: PSY-P 103 and Sophomore standing. A first course in abnormal psychology, with emphasis on forms of abnormal behavior, etiology, development, interpretation, and final manifestations.

PSY-P 325 Psychology of Learning (3 cr.) Every Fall. P: PSY-P 103 and Sophomore standing. Facts and principles of human and animal learning, especially as treated in theories attempting to provide a framework for understanding what learning is and how it takes place.

PSY-P 326 Behavioral Neuroscience (3 cr.) Every Spring. P: PSY-P 103 and Sophomore standing. R: BIOL-L 100 or BIOL-L 105. Central nervous system functions in relation to sensory processes, motivation, and learning.

PSY-P 327 Psychology of Motivation (3 cr.) Fall 2015, then every Fall. P: PSY-P 103 and Sophomore standing. 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 335 Cognitive Psychology (3 cr.) Every Spring. P: PSY-P 103 and Sophomore standing. Introduction to human cognitive processes, including attention and perception, memory, psycholinguistics, problem solving, and thinking.

PSY-P 355 Experimental Psychology (3 cr.) Fall and Spring. P: P259 or P390 Introduction to Psychological Inquiry, PSY-K 300. Scientific methods applied to the problems of psychology. Design and execution of simple psychological experiments, treatment of results, and preparation of written reports. This course is required for students entering the psychology major in Fall, 2012 or later. Students entering the major prior to Fall, 2012 are NOT required to take this course.

PSY-P 364 Multicultural Issues in Counseling (3 cr.) P: P103 and sophomore standing. This course is meant to provide you a thorough introduction of working with diverse groups in therapy settings. We will cover the mostly likely to be treated groups but may visit others as a part of student interest and extra time. Consider this a course that will move you beyond your current understanding of diversity and allow you to consider different worldviews and issues that relate to those who are both similar and dissimilar from you. This course is designed to also increase self-awareness and facilitate appreciation of group differences as well as similarities. It will also focus on how to create system-level change in regard to racial and ethnic group relations.

PSY-P 367 Psychology of Addictions (3 cr.) P: P103 and sophomore standing. The purpose of this course is to examine both behavioral and substance-based addictions from a variety of viewpoints (e.g., historical, neurobiological, social, treatment, etc). Etiology and outcomes associated with addiction, as well as comorbidity and other addiction-related phenomena will also be reviewed.

PSY-P 381 Helping Skills and Ethics (3 cr.) Every Fall and Spring. P: 6 credit hours in psychology. Introduction to the helping relationship, including theories and strategies of effective helping, ethical issues, and limitations of the helper role.

PSY-B 388 Human Sexuality (3 cr.) Variable scheduling. P: P103 and Sophomore standing. A survey of human sexuality to increase knowledge and comfort regarding sexuality in a variety of aspects, i.e. sexual behavior and response, influences of culture and environmental factors, psychological issues, disability effects on sexuality, sexual research, anatomy and physiology

PSY-P 391 Psychology of Gender and Ethnicity (3 cr.) Variable scheduling. P: PSY-P 103 and Sophomore standing. Basic psychological concepts and research from the perspectives of gender and ethnicity, focusing on both the similarities and differences across gender and ethnic groups. Explores the impact of social and political forces on psychological development and adjustment. Contemporary theory on ethnicity, gender, and class will also be examined.

PSY-P 407 Drugs and the Nervous System (3 cr.) Every fall. P: PSY-P 103 and Sophomore standing. Introduction to the major psychoactive drugs and how they act upon the brain to influence behavior. Discussion of the role of drugs as therapeutic agents for various clinical disorders and as probes to provide insight into brain function.

PSY-P 430 Behavior Modification (3 cr.) Variable scheduling. P: P324 and P325 or consent of instructor. Principles, techniques, and applications of behavior modification, including reinforcement, aversive

conditioning, observational learning, desensitization, self-control, and modification of cognitions.

PSY-P 563 Foundations of Mental Health Counseling (3 cr.)
Foundations of Mental Health Counseling (3 cr.)
This course explores the foundations and contextual dimensions of mental health counseling. Course material will include theoretical underpinnings of mental health counseling, the counselor's role in diagnosis and intervention selection, and the contemporary trends in mental health counseling.

PSY-P 459 History and Systems of Psychology (3 cr.)
Fall and Spring. P: PSY-P 103 and completion of 12 credit hours of psychology. This is the capstone course for psychology majors, and requires instructor permission for enrollment. Historical background and critical evaluation of major theoretical systems of modern psychology: structuralism, functionalism, associationism, behaviorism, Gestalt psychology, and psychoanalysis. Methodological problems of theory construction and system-making. Emphasizes integration of recent trends.

PSY-P 493 Supervised Research I (3 cr.) Scheduled with agreement of instructor, Fall, Spring, or Summer. P: consent of instructor. Active participation in research. An independent experiment of modest magnitude; course will include a research proposal submitted to the appropriate research ethics review board. Students who enroll in PSY-P 493 will be expected to enroll in PSY-P 494.

PSY-P 494 Supervised Research II (3 cr.) Scheduled with agreement of instructor, Fall, Spring, or Summer. P: PSY-P 493. A continuation of PSY-P 493. Course will include a journal-type report of the two semesters of work.

PSY-P 495 Readings and Research in Psychology (1-3 cr.) P: Consent of instructor. Participation in ongoing research in a single laboratory or independent reading and writing on a psychological topic. Variable topic currently in use: Practicum in Psychology (3 cr.). PSY-P 381 and consent of instructor. This course involves participation in a supervised field experience of at least 120 on-site hours, in an applied area. Common placements involve problems of the mentally retarded, children, the elderly, family relations, industrial relations, and mental health. Reflective writing is also required.

PSY-P 624 Principles of Psychopathology (3 cr.)
P: graduate standing and consent of instructor
Description of the phenomena of psychopathology and the principles associated with their classification.

PSY-I 501 Multicultural Counseling (3 cr.) P: graduate standing
This course explores the role of increasing diversity in the U.S. population and how it will affect 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 632 Introduction to Clinical Interventions (3 cr.)
Systematic integration of theory, research, technique, and evaluation. Based on the available research literature, time-limited and structured interventions for specific clinical problems are designed, administered, and evaluated.

PSY-P 690 Practicum in Clinical Interventions (2 cr.)
P: consent of instructor
100 service hours

PSY-P 535 Introduction to Addictions Counseling (3 cr.)
Treatments for drug and alcohol addiction, assessment of drug and alcohol conditions and related disorders, and tracking patients to monitor treatment effectiveness.

PSY-G 550 Internship in Counseling (3 cr.)
This course expands the experiential training students received in practicum. The course provides a continuing opportunity to apply theory to practice in mental health counseling under direct clinical supervision. Students will engage in a variety of professional activities performed by regularly employed counseling professionals in the setting. Note: Lab fees apply.

PSY-P 736 Child Psychopathology (3 cr.)
Seminar on serious behavior disturbances of children. Comparisons with development of normal child interacting with family.

PSY-P 657 Topical Seminar (2 cr.)
Topics of current interest, with intensive critical examination of appropriate literature. Different staff member in charge each semester.

PSY-P 537 Program Evaluation (3 cr.)
To provide an overview of data-based strategies for assessment, planning, implementation will be presented along with illustrative case examples: needs assessment, process evaluation, systems analysis, experimental-outcome evaluation, adversarial evaluation.

PSY-G 647 Advanced Internship (3 cr.)
This course expands the training students received in internship (PSY-G550) by providing students with supervised training that focuses and develops competencies in various areas of mental health counseling. This course satisfies the state licensure requirement for an advanced internship for Licensed Mental Health Counselors. Note: Lab fees apply.

PSY-I 669 Psychological Assessment in Rehabilitation II (3 cr.) P: I 664 and consent of instructor Presentation of psychometric foundations and the basic prediction model in personality/interest assessment. Coverage of the history of personality, assessment, personality development, and supervised clinical practice in personality/interest assessment in rehabilitation. Emphasis on prediction of everyday functioning

Bachelor of Science in Psychology, General Science Track

The Bachelor of Science in Psychology is designed to meet the needs of students who want an emphasis on either psychological or natural sciences as well as greater flexibility in electives. Students who graduate with a Bachelor of Science in Psychology will understand the major theoretical approaches to human behavior

and cognition; develop abilities to gather, analyze, synthesize, and apply psychology information; develop a healthy skepticism about conclusions presented without supporting data; and effectively communicate orally and in writing. The Bachelor of Science in Psychology has a strong scientific focus, giving students the opportunity to develop skills in scientific inquiry and interpretation.

The General Science track emphasizes the connections between the science of psychology, and various other physical and natural sciences. Therefore, this program requires additional study in natural science, and is suitable for students who wish to pursue graduate work in professional health programs such as occupational therapy or physical therapy, medicine, or medical or geriatric social work. The program is also appropriate for those who would like to pursue careers that emphasize scientific training and quantitative skills.

Requirements for the Bachelor of Science in Psychology, General Science track:

1. General Education: Students are required to complete the IU Kokomo General Education program (described here)
2. Psychology Major Requirements for B.S.: Students must complete a minimum of 39 credit hours in psychology with a grade of C- or higher in each course. Questions about other psychology courses that might meet Cluster I, II, III, IV, or V below should be directed to the department.

Psychology Core Requirements: The following courses are required of all students declaring a B.S. in Psychology, General Sciences track in 2016-2017 (all course descriptions can be found here):

- PSY-P 103 General Psychology (3 cr.) - this also serves as a general education course for psychology majors
- PSY-P 259 Introduction to Psychological Inquiry (3 cr.)
- PSY-K 300 Statistical Techniques (3 cr.)
- PSY-P 355 Experimental Psychology (3 cr.)
- PSY-P 459 History & Systems of Psychology (3 cr.)

Category I: Choose 1 of these 2 courses:

- PSY-P 319 Psychology of Personality (3 cr.)
- PSY-P 320 Social Psychology (3 cr.)

Category II: Choose 1 of these 2 courses:

- PSY-P 325 Psychology of Learning (3 cr.)
- PSY-P 335 Cognitive Psychology (3 cr.)

Category III: Choose 1 of these 2 courses:

- PSY-P 326 Behavioral Neuroscience (3 cr.)
- PSY-P 407 Drugs and the Nervous System (3 cr.)

Category IV: Choose 1 of these 2 courses:

- PSY-P 303 Health Psychology (3 cr.)
- PSY-P 324 Abnormal Psychology (3 cr.)

Category V: Choose 1 of these 2 courses:

- PSY-P 216 Life Span Developmental Psychology (3 cr.)
- PSY-P 316 Psychology of Childhood and Adolescence (3 cr.)

NOTE: Credit cannot be earned for both PSY-P 216 and PSY-P 316.

Supervised Skills Sequence: Students should consult with academic advisors and with the psychology faculty in deciding which 1 of these 2 sequences to complete:

- PSY-P 493 (3 cr.) + PSY-P 494 (3 cr.) Supervised Research I & II
- PSY-P 381 Helping Skills and Ethics (3 cr.) + PSY-B421/PSY-P 495 Practicum in Psychology* (3 cr.)

Psychology Elective. One additional 3 credit hour psychology course at the 200-, 300- or 400-level is required

Three additional Physical and Life Sciences courses (two with labs) (12-15 cr.) - Between the general education and the psychology major requirements in Physical and Life Sciences courses, the student must have completed three courses that are either Biology or Chemistry courses, and two of those must include labs.

*Several courses are listed each semester using the P 495 course number; please consult with your advisor to ensure enrollment in the correct section of this course.

Master of Arts in Mental Health Counseling

The Master of Mental Health Counseling program will provide deeper understanding of human behavior and counseling theory. It is a broad-based training program where students will cover a range of topics that will allow them to work with a diverse clientele and in a variety of treatment settings. Those that complete the program will also be positioned to seek licensure as a professional counselor or to seek further graduate training.

This evidence-based program will prepare students to work as licensed mental health counselors in the State of Indiana. Based on current requirements, this program also meets standards for licensure requirements in Kentucky and Ohio. Learning outcomes of this program will address:

- Human growth and development
- Social and cultural foundations of mental health counseling
- Helping relationships
- Group dynamics, processes, counseling, and consultation
- Career and lifestyle development
- Assessment and appraisal of individuals
- Research and program evaluation
- Professional orientation and ethics
- Foundations of mental health counseling
- Contextual dimensions of mental health counseling
- Knowledge and skills for practice of mental health counseling

This program is sixty (60) credit hours. A student must maintain a minimum grade point average of 3.0 (B) with no more than two grades of C throughout their coursework. The following courses (upon IU approval) are required of all students:

- EDUC-G 504 Counseling Theory and Techniques, 3 cr
- EDUC-G 507 Lifestyle & Career Development, 3 cr
- PSY-G 532 Introduction to Group Counseling, 3 cr
- PSY-G 550 Internship in Counseling, 9 cr
- PSY-G 647 Advanced Internship, 3 cr
- PSY-I 501 Multicultural Counseling, 3 cr
- PSY-I 669 Psychological Assessment in Rehabilitation II (Personality Assessment), 3 cr
- PSY-P 502 Developmental Psychology, 3 cr
- PSY-P 511 Seminar in Professional Skills, Legal Issues, and Ethics, 3 cr
- PSY-P 535 Introduction to Addictions Counseling, 3 cr
- PSY-P 537 Program Evaluation, 3 cr
- PSY-P 540 Principles of Psychological Assessment & Prediction, 3 cr
- PSY-P 563 Foundations of Mental Health Counseling, 3 cr
- PSY-P 624 Principles of Psychopathology, 3 cr
- PSY-P 632 Introduction to Clinical Interventions, 3 cr
- PSY-P 657 Topical Seminar, 4 cr
- PSY-P 690 Practicum in Clinical Psychology, 2 cr
- PSY-P 736 Child Psychopathology, 3 cr

Bachelor of Science Degrees

General requirements for the Bachelor of Science degrees are listed below.

1. The regular matriculation requirements of Indiana University.
2. A minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
3. A student must complete a total of 30 credit hours in 300–400-level courses.
4. Completion of 30 of the last 60 credit hours at Indiana University Kokomo.
5. Major - at least 40 credit hours. See requirements for specific degree programs.
6. The campus General Education requirements

School of Humanities and Social Sciences Interdisciplinary Minors

International Studies The international studies minor is designed to provide students with:
(a) awareness of international issues, challenges and opportunities,

(b) knowledge of global similarities, differences, ways of understanding and approaches to policymaking,

(c) opportunities for cross-disciplinary and/or interdisciplinary approaches to academic study, and

(d) experience with cultures outside the United States.

This 15 credit minor is easy to combine with a variety of campus majors and plans of study and allows students to explore in-depth areas which compliment their major coursework—such as international business, comparative political systems, or cross-cultural communication. While not required, students who pursue this minor are strongly encouraged to combine their interest in international studies with in-depth study of languages like Spanish and coursework which provides broad international content.

Please consult the International Studies Minor website on a regular basis for an update as to which courses are being offered in any given semester. If you have questions about the minor or seek advising as to how to incorporate the minor into your plan of study, please consult Dr. Donna McLean at domclean@iuk.edu.

The international studies minor is open to all students on the IU Kokomo campus.

Requirements: The minor comprises at least 15 credit hours of coursework including:

1. **Gateway Course: I100 Introduction to International Studies**
2. **Capstone class: Any approved overseas study course (3 credit class)** which may include, but is not restricted to the following: BUS-D 496 Foreign Study in Business, HSS-F 200 Foreign Study, NURS-K 433 Korean Culture and Healthcare practicum (2 credits) with NURS-K 432 Korean Culture and Healthcare (1 credit), or HSS-I 450 The Innovations Symposium (3 credits) or SPCH-S 427 Cross-cultural Communication. As a capstone experience students are required to take either S427 Cross-cultural Communication (as long as they have not taken the course as part of their third requirement for the minor described below—you can only get credit once in the minor for taking this class), or any overseas study class offered through the university. To satisfy the overseas study requirement for students not taking SPCH-S 427, students must complete at least 3 credits of coursework which involves travel, an internship or service work opportunity outside of the US, or an in-depth approved study of a culture unfamiliar to the student.
3. **An additional nine credits of coursework from any TWO of the following categories:**

Global Markets and Governance Coursework in political science, economics or business with broad international content

- POLS-Y 217 Introduction to Comparative Politics (3 credits)
- POLS-Y 219 Introduction to International Relations (3 credits)
- POLS-Y 339 African politics (3 credits)
- BUS-D 300 International Business Administration (3 credits)
- BUS-D 301 The International Business Environment (3 credits)
- BUS-D 302 International Business: Operations of International Enterprise (3 credits)

Possible special topics courses may also be approved as part of this requirement. Such courses are generally not available on a regular rotation, but when available, students can determine whether a course meets the requirement by contacting Dr. McLean or consulting their advisor**.**

Arts and Civilization Coursework in the humanities, fine arts or history with broad international content

- FINA-A 101 Ancient and Medieval Art (3 cr.)
- FINA-A 102 Renaissance Through Modern Art (3 cr.)

- ENG-L 225 Introduction to World Masterpieces (3 credits)
- ENG-G 301 History of the English Language (3 credits)
- HIST-H 228 History of the Vietnam War (3 credits)

Possible special topics courses may also be approved as part of this requirement.

These courses are generally not available on a regular rotation, but if a course meeting criteria determining broad international content was offered in the area of arts and civilization, students would be able to authorize the course as part of the international studies minor. An example of a special topics course might be ENG-L 381, Recent Writing: Twentieth-Century World Literature.

Health and Environment Coursework in nursing, public policy or the natural sciences with broad international content

- CHEM-C 390 Special topics in Chemistry (3 credits)
- NURS-K 432 Korean Culture and Healthcare (1 credit)
- NURS-K 433 Korean Culture and Healthcare practicum (2 credits)

Possible special topics courses may also be approved as part of this requirement. These courses are generally not available on a regular rotation, but if a course meeting criteria determining broad international content was offered in the area of health and environment, students would be able to authorize the course as part of the international studies minor

Culture and Society Coursework in communication, sociology or cultural study with broad international content

- S200 Workshop in special topics: Hispanic Culture (3 credits)
- PSY-P 391 Psychology of Gender and Ethnicity (3 credits)
- SPCH-S 427 Cross-cultural communication (3 credits)
- SOC-S 335 Race and Ethnic Relations
- SOC-S 363 Sociology of Development (3 credits)
- SOC-S 419 Social movements and collective action

Possible special topics courses may also be approved as part of this requirement. Special topics courses are generally not available on a regular rotation, but if a course meeting criteria determining broad international content was offered in the area of culture and society, students would be able to authorize the course as part of the international studies minor. A possible special topics class might be SOC-S 344, Sociology of Childhood (3 credits)

If students would like to certify that a special topics course will fit into the international studies minor, they are requested to send the course number with a brief description of the course to the International Studies Committee. Please email the request to: domclean@iuk.edu for distribution to the International Studies Committee. The committee will review the matter and get back to the student as soon as possible through email.

Pre-Law Minor

The Pre-Law minor offers students interested in either exploring the idea of law school or committed to it but preferring to major in a traditional degree program such as History/Political Science, English or Sociology. The program strives to provide students with a basic understanding of our society's historical and political development, solid reading, writing, communication, and critical thinking skills, and some experience with the law directly. The Pre-Law minor is coordinated by the department of History/Political Science. Both the department of History/Political Science and the English department also offer concentrations in Pre-Law within their Bachelor's degree programs. Minors must complete 18 credit hours with a grade of C- or higher from the following:

- Political Science Foundation: POLS-Y 215 Introduction to Political Theory (3 cr.)
- History Foundation: any 300+-level History course (3 cr.)
- Literature Foundation: Any ENG-E- or ENG-L 300+ literature course (except ENG-L 390 and ENG-L 391) (3 cr.)
- Humanities Foundation (3 cr.):

Choose one of the following courses: Ethics and Philosophy

- PHIL-P 342 Problems in Ethics
- PHIL-P 345 Problems in Social and Political Philosophy
- PHIL-P 375 Philosophy of Law

Debate and Argumentation

- SPCH-S 228 Argumentation and Debate
- SPCH-C 310 Rhetoric and Public Address
- SPCH-C 321 Persuasion
- SPCH-C 325 Interviewing
- SPCH-C 444 Political Communication

Law Electives (6 cr., with at least 3 cr. at the 300-level or above) from Public Administration and Health Management (PAHM), Criminal Justice and Homeland Security (CJHS), Psychology, Labor Studies, Sociology, Political Science, or Business)

Public Administration and Health Management

- PAHM-V 376 Law and Public Policy (requires PAHM-V 170 as a prerequisite)

Bulletins

Chair: Kelly Brown

Associate Professor: Brown
Assistant Professors: Glosser, Shine
Lecturer: Fisher

Majors/Minors

Bachelors Degrees

- Bachelor of Science in Criminal Justice

Minors

- Criminal Justice

Certificate Programs

- Correctional Management and Supervision
- Homeland Security and Emergency Management
- Public Safety

Courses

- Undergraduate Courses

Bachelor of Science in Criminal Justice

Chair: Kelly Brown, Ph.D.

Associate Professor: Brown

Assistant Professors: Glosser, Shine

Lecturer: Fulk

MISSION STATEMENT

The Department of Criminal Justice and Homeland Security (CJHS) is committed to academic excellence and the improvement of criminal justice and homeland security practices through research and service. The department offers an excellent education designed to give students both a broad and in-depth knowledge of the criminal justice components and skills needed to succeed in a variety of careers in criminal justice or homeland security fields. Additionally, this program of study will prepare students for graduate studies. The department is dedicated to offering learning opportunities beyond the classroom including independent studies, research projects, internships, and participation in field trips, seminars, workshops, conferences, and student organization activities.

Bachelor of Science in Criminal Justice

Program Requirements

1. See the “Degree Requirements” section under the “School of Humanities and Social Sciences.”

2. Criminal Justice Major: Students must complete a minimum of 42 credit hours in criminal justice with a grade of C- or higher in each course.

3. Criminal Justice Required Courses: The following courses are required of all criminal justice majors and may not be substituted:

- CJHS-J 101 The American Criminal Justice System (3 cr.) (prerequisite for all other criminal justice courses)
- CJHS-J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.)
- CJHS-J 202 Criminal Justice Data, Methods and Resources (3 cr.)
- CJHS-J 301 Substantive Criminal Law (3 cr.)
- CJHS-J 306 The Criminal Courts (3 cr.)
- CJHS-J 321 American Policing (3 cr.)
- CJHS-J 331 Corrections (3 cr.)
- CJHS-J 305 Juvenile Justice System (3 cr.)
- CJHS-J 380 Internship in Criminal Justice -or- CJHS-J 480 Research in Criminal Justice (3 cr.)

4. Criminal Justice Elective Courses (15 cr.): Five additional 200-, 300- or 400-level criminal justice courses are required. Homeland security/emergency management courses may count as a criminal justice electives.

Certificate in Homeland Security and Emergency Management

The Certificate in Homeland Security and Emergency Management offers students an in-depth understanding of the issues and concerns surrounding homeland security and emergency management. The certificate also provides students with practical solutions in the management of natural and unnatural threats and emergency events. Upon completion of the certificate, students will be better equipped to lead their agency, department, organization, company, and community in the preparedness, response, recovery, and mitigation of both natural and human-initiated disasters.

Certificate Requirements:

1. Students must meet the regular Indiana University admission requirements.
2. Students who are interested in pursuing the CJHS Certificate in Homeland Security and Emergency Management must demonstrate competence in ENG-W 131 or have taken CJHS-J 101. Students seeking waiver of these courses must have either completed similar courses before applying to the program or have several years working experience in a criminal justice, homeland security, or related field. Waiver for these courses must be submitted in writing by the student to the department of CJHS and will be granted only by the department chair. Students must complete 15 credit hours in homeland security and emergency management with a grade of C- or higher in each course.
3. Students requesting substitution of any course below must complete and submit for approval the ***Request for Possible Substitution of Courses in Criminal Justice*** form which may be obtained from a Criminal Justice advisor.
4. This certificate is available for currently enrolled BS students in Criminal Justice and is financial aid eligible.
5. The courses for this certificate are usually offered only online.
6. The following courses (15 cr.) are required of all students seeking a certificate in homeland security and emergency management:

- - CJHS-J 272 Terrorism and Public Policy (3 cr.)
  - CJHS-J 275 Introduction to Emergency Management (3 cr.)
  - CJHS-J 278 Principles and Practices in Homeland Security (3 cr.)
  - CJHS-J 387 Foundations of Homeland Security (3 cr.)
  - CJHS-J 388 Public Administration and Emergency Management (3 cr.)

The Certificate in Correctional Management and Supervision

The Certificate in Correctional Managment and Supervision is aimed at the non-degree student who is interested in obtaining collegiate experience in the field of American corrections. This certificate is not financial aid

eligible. Currently enrolled Criminal Justice majors are not eligible for this certificate.

Requirements for the Certificate in Correctional Management and Supervision are below:

1. Students must meet the regular Indiana University admission requirements.
2. Students must complete 15 credit hours in correctional management and supervision with a grade of C- or higher in each course.
3. Required courses may not be substituted for other courses
4. The following courses are required of all students seeking a certificate in correctional management and supervision:

- - CJHS-J 101 American Criminal Justice System (3 cr.)
  - CJHS-J 331 Corrections (3 cr.)
  - CJHS-J 304 Correctional Law (3 cr.)
  - CJHS-J 370 Seminar in Criminal Justice-Topic--Correctional Counseling (3 cr.)
  - CJHS-J 370 Seminar in Criminal Justice-Topic--Correctional Administration (3 cr.)

Certificate in Public Safety

This certificate is aimed at the non-degree student who is interested in obtaining collegiate experience in the law enforcement field. This certificate is not financial aid eligible. Currently enrolled Criminal Justice majors are not eligible for this certificate.

Certificate in Public Safety Requirements:

1. Students must meet the regular Indiana University admission requirements.
2. Public Safety Certificate: Students must complete 15 credit hours in public safety with a grade of C- or higher in each course.
3. Required courses may not be substituted for other courses.
4. The following courses are required of all students seeking a certificate in public safety and may not be substituted:

- CJHS-J 101 The American Criminal Justice System
- CJHS-J 301 Substantive Criminal Law or J 310 Introduction to Administrative Processes
- CJHS-J 321 American Policing
- CJHS-J 320 Criminal Investigation - or - J 322 Introduction to Criminalistics
- CJHS-J 370 Seminar in Criminal Justice

For many, one of the certificates offered through the Department of Criminal Justice and Homeland Security will be the beginning of further study leading to the B.S.C.J. Those interested in continuing their studies at IU Kokomo will find that their certificate hours will apply toward course requirements for this degree.

Criminal Justice Minor

Any IU Kokomo student enrolled in a baccalaureate program, except those enrolled in CJHS may pursue the following minor. This minor reinforces and enhances career options for a wide variety of majors, including those interested in attending law school after graduation. Students must complete 15 credit hours (5 courses) in criminal justice with a grade of C- or higher in each course. Required courses will generally not be substituted for other courses. Substitution of elective courses requires the student to complete and submit for approval the ***Request for Possible Substitution of Courses in the Criminal Justice*** form which may be obtained from a Criminal Justice advisor.

The Following Courses are Required of all Criminal Justice Minors:

- CJHS-J 101 The American Criminal Justice System (3 cr.)*
- CJHS-J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.)
- CJHS J 301 Substantive Criminal Law (3 cr.)

Criminal Justice Electives. Choose two of the following courses:

- CJHS-J 306 The Criminal Courts (3 cr.)
- CJHS-J 321 American Policing (3 cr.)
- CJHS-J 331 Corrections (3 cr.)

***Note**: CJHS-J 101 is a prerequisite to all other criminal justice courses. The University reserves the right to cancel courses for insufficient enrollment.

Criminal Justice Courses Undergraduate

CJHS-J 101 American Criminal Justice System (3 cr.) Introduction to elements of the criminal justice system: the police, the courts, and corrections, and how they function in contemporary American society. CJHS-J 101 is a prerequisite to all criminal justice classes.

CJHS-J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.) P: CJHS-J 101 This course examines the impact of sociological, biological, and economic theories of crime and the practice of criminal justice. Focus is upon the natural and importance of theory, context of theoretical developments, methods for the critical analysis of theoretical developments, and policy implications of the varying perspectives considered.

CJHS-J 202 Criminal Justice Data, Methods and Resources (3 cr.) P: CJHS-J 101 Course examines basic concepts of criminal justice. Students become familiar with research techniques necessary for systematic analysis of the criminal justice system, offender behavior, crime trends, and program effectiveness. Students will learn to critically evaluate existing research. Students will become familiar with existing sources of criminal justice data and will learn to assess the quality of that data.

CJHS-J 260 Topics in Criminal Justice (3 cr.) P: CJHS-J 101 This course introduces students to special topics in criminal justice.

CJHS-J 272 Terrorism and Public Policy (3 cr.) P: CJHS-J 101 Survey of the incidence of terrorism in demorcatic societies, with particular emphasis on public policy responses designed to combat terrorism in cities. Overviews of ongoing conflicts with terrorist organizations in various countries are interspersed with analysis of significant terrorist events and public policies and responses such events create.

CJHS-J 275 Introduction to Emergency Management (3 cr.) P: CJHS-J 101 An examination of the background

an nature of the profession, the central theoretical debates concerning natural and human-induced disasters, mitigating and reacting to these castastrophic events and the roles and responsibilites of emergancy managers. Current practical problems and future directions will be explored.

CJHS-J 278 Principles and Practices in Homeland Security (3 cr.) P: CJHS-J 101 An examination of the basic operations, functions, and issues involved in securing our homeland from domestic and international threats including possible threats and proactive and reactive measures against such threats.

CJHS-J 301 Substantive Criminal Law (3 cr.) P: CJHS-J 101 The development, limitations, and applications of substansive criminal law utilizing the case-study method.

CJHS-J 302 Procedural Criminal Law (3 cr.) P: CJHS-J 101 Criminal Law application and procedure from the initiation of police activity throught the correctional process utilizing the case-study method.

CJHS-J 303 Evidence (3 cr.) P: CJHS-J 101 The rules of law governing proof at trial of disputed issues of fact; burden of proof; presumptions and judicial notice; examination, impeachment, competency, and privlages of witnesses hearsay rule and exceptions. All related as nearly as possible to criminal as opposed to civil process.

CJHS-J 304 Correctional Law (3 cr.) P: CJHS-J 101 Legal problems from conviction to release: pre-sentence investigations, sentencing, probation and parole, incarceration, loss and restoration of civil rights.

CJHS-J 305 The Juvenile Justice System (3 cr.) P: CJHS-J 101 Current developments in the legal, administrative, and operational aspects of the juvenile justice system.

CJHS-J 306 The Criminal Courts (3 cr.) P: CJHS-J 101 An analysis of the criminal justice process from prosecution through appeal. The organization and operation of felony and misdemeanor courts are examined. Topics include prosecutorial desision-making, plea bargining, judicial selection, the conduct of trials, sentencing, and appeal.

CJHS-J 310 Introduction to Administrative Processes (3 cr.) P: CJHS-J 101 Introduction to principles of management and systems theory for the administration of criminal justice agencies.

CJHS-J 320 Criminal Investigation (3 cr.) P: CJHS-J 101 Theory of investigation; crime scene procedures; interviews, interrogations, surveillance and sources of information; collection and preservation of physical evidence; investigative techniques in specific crimes.

CJHS-J 321 American Policing (3 cr.) P: CJHS-J 101 A broadly based study of the operations and interrelationships of the American police system, including discussion of the limitations of the police function, inter-juristictional matters, and intra-agency processes.

CJHS-J 322 Introduction to Criminalistics (3 cr.) P: CJHS-J 101 R: CJHS-J 301. The broad range of physical evidence developed through the investigative process, and methods of identifying and establishing validity and relevance through forensic laboratory techniques.

CJHS-J 331 Corrections (3 cr.) P: CJHS-J 101 A survey of contempory correctional systems, including analysis of federal, state, and local corrections; adult and juvenile facilities and programs; probation and parole. This course is not open to students who have not completed SOC-S 420 Topics in Deviance: Corrections.

CJHS-J 355 Global Criminal Justice Perspectives (3 cr.) P: CJHS-J 101 This course will survey various criminal justice systems from a variety of cultures and regions of the world. Particular attention will be given to the contrast of eastern and western systems, as well as systems that do not fit neatly into established categories.

CJHS-J 370 Seminar in Criminal Justice (3 cr.) P: CJHS-J 101 Selected contempory topics in criminal justice. May be repeted for credit.

CJHS-J 380 Internship in Criminal Justice (1-6 cr.) P: CJHS-J 101, permission of instructor, and junior or senior status. May be repeated for credit. Course grade is S/F (Satisfactory/Fail). Students are placed with a criminal justice agency for assigned tasks. Students also complete an academic component.

CJHS-J 387 Foundations of Homeland Security (3 cr.) P: CJHS-J 101 An examination of the theory and research driving homeland security and emergency management measures and an analytical look at the practices and principles of homeland security from an empirical perspective.

CJHS-J 388 Public Administration and Emergency Management (3 cr.) P: CJHS-J 101. An examination of the American federal system and how it affects policy making and emergancy management. Topics include: government programs, participation of agencies and actors from all three levels of the government, the nonprofit sector, and the private sector. Administrative processes involved in managing major hazards and disastors will be presented.

CJHS-J 439 Crime and Public Policy (3 cr.) P: CJHS-J 101 This course is an introduction to the major efforts designed to control or reduce crime. A review of existing knowledge is followed by an investigation of current crime control theories, proposals, and programs.

CJHS-J 440 Corrections in the Community (3 cr.) P: CJHS-J 101 An introduction to correctional alternatives to incarceration that focus on the reintegration of the offender while remaining in the community. Because of their extensive use, considerable attention is given to probation and parole. Other topics include diversion, community residential programs, restitution, halfway houses, and home detention.

CJHS-J 460 Police in the Community (3 cr.) P: CJHS-J 101 In-depth examination of crime as an urban policy problem; focusing on the role of police and victims in defining crime as a policy problem, and their role in seeking to reduce the incidence of crime.

CJHS-J 470 Seminar in Criminal Justice (3 cr.) P: CJHS-J 101 and senior standing. Emphasizes current developments in legal, administrative, and operational aspects of the criminal justice stystem.

CJHS-J 480 Research in Criminal Justice (1-6 cr.)
P: CJHS-J 101, junior standing and consent of instructor. Individual research under guidance of faculty member.

Humanities and Social Sciences Courses Undergraduate

Afro-American Studies (AFRO)

AFRO-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.

AFRO-A 210 The Black Woman in America (3 cr.) A historical overview of the black woman's role in American society, including family, social, and political relationships.

Humanities and Social Sciences

HSS-S 200 Introduction to Leadership Studies (3 cr.) This course provides an overview of leadership theories and practices. It is offered in the hybrid format, meeting once per week on campus and once per week online.

HSS-S 300 Leadership Practicum - Leadership in Action (1-2 cr.) This course provides hands-on experiences with leadership activities and events that provide a leadership opportunity. Students will take this class for three credits--either as three one-credit modules or as a one credit/two credit sequence.

HSS-S 400 Leadership Capstone (3 cr.) This course is an applied, experiential learning course where students can practice the knowledge gained in other courses. It serves as a capstone for the minor and students will complete a semester-ling project

HSS-E 103 Topics in Arts and Humanities (3 cr.) Specific topics will vary by section and over time, but all versions of E 103 will meet the objectives of the HSS TOPICS curriculum. The curriculum is open to freshmen who will learn how scholars from the arts and humanities distribution area frame questions, propose answers, and assess the validity of competing approaches. Writing and communication skills are integrated in the course.

HSS-E 104 Topics in Social and Historical Studies (3 cr.) Specific topics will vary by section and over time, but all versions of E 104 will meet the objectives of the HSS TOPICS curriculum. The curriculum is open to freshmen and sophomores, who will learn how scholars from the social and historical studies distribution area frame questions, propose answers, and assess the validity of competing approaches. Writing and communication skills are integrated in the course.

HSS-I 100 Intro to International Studies (3 cr.) This introductory, interdisciplinary course is required for all students in the International Studies Program. It will expose students to various academic and disciplinary approaches (representing the social sciences, humanities, and natural sciences) essential to international studies. Students will analyze critical global issues and gain a fuller understanding of the international system.

Women and Gender Studies

WOST-W 350 Women: Images and Perspectives (3 cr.) Fall or spring. This interdisciplinary course studies how women's lives in America are shaped by social values; by cultural beliefs, traditions, and ideology; and by social, political, and economic institutions or policies. It also considers how these are reflected in imaginative literature as well as social reality.

School of Nursing

Dean: Mary Bourke, Interim

Graduate Program Assistant Dean: Mary Steinke, Interim
RN-BSN Completion Track Assistant Dean: Angela Heckman
Pre-Licensure Track Assistant Dean: April Mouser

Associate Professor: Bourke
Clinical Professor: Heckman
Clinical Associate Professor: Whitmore, Zody
Assistant Professor: Ledbetter, Leffler, Mouser, Townsend
Clinical Assistant Professor: Pratt, Steinke
Senior Lecturer: Rosales
Lecturer: Connolly, Gale, Green, Hollingsworth, Lewis, Swartzendruber, Tormoehlen, Wash-White
Clinical Liaison: Connolly

The philosophy of the Indiana University Kokomo School of Nursing is consistent with the mission and purposes of Indiana University and Indiana University Kokomo. The faculty of the Indiana University Kokomo School of Nursing believe that the education of students is our primary mission. In accordance with Indiana University Kokomo, the School of Nursing faculty support a strong commitment to excellence in instruction, scholarship through research or creativity, educational outreach and service, and activities that enhance the quality of life in the region and the state. Faculty and students share accountability for creating an educational system that reflects respect, collaboration, intellectual inquiry, and creativity through the framework of the nursing metaparadigm. See Student Nursing Handbook for complete list of General Beliefs.

Mission Statement In support of Indiana University Kokomo's statements of commitment, the mission of the School of Nursing is to provide innovative educational experiences that prepare nurses at the baccalaureate and higher degree levels to collaborate with other professionals to provide safe, culturally competent, evidence-based health care. The graduate will have the knowledge, skills, and attitudes to facilitate safe, appropriate transitions of care as well as educate clients to manage their own health. Reflective of the faculty commitment to professional nursing education, students are presented with opportunities for community involvement, professional engagement and lifelong learning.

Vision Statement
Indiana University Kokomo School of Nursing strives to be the institution of choice for baccalaureate and higher education, known for excellent and innovative learning environments designed to prepare nurse leaders who positively impact the profession and the health and wellness of the residents of North Central Indiana across evolving health care systems.

Additional Information

- Academic Policies for the Graduate Nursing Program
- Academic Policies for Undergraduate Nursing Programs
- Bachelor of Science in Nursing Program of Study
- General Policies for IU Kokomo School of Nursing
- Pre-Licensure Bachelor of Science Track

Majors/Minors

Bachelors Degrees

- Bachelor of Science in Nursing
- RN to BSN Completion Track

Masters Degrees

- Master of Science in Nursing

Courses

- Undergraduate Courses
- Graduate Courses

Bachelor of Science in Nursing

The nursing program at IU Kokomo is a high quality baccalaureate degree program that prepares nurses as effective leaders, capable of collaborating with the interdisciplinary health team to promote safety and to achieve optimal patient outcomes across a variety of settings, including the hospital, home, and community. The BSN degree program integrates a strong background in the sciences and liberal arts with an excellent education in the profession of nursing.

The nursing program is tailored to meet the needs of beginning students as well as experienced nurses returning to complete a BSN. The nursing program provides a strong background for students in practice and for future graduate study. The curriculum is based on the AACN Essentials of Baccalaureate Nursing Practice (2013), the ANA Code of Ethics for Nurses, the ANA Standards of Practice, and Indiana State Nurse Practice Act.

Accreditation
The Bachelor of Science in Nursing program at Indiana University Kokomo is accredited by the Commission on Collegiate Nursing Education (CCNE) One DuPont Circle NW, Suite 530, Washington, DC 20036 (202) 887-6791.

Nondiscrimination Policy
Indiana University is committed to equal opportunity for all persons and provides its services without regard to gender, age, race, religion, ethnic origin, sexual orientation, veteran status, or disability. The university director of affirmative action is administratively responsible for carrying out the affirmative action program. There is also an affirmative action officer on each campus who develops and administers the affirmative action program there.

Scholarships and Financial Aid
Pre-nursing and nursing students are eligible for scholarships and financial aid offered to IU Kokomo students. Information may be found in the “Scholarships and Financial Aid” section of this bulletin. Information can also be obtained by contacting the Office of Scholarships and Financial Aid, Kelley Student Center.

Honors and Awards
Students have the opportunity to be recognized for academic excellence while pursuing their degree and at graduation. Full-time pre-nursing and nursing students will be placed on the Dean’s List each semester they earn a GPA of 3.5 or higher. Part-time students are eligible for the Dean’s List after the completion of 12 credit hours and for each semester they have accumulated an additional 12 credit hours of course work on the Kokomo campus with a GPA of 3.5 or higher.

To graduate with academic distinction, baccalaureate students must complete a minimum of 60 credit hours at Indiana University and be in the top 10 percent of the graduating class. (Academic distinction is campus- and program specific. Students should check with the Advising Center for Allied Health and Nursing on the Kokomo campus for policy interpretation and procedures.)

Sigma Theta Tau
The School of Nursing at IU Kokomo is a proud member of the Alpha Chapter of Sigma Theta Tau, the International Honor Society of Nursing. The mission of the Honor Society of Nursing, Sigma Theta Tau International (STTI) is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing.

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General Policies for IU Kokomo School of Nursing

Student Responsibility
Students admitted to the School of Nursing are responsible for knowing and completing all requirements for their degree program. Academic counselors, faculty, and administrators are available to clarify the academic requirements and assist students in academic planning to progress toward their degree. All policies contained in the Indiana University Kokomo Bulletin are applicable for the year in which students are admitted to the Bachelor of Science in Nursing Degree program. The university and School of Nursing have ultimate authority to implement policy/curriculum changes as needed. All students are responsible for acquainting themselves with all university and School of Nursing policies pertaining to their admission, progression, and graduation, and will be subject to policy or curriculum changes as they progress. Students are accountable for compliance with the same throughout their course of study.

Disability Statement
Some students may have disabilities that would influence their ability to meet nursing program requirements at IU Kokomo. If you have a documented disability or other needs that may require consideration you are responsible for contacting the Career and Accessibility Center at 765.455.9301, Kelley Center Room 200 regarding your needs. The School of Nursing will make reasonable

accommodation to assist the student with documented disabilities to successfully complete all requirements of the nursing program. If there is a question about whether a student's disability will interfere with successful program completion, the Student Affairs Committee will consider the case with the assistance of the Affirmative Action Officer. The School of Nursing makes no guarantee to students regarding accommodations that will be made for NCLEX testing or in future professional employment.

Confidentiality of Student Records
In accordance with federal statutes and regulations, student records are confidential. Disclosure of any information contained in these records to anyone other than the student will be made only in accordance with procedures described in the Code of Student Ethics.

Professional Liability Insurance
All undergraduate nursing students have liability insurance under the malpractice contract of Indiana University. This policy covers students only while caring for patients/clients in the student role as part of an IU course.

Health Insurance
Students are required to have health insurance once admitted to the major, and should carry their card with them during each clinical course. Should an incident necessitating student treatment occur while in the clinical setting, associated costs will be the responsibility of the student and billed to the student's insurance provider.
Failure to maintain health insurance is grounds for dismissal from the program.

Health Requirements
All nursing students must provide evidence of compliance with health and safety requirements (immunizations, drug and TB testing, physical examination, background check, CPR, and orientation requirements). Failure to adhere to the policy as posted in the BSN Student Handbook may lead to serious consequences, up to and including course failure and program dismissal. Requirements are subject to change at the discretion of healthcare agencies. Student result information will be provided to the clinical agency upon request. Notification of requirement changes will be forwarded as soon as they are communicated to the school. Submission of this documentation is a requirement of the healthcare agencies, and not a requirement of the university. Failure to submit the documentation will result in non-placement for clinical courses, and thus prohibit the student from progressing in the nursing major.

Clinical Attendance
Missing 20% or more of the clinical hours for a course will constitute failure in that course. Further guidance may be found in the BSN Student Handbook.

Inappropriate Behavior in Clinical Setting
If at any time, in the judgment of an IU Kokomo School of Nursing faculty member, a student appears to be unable to perform clinical responsibilities safely or in any way compromises safe client care, the student will be dismissed from clinical for that day and may not return until the situation is resolved to the satisfaction of the School of Nursing. If a representative of the clinical facility and/or faculty member requests the student have a drug screen prior to leaving the facility, the student must comply (at the student's expense) or face dismissal from the nursing program. Further guidance may be found in the BSN Student Handbook.

Standardized Testing
Students in the pre-licensure nursing major will be required to take standardized competency tests pertaining to each of the major content areas throughout the curriculum, as well as at program entry and near graduation. These exams may be scheduled at times other than course meeting times. Further guidance may be found in the BSN Student Handbook.

Dosage Calculation Testing
Students must pass a medication administration proficiency exam at 90% in the sophomore 2 semester in order to progress to the junior year. Medication calculation questions may appear on any or all core nursing exams, even if such calculation was not a part of the material taught directly in that course.

Dress Code
While in clinical and laboratory experiences, nursing students are expected to wear professional attire and the approved photo identification badge in compliance with the BSN Student Handbook. Students not appropriately attired may be asked to leave the clinical area by their instructor. BSN students admitted to the nursing major are required to purchase the official Indiana University Kokomo crimson uniform bearing the Indiana University logo. The IU Kokomo crimson scrub uniform is to only be worn when the student is in clinical or laboratory or other activities in which the student is representing the School of Nursing. While in uniform, students are expected to behave in a professional manner.

Transportation Requirements
Clinical learning experiences are varied in setting, location, day of week, and time of day. Students are responsible for providing their own transportation to and from all clinical experiences.

Drug-Free Campus Policy
Students are prohibited by Indiana University to use or possess alcoholic beverages, any drug or controlled substance, or drug paraphernalia on university property or in the course of a university activity or student organization activity. Students are responsible for acquainting themselves with this policy and with sanctions for violation of the policy. This policy includes any educational experience associated with successfully completing the nursing program.

Eligibility for Licensure
Those who apply for licensure examination as a registered nurse in the state of Indiana are required to submit to the Indiana State Board of Nursing written evidence, verified by oath, that they (1) have not been convicted of any act that would constitute grounds for disciplinary sanction under the State Board rules and regulations, or any felony that has direct bearing on their ability to practice competently (note that convictions include the possession and use of alcohol, drugs or controlled substances);

(2) have completed an approved high school course of study or its equivalent, as approved by the appropriate educational agency; (3) have completed all graduation requirements at a state-accredited school of nursing; (4) have completed a criminal background check; and (5) fingerprinting. It is each student's responsibility to meet licensure application deadlines. Students wishing to take the licensure examination in another state must contact that state's board of nursing directly. International students and graduates of foreign nursing programs should contact the Indiana State Board of Nursing for specific licensure requirements.

Sex Offenders Screening Policy
The Indiana Sex Offenders Registry is reviewed every semester for all enrolled students. Any student enrolled in an undergraduate nursing program who has been convicted of a sex offense against children shall be dismissed from the program. Any student already admitted to an undergraduate nursing program whose name appears on the Registry during the time of enrollment in the nursing major shall be ineligible for continuation or completion of their current or any other nursing program.

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Academic Policies for Undergraduate Nursing Programs

Good Standing
In order to remain in good standing, a student must:

- Maintain a grade of C (2.0) or above in required general education (pre-nursing) courses, with not more than one repeat in any course.
- Repeat no more than three (3) required general education courses. Of the three (3) courses, no more than two (2) courses may be a science.
- Maintain a grade of C (2.0) or above in each Nursing major course.

Progression
Progression to the next level of didactic and clinical courses is contingent upon successful completion of the previous semester's general education, didactic, and clinical courses.

Academic Probation
A student will be placed on academic probation when the semester grade point average is below a 2.0 or when the cumulative grade point average falls below a 2.0 on a 4.0 scale. Academic probation will be removed following the semester in which the cumulative and semester grade point averages are 2.0 or higher.

Continuation in the Program
The internal grade point average (nursing GPA) must be at least 2.0 to enter each semester of the program.

Dismissal
A student will be dismissed from the program when any of the following situations occur:

1. Failure of more than three (3) required general education courses. Of the three (3) courses, only two (2) failures will be allowed in science coursework. Any grade below C (2.0) is considered failing.
2. Failure to achieve an internal grade point average (nursing GPA) of 2.0 at the completion of each semester.
3. Failure to achieve a 2.0 IU semester grade point average in any two consecutive semesters.
4. Failure to achieve a grade of C (2.0) or above in any two nursing courses or co-requisite sets of didactic and laboratory (clinical) nursing courses on the first attempt.
5. Failure to achieve a grade of C (2.0) or above in any one nursing course or in one of a co-requisite set of didactic and laboratory (clinical) nursing courses by the second attempt.
6. Failure to meet probationary stipulations (for example, learning contracts and tutoring sessions) in the semester following the assignment of probation.
7. Lack of personal integrity, as demonstrated by but not limited to falsification of records and reports, plagiarism, or cheating on an examination, quiz, or any other assignment.
8. A health condition that has the potential to place the student or patients under his/her care at a safety risk.
9. Failure to adhere to legal and ethical professional requirements, including, but not limited to confidentiality rules (i.e. HIPAA).

Students who are admitted to the major but fail to register for first semester courses must seek readmission to the program, subject to competitive review.

Any student who has been dismissed from the school has the right to make an appeal according to the guidance in the BSN Student Handbook.

Withdrawal Policies

1. Withdrawal from a required general education course in the semester indicated in the curriculum design requires approval from the Advising Center for Allied Health and Nursing.
2. Once admitted to the major, students may have only 2 nursing course withdrawals.
3. If a student withdraws from any course with a co-requisite didactic, clinical or lab component, they must withdraw from all components in which they do not already have a final grade assigned.
4. Failure to register in each sequential semester, excluding summer sessions, constitutes withdrawal from the nursing program.
5. After the date for withdrawal with an automatic 'W' has passed, if a student chooses to withdraw from any course the instructor may assign a grade of either W or F, depending upon the level of work to date.

Reinstatement
Students who have interrupted their nursing program for at least 1 semester and wish to return need to adhere to the following procedural steps: (1) submit written notification of their intent to reenter the program to the Nursing and Allied Health Advising Center AND the pre-licensure track assistant dean by March 15 for fall semester, or October 15 for spring semester; and (2) submit current health and safety requirements August 1 for fall semester, or December 1 for spring semester.

All requests for reentry will be evaluated on the basis of the availability of classroom and clinical space. Regardless of the reason for the extended absence, the 6-year rule applies for program completion. Students whose program progression is interrupted will be subject to any curriculum and/or policy changes occurring during the period of interrupted progress.

All students must successfully complete an individualized clinical and math skill competency plan as determined by the Assistant Dean of the Pre-Licensure Track or designee prior to the start of the semester for clinical re-entry/ continuation.

Intercampus Transfers
Students in the nursing major who are in good academic standing may seek intercampus transfer by sending a written request to the Advising Center for Allied Health and Nursing. Intercampus transfer requests will be evaluated individually on the basis of student record review. Transfer students must meet or exceed admission qualifications relevant to the class into which transfer is requested. Further, the availability of courses, faculty, and facilities to meet student needs and program objectives will be considered.

Academic Status
Full-time status is given to undergraduate students enrolled in 12 or more credit hours during a regular semester or 6 or more credit hours during a summer term. Enrollment of fewer than 12 credit hours during a regular semester or fewer than 6 during a summer term constitutes part-time status. This may impact the student's qualification for financial aid.

Auditing of Courses
Students have the option of registering for non-nursing classes on a credit or audit basis. Students who are auditing must officially register for a class and pay the applicable fees. Upon completion, the course is entered on the permanent university transcript as taken for no credit (NC). Required general education courses taken for NC will not apply toward completion of nursing program requirements. Students may not audit any lab or clinical nursing course. The opportunity to audit a didactic nursing course is dependent on the availability of space and demonstration of adequate program progression on the part of the student.

Correspondence/Independent Study Courses
Students must have completed any correspondence/ independent study courses prior to enrollment in the final semester of the program or register for the on-campus course in the final semester.

Prior Learning Credit

Any student, pre-licensure BSN or RN to BSN, may earn up to 15 credits of prior learning credit. Of these 15 hours, up to 3 credit hours of nursing elective credit may be earned by pre-licensure BSN students, and up to 6 credit hours of nursing elective credit may be earned by RN to BSN students.

The student must provide evidence acceptable to a committee of nursing faculty that such credit is warranted. For example--a military medic may apply for such credits based on the work she/he did in the field. For RNs elective credit may be related to work experience--1 credit hour for each 4 continuous years of at least 20 hours/week employment (up to 6 credits) or a national certification (3 credits), etc. Elective nursing credits do not take the place of required nursing courses.

The remaining credits (up to a total of 15 for previous learning) may come from the student petitioning the school normally responsible for those credits--if the student wants to get credit for a composition course then the student must petition the English Department, etc. This might be a student who has written copy for a newspaper and can bring their portfolio of work to show the committee in the English Department so they can judge the quality and appropriateness of the work to meet a given course's requirements. For RN to BSN students, the Assistant Dean of the RN to BSN track will determine appropriateness of all credit requests.

Prior learning credit is based on work or life experience, not on formal education as formal education that has credits associated may be transferred in as appropriate. Prior learning credits do not include the 35 credits students are granted upon completion of a certain portion of the RN to BSN curriculum.

Determination of Grade Point Average (GPA)
The Cumulative Grade Point Average is a reflection of all work completed at Indiana University. Courses transferred from another institution are not used in calculating this average. The Interim Grade Point Average reflects grades received between the time students are admitted to the nursing major and the time that they actually begin nursing course work. Students must maintain a 2.5 interim GPA, or admission to the major will be revoked. If the admission is revoked, reapplication to the major is required. The Pre-nursing Grade Point Average includes all IU and transfer grades earned in the pre-nursing courses applicable toward the program, including initial and repeat attempts and excluding IU FX'd grades.

Nursing Contact Hours
Theory or didactic course credits are generally arranged on a one-to-one credit/contact hour basis. (For example, a 3-credit-hour course meets three hours per week for 15 weeks.) Clinical laboratory courses are scheduled in a 1-to-3 ratio. (For example, a 2-credit course meets six hours per week for 15 weeks). Additionally, the School of Nursing abides by a 50-minute hour in clinical and lab courses. Some differences may occur in courses with significant online or outside experiential learning.

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Bachelor of Science in Nursing Program of Study

The purpose of the baccalaureate program is to offer a program for the education of professional nurses prepared to meet current and future healthcare needs of society. The curriculum prepares a generalist in professional nursing and prepares students for graduate study. Baccalaureate education in nursing requires a broad foundation in the sciences and humanities necessary for preparing professional nurses capable of practicing as knowledgeable generalists, and who are responsible, informed citizens in a democratic society.

The baccalaureate graduate in nursing uses the nursing process to assist clients in attaining mutually established health goals and in adapting patterns of functioning to promote maximum health potential. As a generalist, the graduate practices in the roles of provider of care, manager of care, and member of the profession. The baccalaureate nurse is responsible and accountable for providing quality nursing care in practice settings that include, but are not limited to, hospital, home, and community. The graduate demonstrates leadership behavior in collaborating with interdisciplinary health team members and others to design health care plans and to develop more efficient and effective approaches to health care delivery and achievement of desired health outcomes.

Program Outcomes for the Bachelor of Science in Nursing meet the nationally recognized standards: BSN Essentials for Baccalaureate Nursing Practice (2008), the ANA Code of Ethics for Nurses, the ANA Standards of Practice, and the Indiana State Nurse Practice Act. Differences are based on degree track that relate to the distinctive needs of the pre-licensure and RN to BSN student.

Degree Requirements
Prospective students should study the requirements for admission to the School of Nursing, the specific curriculum requirements, course sequences, and requirements for the degree. Students are responsible for meeting degree requirements and making application for degree candidacy. The School of Nursing is not responsible for student degree certification if they do not file a graduation application. Application for the degree must be made by the deadlines published by Indiana University Kokomo School of Nursing. Enrollment in BSN courses is limited to IU Kokomo students admitted to the major. Exceptions/ transfers will be considered by school administration on a case-by-case basis.

All candidates for the degree Bachelor of Science in Nursing must fulfill the following requirements:

1. Meet IU residency requirements;
2. Satisfactory completion of a minimum of 120 credit hours that apply to the degree;
3. Credits earned in remedial skills courses do not apply to the degree Bachelor of Science in Nursing;
4. Credits from courses that have been repeated may be counted only one time to meet degree requirements;
5. Minimum cumulative grade point average of 2.5 and minimum 2.7 grade point average in the courses required to apply to the major;
6. Minimum grade of C (2.0) in a required course or equivalent by the second completed attempt;
7. May repeat no more than three (3) courses totaling 11 credit hours in the general education courses to earn a C (2.0) or higher, of which no more than two (2) courses may be a science; and
8. Students must complete all coursework within six (6) years of receipt of a first semester sophomore year nursing course grade.

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Pre-Licensure Bachelor of Science Track

(For students who are not already RNs) For program information, contact Assistant Dean April Mouser, DNP, at 765.455.9550 or almouser@iuk.edu.

IU Kokomo BSN Program Outcomes: The IU Kokomo BSN graduate will meet program outcomes and embody them in their professional practice as a nurse who is:

1. a critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making;
2. a culturally sensitive person who provides holistic, patient-centered nursing care for individuals, families, and communities;
3. a knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations;
4. an individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery;
5. an individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing;
6. an effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes;
7. a competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments;
8. an accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety; and
9. an individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

General Education Coursework:
In addition to 63 credits of nursing courses in the major (9 of these credits meet general education requirements), pre-licensure students are required to complete general education credits distributed as follows:

INFORMATION LITERACY/SPEAKING AND LISTENING (9 cr.)

QUANTITATIVE LITERACY (4-8 credits)

CRITICAL THINKING (3 cr.)

SCIENTIFIC WAYS OF KNOWING (Anatomy, Physiology, Microbiology, Chemistry) (17 cr.)

SOCIAL AND BEHAVIORAL WAYS OF KNOWING (6 cr.)

ETHICS AND CIVIC ENGAGEMENT (3 cr.)

HUMANISTIC AND ARTISTIC WAYS OF KNOWING (6 cr.)

CULTURAL DIVERSITY (3 cr.)

Pre-Licensure Plan of Study (Nursing Courses)

Sophomore 1 Courses (12 cr.)

- NURS-B 222 Comprehensive Health Assessment and Practicum (5 cr.)
- NURS-B 223 Promoting Healthy Popoulations and Practicum (4 cr.)
- NURS-B 253 Professionalism in Collaborative Practice (3 cr.)

Sophomore 2 Courses (12 cr.)

- NURS-B 260 Fundamentals of Nursing Practice (5 cr.)
- NURS-B 261 Pathophysiology and Pharmacology for Nursing Practice (4 cr.)
- NURS-L 230 Health Care Delivery Systems (3 cr.)

Junior 1 Courses (13 cr.)

- NURS-H 355 Data Analysis for Practice and Research (3 cr.)
- NURS-H 356 Clinical Nursing Care 1: Biophysical Processes (5 cr.)
- NURS-H 360 Clinical Nursing Care 2: Interactive Processes (5 cr.)

Junior 2 Courses (13 cr.) (FOR STUDENTS ADMITTED TO NURSING IN FALL 2016)

- B334 Transitional Care of Families and Populations (5 cr.)
- H371 Clinical Nursing Care 3: Adaptive Processes (5 cr.)
- R375 Nursing Research and Evidence-Based Practice (3 cr.)

Junior 2 Courses (13 cr.) (FOR STUDENTS ADMITTED TO NURSING IN SPRING 2016)

- NURS-H 361 Alterations in Health 2 (3 cr.)
- NURS-H 362 Alterations in Health 2 Practicum (2 cr.)
- NURS-H 363 Developing Family and Child (4 cr.)
- NURS-H 364 Developing Family and Child Practicum (2 cr.)
- NURS-H 365 Nursing Research (2 cr.)

Senior 1 Courses (10 cr.)

- NURS-S 470 Restorative Health Related to Multi-System Failures (3 cr.)
- NURS-S 471 Restorative Health Related to Multi-System Failures Practicum (2 cr.)
- NURS-S 472 A Multi-System Approach to the Health of the Community (3 cr.)
- NURS-S 473 A Multi-System Approach to the Health of the Community Practicum (2 cr.)

Senior 2 Courses (10 cr.)

- NURS-S 481 Nursing Management (2 cr.)
- NURS-S 482 Nursing Management Practicum (2 cr.)
- NURS-S 483 Clinical Nursing Practice Capstone (3 cr.)
- NURS-S 485 Professional Growth and Enpowerment (3 cr.)

Elective Courses:

- A minimum of 3 credits of nursing elective courses must be complete

Additional electives as needed to achieve 120 credit hours for graduation.

Consideration of Applications to the Pre-Licensure Nursing Track: Applicants must meet the deadlines for filing an application for admission. If a student is admitted to the nursing major but declines to accept, the student must reapply for reconsideration, and admission is not guaranteed. The student who fails to accept the offer of admission to the major for the second time is no longer eligible for future consideration. All students with completed applications who meet all of the admission criteria stated herein will be rank ordered according to the sum of the rank of the pre-nursing GPA and the rank results of the standardized pre-nursing achievement examination. Students with at least 12 credits from IU Kokomo will have 5 points subtracted from their overall rank. Selection will begin with students at the lowest (best) rank and proceed until seats are filled or there are no further qualified candidates. Students should direct all inquiries concerning the School of Nursing, counseling, application and admission to the campus where they plan to enroll in the major.

Admission to Pre-Licensure Nursing Track Considerations:
Unless approved by the School of Nursing administration, nursing major courses are open only to basic students accepted into the School of Nursing after applying and meeting application requirements. Students should direct all inquiries concerning the School of Nursing, counseling, and application to the campus where they plan to enroll in the major. See General Education: Fundamental Skills requirements in the “Academic Regulations” section of this bulletin. Please refer to “Academic Policies for All Nursing Programs” in this bulletin.

Admission to Pre-Licensure Nursing Track:
Admission to the School of Nursing is a competitive process. Achievement of minimum application criteria does not guarantee admission. The number of students admitted to the major depends upon the number of student spaces available, faculty, clinical resources, and applicants’ performance on admission criteria. Admission is campus-specific and competitive. Satisfactory completion of the prerequisite courses does not guarantee acceptance to the nursing major.

- All applicants must be admitted to IU Kokomo as a degree seeking student and be in good academic standing at time of application.
- All applicants must be advised by a Nursing Advisor.
- All applicants will have achieved satisfactory performance on a standardized pre-nursing achievement exam. Contact the Advising Center for Allied Health and Nursing for details regarding the exam and necessary scores to qualify for application.
- At least one of these three required sciences (ANAT-A 215, PHSL-P 215, MICR-J 200/J 201) must be successfully completed in order to apply to the major; at least 2 of these required 3 sciences must be completed to begin the nursing major.

- One of the following math courses must be completed in order to apply: Math-M 105, Math-M 117, MATH-M 125, MATH-M 118, MATH-M 119, MATH-M 215, MATH-M 133 or M 134.
- Students may fail (with a C- or below) no more than 3 pre-nursing courses totaling 11 credits. Of the 3 failures, only 2 are allowed in the sciences. Students exceeding any of these limits are ineligible to apply to the nursing program.
- Cumulative GPA—If an IU GPA is not available the cumulative GPA from his/her most recent institution will be used in determining the cumulative GPA.

RN to BSN Completion Track (hybrid or online)

(For students who are RNs and graduated from an associate degree or diploma program) For program information, contact Assistant Dean Angie Heckman, DNP, at 765.455.9202 or aheckma@iuk.edu.

IU Kokomo BSN Program Outcomes: The IU Kokomo BSN graduate will meet program outcomes and embody them in their professional practice as a nurse who is:

1. a critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making;
2. a culturally sensitive person who provides holistic, patient-centered nursing care for individuals, families and communities;
3. a knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations;
4. an individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery;
5. an individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing;
6. an effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes;
7. a competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments;
8. an accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety; and
9. an individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

Hybrid RN to BSN Completion Option Admission Policy

All applicants must hold an unencumbered Indiana RN license. Applicants must have a cumulative GPA of 2.5 on a 4.0 scale in order to apply. Applicants are considered by cohort according to the categories listed below. The number of students selected for each cohort depends upon the number of student spaces available and applicants' performance on admission criteria. Admission is campus-specific and competitive. Selection will be made at least 45 days prior to the start of the first term for the cohort group. Specific selection dates will be available in the Advising Center for Nursing and Allied Health Sciences. Students will be notified of acceptance by letter. In cases where two cohorts will be started at the same time (i.e. for off-site offering), two separate category lists will be generated. The student may sign up on both lists if desired, however they must attend at the site where accepted. Applications submitted are only good for the cohort beginning in the semester noted on the form. If a student chooses to be considered for another starting semester they must complete and submit a new application. Applicants must also complete a criminal background check through CertifiedBackground.com.

Complete applications are due:
July 1 for Fall Semester cohort; November 1 for Spring Semester cohort; March 1 for Summer Semester cohort. Please check with your advisor as cohorts of RN to BSN students do not begin every semester, but will begin at least one time per academic year.

Category 1: (first priority selection)

1) RN has a Cumulative GPA of at least 2.5 on a 4.0 scale either from Indiana University or from a regionally accredited ASN or Diploma program. In case both GPA scores are available, the higher GPA will be used in determining placement; and

2) Student has 12 or fewer remaining credits needed to meet general education requirements.

Students seeking category 1 consideration to a fall semester cohort must meet the above criterion as of the spring immediately preceding the desired fall start date.

Students seeking category 1 consideration to a spring semester cohort must meet the above criterion as of summer II immediately preceding the desired spring start date.

Students are ranked according to GPA within category 1, and selection begins with the highest GPA. If places are still available at the conclusion of the Category 1 selection process, the selection process will continue to fill available slots with Category 2 students.

Category 2: (second priority selection)
1) RN has a Cumulative GPA of at least 2.5 on a 4.0 scale either from Indiana University or from a regionally accredited ASN or Diploma program. In case both GPA scores are available, the higher GPA will be used in determining placement. Students with a GPA of 2.3 – 2.5 may be admitted on a probationary status, but must achieve and maintain a 2.5 GPA in Pod 1 courses in order to progress from Pod 1 forward. This performance standard must be met each successive semester; and

2) Student has more than 12 remaining credits needed to achieve general education requirements.

Students in this category are ranked according to the number of general education credits yet to be completed, and selection begins with those needing the fewest credit hours. Students who do not meet the minimum GPA requirements to fulfill these criteria may take courses at

Indiana University to generate or improve an IU GPA (and should work with advisors to ensure that courses taken apply to the general education requirements).

All Online RN to BSN Completion Option

An all online RN to BSN Completion Track is available and delivered via web-based and video technologies rather than requiring the student to come to campus. To apply, contact the IU campus closest to you. The campus to which you apply will be where your diploma will be issued and where you will receive academic advising as well as student and technical support. Contact the Advising Center for Nursing and Allied Health Sciences for additional information. Application requirements include the following:

1. application may be done any time and enter the program in the fall, spring or summer semesters;
2. all general education courses must be complete before beginning nursing coursework;
3. a current, unencumbered RN license in the state in which you are practicing and/or plan to meet your clinical requirements;
4. graduation from a regionally accredited school of nursing;
5. a cumulative GPA of 2.5 from the ASN or diploma program; and
6. completion of a criminal background check on the campus to which you are applying.

RN to BSN Completion Credit Distribution

Nursing Credits: 33
Special Credits (Credentialed): 35
General Education Credits: 52-54
Total Credits: 120

Following is the plan of study listing nursing coursework to be completed.
Note: curriculum changes occurring between print versions of this bulletin will be posted to the nursing website.

NURS-B 331 Transition to Baccalaureate Nursing Practice (3cr.)
NURS-B 304 Health Policy (3cr.)
NURS-B 404 Informatics (3cr.)
NURS-H 355 Data Analysis in Clinical Practice and Health Care Research (3cr.)
NURS-R 375 Nursing Research and Evidence-Based Practice (3cr.)
NURS-S 474 Ethics Applied to Health Care (3cr.)
NURS-S 487 Nursing Management (3cr.)
NURS-S 475 A Multi-system Approach to the Health of the Community (3cr.)
NURS-R 470 Clinical Nursing Practice Capstone (3 cr.)
Nursing Electives from approved list (6 cr.)
Students in all completion options must enroll in B331 the first semester and in R470 the final semester.
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Master's Degree In Nursing

For program information, contact Graduate Program Interim Assistant Dean Mary Steinke, DNP, at 765.455.9206 or msteinke@iuk.edu. Admission to the Indiana University Kokomo School of Nursing master's program requires approval by the faculty and is based on the applicant's qualifications as evidence by grade point average, admission personal statement/essay, official transcripts, references, etc. Acceptance into the program is competitive. Residents of Howard and adjacent counties may be given preference in the admission process.

MSN Program Learning Outcomes

At the end of the program, each student will have met the following learning outcomes:

1. Model excellence in nursing leadership to improve nursing practice within a complext health care system.
2. Conduct advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.
3. Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication sciences for application to a chosen domain of advanced practice nursing.
4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.
5. Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.
6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.
7. Systematically apply evidence from research findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions for selected patient populations.
8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.
9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.
10. Engage in lifelong learning activities that contribute to professional development as well as to the advancement of nursing.

MSN ADMINISTRATION AND EDUCATION TRACKS

The IU Kokomo Master of Science in Nursing Program administration and education tracks are a 39 credit hour curriculum designed to prepare registered nurses with advanced practice nursing knowledge in the areas of nursing education or nursing administration. Students begin their study with classroom-based didactic courses in a hybrid format, building the theoretical and contextual background necessary for advanced nursing practice. Students progress to specific courses in either nursing education or nursing administration.

MSN Admission Requirements (Administration & Education tracks only) The following criteria must be met for unconditional admission:

1. Graduate from an accredited baccalaureate degree program in nursing.
2. Minimum undergraduate GPA of 3.0 on a 4.0 scale.

3. Valid, unencumbered RN license in the state where practicum will be completed. International students pursuing the administration or education tracks must meet the practice or licensing requirements in their country of origin.
4. At least one year experience as an RN or currently working as an RN.
5. Complete an undergraduate statistics course with a grade of C or better.
6. Complete a criminal background check.
7. Submit an official college transcript (degree granting and graduate courses if applicable).
8. Submit the following:
    - Personal Statement (see website for directions).
    - Two professional references (see website for directions).
    - CV/Résumé
9. Pay application fee.

The MSN program administration and education tracks are comprised of three components:

1. Nursing core courses:

- NURS-R 500 Nursing Research
- NURS-N 502 Nursing Theory
- NURS-R 505 Measurement and Data Analysis
- NURS-Y 510 & NURS-Y 520 Advanced Practice Nursing Concepts I and II
- NURS-I 630 Introduction to Nursing Informatics

2. Education or Administration track

Administration track courses:

- NURS-L 574 Administrative Management in Nursing
- NURS-L 671 Financial Management
- NURS-N 504 Leadership for Advanced Nursing Practice
- NURS-L 530 Legal Environment of Health Care
- NURS-L 579 Nursing Administration Practicum
- NURS-R 590 Scholarly Project

Administration track graduates will be prepared to serve in nursing leadership and nursing administrative roles that may provide opportunities for enhanced health care delivery systems and ultimately improved health for the citizens of our regions.

Education track courses:

- NURS-T 615 Curriculum in Nursing
- NURS-T 617 Evaluation in Nursing
- NURS-T 670 Teaching in Nursing
- NURS-T 619 Computer Technologies for Nurse Educators
- NURS-T 679 Nursing Education Practicum and NURS-R 590 Scholarly Project

Education track graduates will be prepared to serve in the nurse educator role by teaching in schools of nursing or as educational staff for clinical agencies.

3. A culminating experience for Administration track or Education track.

Completion time: Approximately 2 years depending on how many credits a student chooses to take at a time and course availability. Courses include traditional classroom, hybrid, and online delivery formats.

International Students (Administration & Education tracks only)
In addition to the MSN admission requirements listed above, international students and students for whom English is not their primary language must submit TOEFL-iBT scores with a required total minimum of 80, and at least 20 for each section. See application for international students.

MSN FAMILY NURSE PRACTITIONER (FNP) TRACK

The MSN FNP track is a 42-credit hour didactic and 600 practice hour track designed by doctorally-prepared faculty to prepare registered nurses with advanced practice skills. The goal of the FNP track is to provide our region with primary healthcare providers to facilitate access to quality healthcare services for underserved populations. Advanced practice nurses are also needed to meet the growing regional demand for healthcare, as well as address critical shortages of primary care providers. These nurses will provide and enhance access to healthcare for the community, improve the delivery of healthcare in Indiana regional areas, and ultimately improve the health of its citizens. They will also serve in leadership and administrative roles, and implement changes in the healthcare delivery system.

Students will begin their study with classroom-based didactic courses in a hybrid format, building the theoretical and contextual background necessary for advanced nursing practice. Students will then progress on to didactic courses with clinical components to include 75 practice hours per semester. Note: The final didactic clinical course includes 375 mandatory practice hours as a primary care provider. Classes and labs will primarily be scheduled on Thursdays, and clinical practice hours will be scheduled based on availability of practice sites.

MSN Admission Requirements for FNP Track Only

1. Submit official transcripts from all post-secondary coursework.
2. Undergraduate cumulative GPA of 3.0 or higher on a 4.0 scale from an NLNAC, CCNE, ACEN or CNEA accredited program.
3. Copy of current unencumbered license as a Registered Nurse (RN) in Indiana. Applicant must also complete a form attesting that there are no action(s) pending or any have been taken against their license in Indiana or any other state they currently hold or have held a license to practice nursing or other healthcare profession.
4. All applicants must submit evidence of completion of a 3-credit undergraduate (300 or 400 level) or higher statistics course with a B- (80%) or higher grade by the application deadline.
5. A master's level statistics course is required to graduate from the FNP track. The course may be taken prior (within the last five years) to application or within the plan of study.
6. Submit a required 2-page essay (see website for directions).

7. Verify computer skills and the ability to use computer technologies including accessing, retrieving, receiving, and communication information.
8. Agree to the essential abilities policy of the School of Nursing. The policy states that students must demonstrate essential abilities in a variety of areas (judgment, neurological function, emotional coping skills, intellectual/conceptual skills, and other behavioral attributes) as well as meeting all progression criteria.
9. Provide three (3) professional references (one from current supervisor) who can speak to applicant clinical expertise and leadership.
10. Complete a criminal background check.
11. Three (3) years recent, relevant experience required (Medical/surgical, ICU, ER, etc.).

The MSN program family nurse practitioner (FNP) track is comprised of three components:

1. MSN core courses:

- NURS-F 570 Advanced Health Assessment Across the Lifespan
- NURS-N 502 Nursing Theory
- NURS-N 504 Leadership for Advanced Nursing Practice
- NURS-R 500 Nursing Research
- NURS-R 590 Scholarly Project
- NURS-Y 515 Advanced Pathophysiology Across the Lifespan
- NURS-Y 612 Advanced Pharmacology Across the Lifespan

2. FNP track core courses:

- NURS-F 580 Primary Care I: Acute Illness Processes
- NURS-F 581 Primary Care II: Acute and Stable Chronic Illness Processes
- NURS-F 582 Primary Care III: Chronic and Complex Illness Processes
- NURS-Y 535 Dynamics of Family Health Care
- NURS-Y 620 Advanced Primary Care and Office Management

3. Culminating population focused experience:

- NURS-F 578 Primary Health Care of Families

Completion time: 7 semesters Courses require time in traditional classroom, simulation, and practice settings.

Semester 1

- NURS-Y 515 Advanced Pathophysiology (3 cr.)
- NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.)

Semester 2

- NURS-N 502 Nursing Theory (3 cr.)
- NURS-Y 535 Dynamics of Family Health Care (3 cr.)

Semester 3

- NURS-F 570 Advanced Health Assessment Across the Lifespan (3 cr.)
- NURS-Y 612 Applied Pharmacology for Advanced Nursing Science (3 cr.)

Semester 4

- NURS-R 500 Nursing Research (3 cr.)
- NURS-F 580 Primary Care I: Acute Illness Processes (3 cr.)

Semester 5

- NURS-Y 620 Advanced Primary Care and Office Management (3 cr.)
- NURS-F 581 Primary Care II: Acute and Stable Chronic Illness Processes (3 cr.)

Semester 6

- NURS-R 590 Scholarly Project (3 cr.)
- NURS-F 582 Primary Care III: Chronic and Complex Illness Processes (3 cr.)

Semester 7

- NURS-F 578 Primary Health Care of Families (3 cr.)

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Nursing Courses Undergraduate

Following are undergraduate nursing courses, listed in alphanumeric order.

The university reserves the right to cancel courses for insufficient enrollment.
P = prerequisite R = recommended C = co-requisite

NURS-B 222 Comprehensive Health Assessment and Practicum (5 cr.) This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed. Students will have the opportunity to use techniques of interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

NURS-B 223 Promoting Healthy Populations and Practicum (4 cr.) This course focuses on preventative health care and health promotion in individuals, families, and communities, considering the influence of culture and lifespan development. Using biophysical, environmental, sociocultural and economic determinants of health, students focus on improving health outcomes with individuals, families, and communities. Students assess individuals, families, and communities, providing needed education, preventative services, and support. Students provide individual and population-based care in community-based settings, giving consideration to the perspective of those being served.

NURS-B 253 Professionalism in Collaborative Practice (3 cr.) Students practice communication skills for working with health team members and clients, including self-awareness, interpersonal communication, team skills, and technological communication. Students are introduced to the scope and standards of nursing practice, roles of health team members, and components of professional

practice. Students are introduced to leadership and ethical standards.

NURS-B 260 Fundamentals of Nursing Practice (5 cr.) This course focuses on the fundamentals of nursing from a theoretical evidence base. Students will gain a knowledge base for, and have an opportunity to apply fundamental nursing concepts, skills and the nursing process. The evidence-based knowledge gained forms a basis for clinical reasoning and decision-making as students develop their nursing skills.

NURS-B 261 Pathophysiology and Pharmacology for Nursing Practice (4 cr.) This course provides a foundation in the pathophysiology of key disease processes and pharmacological therapies. Principles of pathophysiology and pharmacology are presented in an integrated manner to provide a basis for study of selected medications that are used to treat or manage disease with an application to nursing practice.

NURS-B 304 Health Policy (3 cr.) This course focuses on CORE theoretical concepts of professional nursing practice, including health, wellness, illness, self care and caring, disease prevention and health promotion. Students will be expected to explore theoretical premises and research related to the unique wellness perspectives and health beliefs of people across the life span in developing care outcomes consistent with maximizing individual potentials for wellness. Students will complete a needs assessment as part of the practicum.

NURS-B 331 Transition to Baccalaureate Nursing Practice (3 cr.) This course bridges the nurse to the essential elements of baccalaureate professional practice. Students examine inter- and intra-professional communication, collaboration, and teamwork to enhance quality patient care. Students explore nursing professional organizations, issues in professional practice, and the impact of lifelone learning on career development.

NURS-B 334 Transitional Care of Families and Populations (5 cr.) P: All nursing sophomore-level and junior 1-level courses. (3 cr. didactic/2 cr. clinical) This course uses the childbearing family as an extensive exemplar and focuses on community health: community assessment, epidemiology, and intervention with individuals, families, communities and populations. Students address prenatal care, normal and high risk pregnancy and childbirth, newborn care, genetic counseling, care coordination, complementary care, and environmental health.

NURS-B 344 Comprehensive Health Assesment (3 cr.) This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of diseases across the lifespan. Students learn the skills of interview, inspection/palpation, percussion, and auscultation in assessing clients across the lifespan and comparing normal from abnormal findings.

NURS-B 403 Gerontological Nursing (3 cr.) 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. Note: some sections of this course are restricted to RN to BSN students.

NURS-B 404 Informatics (3 cr.) This course focuses on the application of nursing theory and research findings in restoring and maintaining individual and family functioning for those dealing with multi-system alterations. Students will explore the ethical, legal and moral implications of treatment options and identify tactics to maintain nursing effectiveness in facilitating individuals and families through the health care system students will complete a scholarly analysis as part of their practicum experience.

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. (Instructor consent required)

NURS-F 578 Primary Health Care of Families (6 cr.) (2 cr. didactic, 4 clinical for FNP majors [375 practice hours at a medical practice for the semester to be scheduled based on practice site availability]) This course enables the FNP student to develop a practice base for clinical decision making in the assessment and management of health care of families. The course includes identification of health needs, nursing interventions for the prevention of illness, and health promotion. (Admission to the FNP program required)

NURS-F 580 Primary Care I: Acute Illness Processes (3 cr.) (3 cr. hrs.--2 didactic, 1 clinical for FNP majors [75 practice hours at a medical practice for the semester to be scheduled based on practice site availability]) This course examines theory-guided, evidence-based advanced nursing practice approaches to health promotion and common acute illness processes of individuals across the lifespan within primary care. Individual health-illness processes are applied within the context of family and community. (Admission to the FNP program required)

NURS-F 581 Primary Care II: Acute and Stable Chronic Illness Processes (3 cr.) (3 cr. hrs.--2 didactic, 1 clinical for FNP majors [75 practice hours at a medical practice for the semester to be scheduled based on practice site availability]) This course examines theory-guided, evidence-based advanced nursing practice approaches to acute and stable chronic illness processes of individuals across the lifespan within primary care, 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. (Admission to the FNP program required)

NURS-F 582 Primary Care III: Chronic and Complex Illness Processes (3 cr.) (3 cr. hrs.--2 didactic, 1 clinical for FNP majors [75 practice hours at a medical practice for the semester to be scheduled based on practice site availability]) This course examines theory-guided, evidence-based advanced nursing practice approaches to chronic and complex illness processes of individuals across the lifespan within primary care. Individual health-illness processes are applied within the context of health promotion for the family and community. (Admission to the FNP program required)

NURS-H 355 Data Analysis in Clinical Practice and Health Care Research (3 cr.) This course introduces

nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health-care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real-world situations in client care. Note: some sections of this course are restricted to RN to BSN students.

NURS-H 356 Clinical Nursing Care 1: Biophysical Processes (5 cr.) P: All nursing sophomore-level courses. (3 cr. didactic/2 cr. clinical) This course focuses on providing nursing care for individuals and families with acute and chronic biophysical illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at a beginning level.

NURS-H 360 Clinical Nursing Care 2: Interactive Processes (5 cr.) P: All nursing sophomore-level courses. (3 cr. didactic/2 cr. clinical) This course focuses on nursing care management of individuals and families experiencing acute and chronic problems related to interaction with the environment and others: sensory, motor, cognitive, affective, and interpersonal processes. Using a holistic approach this course addresses health problems occurring across the lifespan.

NURS-H 361 Alterations in Health II (3 cr.) P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354, all sophomore-level courses. C: NURS-H 362. This course builds on Alterations in Health I and continues to focus on pathophysiology and holistic nursing care management of clients experiencing acute and chronic health problems and their associated needs.

NURS-H 362 Alterations in Health II: Practicum (2 cr.) P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354 and all sophomore courses. C: NURS-H 361. Students will continue to apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning.

NURS-H 363 The Developing Family and Child (4 cr.) C: NURS-H 364. This course focuses on the needs of individuals and their families who are facing the phenomena of growth and development during the childbearing and child raising phases of family development. Factors dealing with preserving, promoting, and restoring health status of family members will be emphasized.

NURS-H 364 The Developing Family and Child: Practicum (2 cr.) C: NURS-H 363. Students will have the opportunity to work with childbearing and child raising families, including those experiencing alterations in health.

NURS-H 365 Nursing Research (2 cr.) This course is 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. (C: NURS-H 361, NURS-H 362, NURS-H 363, NURS-H 364). For RN to BSN students this is a 3 credit course.

NURS-H 371 Clinical Nursing Care 3: Adaptive Processes (5 cr.) P: All nursing sophomore-level and junior 1-level courses. (3 cr. didactic/2 cr. clinical) This course builds on H356 Biophysical Processes. The primary focus is on the nursing care management of individuals and families experiencing acute and chronic health problems using an adaptive and holistic approach. Particular attention is focused on developing clinical reasoning and competent nursing practice at an intermediate level.

NURS-K 301 The Art and Science of Complementary Health (3 cr.) This course will serve as an introduction to a variety of complementary therapies, including healing touch, guided imagery, hypnosis, acupuncture, aromatherapy, reflexology, and massage. The class will critically examine each therapy through assigned readings, literature reviews, presentations, guest lecturers, and optional experiential activities. Note: some sections of this course are restricted to RN to BSN students.

NURS-K 304 Nursing Specialty Elective (3 cr.) This course allows the RN to BSN student to apply nationally recognized specialty nursing knowledge and skills to the BSN degree, through a portfolio or independent study approach. National specialty standards will be used to devise learning objectives, implementation and evaluation plan. This course is restricted to RN to BSN students only.

NURS-K 305 New Innovation in Health and Health Care (3 cr.) This course explores emergent trends in health and health care, including technological advances in health care, developing approaches to care based on new knowledge and/ or research findings, and trends in health care delivery in a themed, survey or independent study format. Note: some sections of this course are restricted to RN to BSN students.

NURS-K 415 Special Needs Children in the Community (2-4 cr.) This course focuses on children with special health needs in the community setting. Concepts of growth and development will be explored in relationship to the identified health needs. Principles of health education, health maintenance, and health promotion will be integrated in the experiential component of the course.

NURS-K 432 Korean Culture and Healthcare (1 cr.) This course provides a forum for students to explore Korean culture in terms of history, culture, language, business, foods, traditions, perspectives, and healthcare. Students interact with their peers from a Korean University.

NURS-K 433 Korean Culture and Healthcare: Practicum (2 cr.) P: Must be a student in good standing in the IU School of Nursing, successful completion of NURS-K 432, and be selected to participate. This 2-week cultural immersion experience is based at a school of nursing in South Korea. Students will participate in classroom, laboratory, clinical, cultural and leisure time activities with Korean students.

NURS-K 434 Global Health Issues in Nursing (3 cr.) This course is designed to provide learning opportunities to acquire knowledge about global health issues, the diverse conditions that contribute to health and global health disparities, and an understanding of nursing's role

in addressing these health problems. Issues addressed include infectious and chronic illness, reproductive and womens health issues, politics and public health policy, economics and health care, and health in conflict environments. Conceptual models and health equity concepts, evidence-based practice, and health care delivery systems are analyzed to explore strategies for addressing global health issues. Learning opportunities emphasize the knowledge and skills needed to use technology to investigate global health issues, advocate for health justice from a human rights perspective, and critically appraise global health issues.

NURS-K 435 A Multidisciplinary Approach to Rehab (3 cr.) This course is designed to introduce the student to a multidisciplinary approach to rehabilitation that can be used across all settings. The class will highlight the role of each discipline, including the physiatrist, nurse, physical therapist, occupational therapist, speech/language therapist, respiratory therapist, dietician, psychologist, chaplain, program director, patient care technician and discharge planner as well as demonstrate how using a multidisciplinary approach will lead to better patient outcomes. The course will challenge the critical thinking of the student to consider this approach in common rehab diagnoses including but not limited to stroke, brain injury, spinal cord injury, joint replacements, etc.

NURS-K 440 Critical Care Elective (2 cr.) P: Sophomore and junior level courses. Students will hear presentations and participate in discussions related to critical care concepts and hemodynamic monitoring.

NURS-K 441 Critical Care Clinical (2 cr.) Students will participate in a preceptored critical care clinical experiences and simulations to promote critical thinking. Students are selected for this practicum.

NURS-K 490 Clinical Nursing Elective (1-6 cr.) P: Consent of instructor. Planned and supervised clinical experience in an area of concentration. Course is S/F graded.

NURS-K 492 Nursing Elective (1-6 cr.) P: Consent of instructor. Opportunity for the student to pursue study in an area of interest.

NURS-K 499 Genetics and Genomics (3 cr.) This course introduces a basic knowledge of genetics in health care, including genetic variation and inheritance; ethical, legal, and social issues in genetic health care; genetic therapeutics; nursing roles; genetic basis of selected alterations to health across the life span; and cultural considerations in genetic health care are all considered. Note: some sections of this course are restricted to RN to BSN students.

NURS-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.

NURS-L 530 Legal Environment of Health Care (3 cr.) This course further develops the ability to analyze, synthesize, and utilize knowledge related to the complex and interdependent legal environment of health care. This is accomplished through a variety of experiences including formal lecture, seminars, clinical experiences, and independent study.

NURS-L 574 Administrative Management (3 cr.) This course encompasses concepts, theories, perspectives, and research relevant to administration of nursing services. Emphasis on management principles and organizational processes related to patient care delivery systems. Examines contemporary literature in nursing and business.

NURS-L 579 Nursing Administration Practicum (3 cr.) This course is a practicum experience designed for synthesis of theory and practice. Agency observation and activities are independently planned. Includes Web-supported communication. P: Must complete all core and administration track courses except NURS-R 590 Scholarly Project which can be taken concurrently to after completion of the practicum.

NURS-I 630 Introduction to Nursing Informatics (3 cr.) This course provides an introduction to the field of nursing informatics, the current state of the science, and major issues for research, development, and practice. It includes clarification of the concepts of nursing, technology, and information management. In addition, the course also explores the theoretical underpinnings of nursing informatics and the practice of nursing informatics.

NURS-L 671 Financial Management (3 cr.) This course is designed to inform nurses of the concepts and principles related to budget preparation and fiscal management of a nursing unit or division. Constructs to be examined include the following: methods of obtaining personnel input, estimating costs, and cost justification.

NURS-N 502 Nursing Theory (3 cr.) This course focuses on evaluating the factors and issues influencing the development of theory in nursing. Theoretical terminology and criteria for the evaluation of theories are examined. Linkages applied between theory, practice, and research are explored.

NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.) This course addresses competencies essential to influcing nursing practice and health care in complex systems and diverse social and physical environments.

NURS-P 216 Pharmacology (3 cr.) This course focuses on basic principles of pharmacology. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process.

NURS-P 345 Pharmacology (3 cr.) This course focuses on principles of pharmacology for professional nursing practice. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process.

NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr.) This course focuses on nursing research and evidence-based practice. Students develop skills in retrieving and appraising literature relevant to clinical problems, understanding the research process, and

critiquing evidence from research publications and other sources to inform evidence-based nursing practice.

NURS-R 470 Clinical Baccalaureate Nursing Capstone (3 cr.) This course allows students to synthesize knowledge 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 (3 cr.) This course provides a survey of research in nursing, including critique of research literature, research designs, sampling, data collection and measurement strategies, relation of research and theory, development of researchable problems, and theory utilization.

NURS-R 505 Measurement and Data Analysis (3 cr.) This course analyzes principles and application of data analysis, descriptive, inferential, and multivariate statistics. Considers the research purpose and phenomenon under study as determinants of measurement techniques and data analysis. The purpose, assumptions, and limitations of statistics will be presented. Tools and techniques for data presentation and analysis will be utilized. Introductory Item Response Theory will be explored. These topics will be considered from the perspective of research in nursing and health care.

NURS-R 590 Scholarly Project (3 cr.) This course is a guided experience in identifying a researchable nursing problem and in developing and implementing a research proposal.

NURS-S 470 Restorative Health Related to Multi-System Failures (3 cr.) P: All Sophomore and Junior level courses. C: NURS-S 471, NURS-S 472, NURS-S 473. This course focuses on the pathophysiology and nursing care management of clients experiencing multisystem alterations in health status. Correlations among complex system alterations and nursing interventions to maximize health potential are emphasized.

NURS-S 471 Restorative Health Related to Multi-System Failures: Practicum (2 cr.) C: NURS-S 470, NURS-S 472, NURS-S 473. The students will apply the nursing process to the care of clients experiencing acute multi-system alterations in health.

NURS-S 472 A Multi-System Approach to the Health of the Community (3 cr.) P: All junior level courses. C: NURS-S 470, NURS-S 471, NURS-S 473. This course focuses on the complexity and diversity of groups or aggregates within communities and their corresponding health care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political issues in local and global communities, the student will be able to determine effective interventions for community-centered care.

NURS-S 473 A Multi-System Approach to the Health of the Community: Practicum (2 cr.) C: NURS-S 470, NURS-S 471, 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.

NURS-S 474 Applied Healthcare Ethics (3 cr.) Building on the ANA Code of Ethics for Nurses, 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 of ethical dilemmas are applied. Note: some sections of this course are restricted to RN to BSN students.

NURS-S 475 A Multi-System Approach to the Health of the Community: RN to BSN (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. This course is restricted to RN to BSN students only.

NURS-S 481 Nursing Management (2 cr.) P: All Sophomore, Junior, and First Semester Senior level courses. C: NURS-S 481, NURS-S 482, NURS-S 483, NURS-S 485. This course focuses on the development of management skills assumed by professional nurses, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, leadership, case management and collaboration. Concepts addressed include organizational structure, change, managing quality and performance, workplace diversity, budgeting and resource allocation, and delivery systems.

NURS-S 482 Nursing Management: Practicum (2 cr.) C: NURS-S 481, NURS-S 483, NURS-S 485. Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles.

NURS-S 483 Clinical Nursing Practice Capstone (3 cr.) C: NURS-S 481, NURS-S 482, NURS-S 485. Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NURS-S 485 Professional Growth and Empowerment (3 cr.) C: NURS-S 481, NURS-S 482, NURS-S 483. This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Students will discuss factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to life-long learning.

NURS-S 487 Nursing Management: RN to BSN (3 cr.) This course focuses on development of management skills assumed by professional nurses, including delegation of responsibilities, networking, and facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, delivery systems, change, managing quality and performance, budgeting and resource allocation, staffing,

scheduling, evaluation and career development. This course is restricted to RN to BSN students only.

NURS-T 615 Curriculum in Nursing (3 cr.) This course is designed for persons who are or will be engaged in teaching within nursing education settings. The primary focus is the process of curriculum development; philosophical, social, political, economic, and professional issues that need to be considered in planning curricula, evaluating existing curricula, and changing curricula are examined.

NURS-T 617 Evaluation in Nursing (3 cr.) This course integrates concepts of assessment and evaluation into a nursing framework. Students analyze assessment/evaluation concepts, models, and frameworks for applicability for students, faculty, curricula, and programs.

NURS-T 619 Computer Technologies for Nurse Educators (3 cr.) This course provides nurse educators an opportunity to acquire knowledge and skills for using computer technologies to support the teaching/learning process. Emphasis is given to theoretical frameworks that guide the selection, use, and integration of computer technologies in nursing education programs.

NURS-T 670 Teaching in Nursing (3 cr.) This course provides seminar and guided experiences in teaching of nursing, including planning, developing, implementing, and evaluating classroom and clinical instruction.

NURS-T 675 Nursing Elective (3 cr.) This course is an intensive study and discussion of a specific topic of current interest in the theory and/or practice of nursing education.

NURS-T 679 Nursing Education Practicum (3 cr.) This course is a capstone 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 in classroom and/or clinical health care practice settings. P: Must complete all core and education track courses except NURS-R 590 Scholarly Project which can be taken concurrently or after completion of the practicum.

NURS-Y 510 Advanced Practice Concepts 1 (3 cr.) This course analyzes selected nursing concepts and related research with a focus on ethics, human diversity and social issues including genomics and genetics as well as health promotion and disease prevention including select pathophysiology, pharmacology, and health assessment. Course investigates the advanced practice nurse role in population health and public health science. Relationship of concepts to advanced practice models is explored.

NURS-Y 515 Advanced Pathophysiology Across the Lifespan (3 cr.) P: Acceptance to MSN. This course provides advanced knowledge of pathophysiology as the foundation for nursing management in the health care of adults. (Instructor consent required)

NURS-Y 520 Advanced Practice Concepts 2 (3 cr.) This course analyzes selected nursing concepts and related research with a focus on health care policy, organization of health care delivery systems, health care financing and health care economics and the impact of quality and safety on these concepts. Relationship of concepts to advanced practice models is explored.

NURS-Y 535 Dynamics of Family Health Care (3 cr.) This course 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. (Admission to the FNP program required)

NURS-Y 612 Advanced Pharmacology Across the Lifespan (3 cr.) P: Acceptance to MSN. This course focuses on pharmaceutics, pharmacokinestics, pharmacodynamics, pharmacoeconomics, and pharmacotherapeutic decision making for advanced practice nursing. This course builds on and advances understanding of anatomy, physiology, pathophysiology, physical assessment, microbiology, and pharmacology. Additionally, it emphasizes the history and foundational concepts related to pharmacotherapeutics, application of pharmacotherapeutic principes, and synthesis of pharmacotherapeutics for advanced practice nursing. (Instructor consent required)

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. (Admission to the FNP program required)

NURS-Z 490 Clinical Experience in Nursing (1-6 cr.) P: Consent of instructor. Planned and supervised clinical experiences in the area of the student's major interest. S/F graded.

NURS-Z 492 Individual Study in Nursing (1-6 cr.) P: Consent of instructor. Opportunity for the student to pursue independent study of topics in nursing under the guidance of a selected faculty member.

Nursing Courses Graduate

NURS-B 222 Comprehensive Health Assessment and Practicum (5 cr.) This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed. Students will have the opportunity to use techniques of interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

NURS-B 223 Promoting Healthy Populations and Practicum (4 cr.) This course focuses on preventative health care and health promotion in individuals, families, and communities, considering the influence of culture and lifespan development. Using biophysical, environmental, sociocultural and economic determinants of health, students focus on improving health outcomes with individuals, families, and communities. Students assess individuals, families, and communities, providing needed education, preventative services, and support. Students provide individual and population-based care

in community-based settings, giving consideration to the perspective of those being served.

NURS-B 253 Professionalism in Collaborative Practice (3 cr.) Students practice communication skills for working with health team members and clients, including self-awareness, interpersonal communication, team skills, and technological communication. Students are introduced to the scope and standards of nursing practice, roles of health team members, and components of professional practice. Students are introduced to leadership and ethical standards.

NURS-B 260 Fundamentals of Nursing Practice (5 cr.) This course focuses on the fundamentals of nursing from a theoretical evidence base. Students will gain a knowledge base for, and have an opportunity to apply fundamental nursing concepts, skills and the nursing process. The evidence-based knowledge gained forms a basis for clinical reasoning and decision-making as students develop their nursing skills.

NURS-B 261 Pathophysiology and Pharmacology for Nursing Practice (4 cr.) This course provides a foundation in the pathophysiology of key disease processes and pharmacological therapies. Principles of pathophysiology and pharmacology are presented in an integrated manner to provide a basis for study of selected medications that are used to treat or manage disease with an application to nursing practice.

NURS-B 304 Health Policy (3 cr.) This course focuses on CORE theoretical concepts of professional nursing practice, including health, wellness, illness, self care and caring, disease prevention and health promotion. Students will be expected to explore theoretical premises and research related to the unique wellness perspectives and health beliefs of people across the life span in developing care outcomes consistent with maximizing individual potentials for wellness. Students will complete a needs assessment as part of the practicum.

NURS-B 331 Transition to Baccalaureate Nursing Practice (3 cr.) This course bridges the nurse to the essential elements of baccalaureate professional practice. Students examine inter- and intra-professional communication, collaboration, and teamwork to enhance quality patient care. Students explore nursing professional organizations, issues in professional practice, and the impact of lifelone learning on career development.

NURS-B 334 Transitional Care of Families and Populations (5 cr.) P: All nursing sophomore-level and junior 1-level courses. (3 cr. didactic/2 cr. clinical) This course uses the childbearing family as an extensive exemplar and focuses on community health: community assessment, epidemiology, and intervention with individuals, families, communities and populations. Students address prenatal care, normal and high risk pregnancy and childbirth, newborn care, genetic counseling, care coordination, complementary care, and environmental health.

NURS-B 344 Comprehensive Health Assesment (3 cr.) This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of diseases across the lifespan. Students learn the skills of interview, inspection/palpation, percussion, and auscultation in assessing clients across the lifespan and comparing normal from abnormal findings.

NURS-B 403 Gerontological Nursing (3 cr.) 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. Note: some sections of this course are restricted to RN to BSN students.

NURS-B 404 Informatics (3 cr.) This course focuses on the application of nursing theory and research findings in restoring and maintaining individual and family functioning for those dealing with multi-system alterations. Students will explore the ethical, legal and moral implications of treatment options and identify tactics to maintain nursing effectiveness in facilitating individuals and families through the health care system students will complete a scholarly analysis as part of their practicum experience.

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. (Instructor consent required)

NURS-F 578 Primary Health Care of Families (6 cr.) (2 cr. didactic, 4 clinical for FNP majors [375 practice hours at a medical practice for the semester to be scheduled based on practice site availability]) This course enables the FNP student to develop a practice base for clinical decision making in the assessment and management of health care of families. The course includes identification of health needs, nursing interventions for the prevention of illness, and health promotion. (Admission to the FNP program required)

NURS-F 580 Primary Care I: Acute Illness Processes (3 cr.) (3 cr. hrs.--2 didactic, 1 clinical for FNP majors [75 practice hours at a medical practice for the semester to be scheduled based on practice site availability]) This course examines theory-guided, evidence-based advanced nursing practice approaches to health promotion and common acute illness processes of individuals across the lifespan within primary care. Individual health-illness processes are applied within the context of family and community. (Admission to the FNP program required)

NURS-F 581 Primary Care II: Acute and Stable Chronic Illness Processes (3 cr.) (3 cr. hrs.--2 didactic, 1 clinical for FNP majors [75 practice hours at a medical practice for the semester to be scheduled based on practice site availability]) This course examines theory-guided, evidence-based advanced nursing practice approaches to acute and stable chronic illness processes of individuals across the lifespan within primary care, 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. (Admission to the FNP program required)

NURS-F 582 Primary Care III: Chronic and Complex Illness Processes (3 cr.) (3 cr. hrs.--2 didactic, 1 clinical for FNP majors [75 practice hours at a medical practice for the semester to be scheduled based on practice site availability]) This course examines theory-guided,

evidence-based advanced nursing practice approaches to chronic and complex illness processes of individuals across the lifespan within primary care. Individual health-illness processes are applied within the context of health promotion for the family and community. (Admission to the FNP program required)

NURS-H 355 Data Analysis in Clinical Practice and Health Care Research (3 cr.) This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health-care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real-world situations in client care. Note: some sections of this course are restricted to RN to BSN students.

NURS-H 356 Clinical Nursing Care 1: Biophysical Processes (5 cr.) P: All nursing sophomore-level courses. (3 cr. didactic/2 cr. clinical) This course focuses on providing nursing care for individuals and families with acute and chronic biophysical illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at a beginning level.

NURS-H 360 Clinical Nursing Care 2: Interactive Processes (5 cr.) P: All nursing sophomore-level courses. (3 cr. didactic/2 cr. clinical) This course focuses on nursing care management of individuals and families experiencing acute and chronic problems related to interaction with the environment and others: sensory, motor, cognitive, affective, and interpersonal processes. Using a holistic approach this course addresses health problems occurring across the lifespan.

NURS-H 361 Alterations in Health II (3 cr.) P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354, all sophomore-level courses. C: NURS-H 362. This course builds on Alterations in Health I and continues to focus on pathophysiology and holistic nursing care management of clients experiencing acute and chronic health problems and their associated needs.

NURS-H 362 Alterations in Health II: Practicum (2 cr.) P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354 and all sophomore courses. C: NURS-H 361. Students will continue to apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning.

NURS-H 363 The Developing Family and Child (4 cr.) C: NURS-H 364. This course focuses on the needs of individuals and their families who are facing the phenomena of growth and development during the childbearing and child raising phases of family development. Factors dealing with preserving, promoting, and restoring health status of family members will be emphasized.

NURS-H 364 The Developing Family and Child: Practicum (2 cr.) C: NURS-H 363. Students will have the opportunity to work with childbearing and child raising families, including those experiencing alterations in health.

NURS-H 365 Nursing Research (2 cr.) This course is 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. (C: NURS-H 361, NURS-H 362, NURS-H 363, NURS-H 364). For RN to BSN students this is a 3 credit course.

NURS-H 371 Clinical Nursing Care 3: Adaptive Processes (5 cr.) P: All nursing sophomore-level and junior 1-level courses. (3 cr. didactic/2 cr. clinical) This course builds on H356 Biophysical Processes. The primary focus is on the nursing care management of individuals and families experiencing acute and chronic health problems using an adaptive and holistic approach. Particular attention is focused on developing clinical reasoning and competent nursing practice at an intermediate level.

NURS-K 301 The Art and Science of Complementary Health (3 cr.) This course will serve as an introduction to a variety of complementary therapies, including healing touch, guided imagery, hypnosis, acupuncture, aromatherapy, reflexology, and massage. The class will critically examine each therapy through assigned readings, literature reviews, presentations, guest lecturers, and optional experiential activities. Note: some sections of this course are restricted to RN to BSN students.

NURS-K 304 Nursing Specialty Elective (3 cr.) This course allows the RN to BSN student to apply nationally recognized specialty nursing knowledge and skills to the BSN degree, through a portfolio or independent study approach. National specialty standards will be used to devise learning objectives, implementation and evaluation plan. This course is restricted to RN to BSN students only.

NURS-K 305 New Innovation in Health and Health Care (3 cr.) This course explores emergent trends in health and health care, including technological advances in health care, developing approaches to care based on new knowledge and/ or research findings, and trends in health care delivery in a themed, survey or independent study format. Note: some sections of this course are restricted to RN to BSN students.

NURS-K 415 Special Needs Children in the Community (2-4 cr.) This course focuses on children with special health needs in the community setting. Concepts of growth and development will be explored in relationship to the identified health needs. Principles of health education, health maintenance, and health promotion will be integrated in the experiential component of the course.

NURS-K 432 Korean Culture and Healthcare (1 cr.) This course provides a forum for students to explore Korean culture in terms of history, culture, language, business, foods, traditions, perspectives, and healthcare. Students interact with their peers from a Korean University.

NURS-K 433 Korean Culture and Healthcare: Practicum (2 cr.) P: Must be a student in good standing in the IU School of Nursing, successful completion of NURS-K 432, and be selected to participate. This 2-week cultural

immersion experience is based at a school of nursing in South Korea. Students will participate in classroom, laboratory, clinical, cultural and leisure time activities with Korean students.

NURS-K 434 Global Health Issues in Nursing (3 cr.) This course is designed to provide learning opportunities to acquire knowledge about global health issues, the diverse conditions that contribute to health and global health disparities, and an understanding of nursing's role in addressing these health problems. Issues addressed include infectious and chronic illness, reproductive and womens health issues, politics and public health policy, economics and health care, and health in conflict environments. Conceptual models and health equity concepts, evidence-based practice, and health care delivery systems are analyzed to explore strategies for addressing global health issues. Learning opportunities emphasize the knowledge and skills needed to use technology to investigate global health issues, advocate for health justice from a human rights perspective, and critically appraise global health issues.

NURS-K 435 A Multidisciplinary Approach to Rehab (3 cr.) This course is designed to introduce the student to a multidisciplinary approach to rehabilitation that can be used across all settings. The class will highlight the role of each discipline, including the physiatrist, nurse, physical therapist, occupational therapist, speech/language therapist, respiratory therapist, dietician, psychologist, chaplain, program director, patient care technician and discharge planner as well as demonstrate how using a multidisciplinary approach will lead to better patient outcomes. The course will challenge the critical thinking of the student to consider this approach in common rehab diagnoses including but not limited to stroke, brain injury, spinal cord injury, joint replacements, etc.

NURS-K 440 Critical Care Elective (2 cr.) P: Sophomore and junior level courses. Students will hear presentations and participate in discussions related to critical care concepts and hemodynamic monitoring.

NURS-K 441 Critical Care Clinical (2 cr.) Students will participate in a preceptored critical care clinical experiences and simulations to promote critical thinking. Students are selected for this practicum.

NURS-K 490 Clinical Nursing Elective (1-6 cr.) P: Consent of instructor. Planned and supervised clinical experience in an area of concentration. Course is S/F graded.

NURS-K 492 Nursing Elective (1-6 cr.) P: Consent of instructor. Opportunity for the student to pursue study in an area of interest.

NURS-K 499 Genetics and Genomics (3 cr.) This course introduces a basic knowledge of genetics in health care, including genetic variation and inheritance; ethical, legal, and social issues in genetic health care; genetic therapeutics; nursing roles; genetic basis of selected alterations to health across the life span; and cultural considerations in genetic health care are all considered. Note: some sections of this course are restricted to RN to BSN students.

NURS-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.

NURS-L 530 Legal Environment of Health Care (3 cr.) This course further develops the ability to analyze, synthesize, and utilize knowledge related to the complex and interdependent legal environment of health care. This is accomplished through a variety of experiences including formal lecture, seminars, clinical experiences, and independent study.

NURS-L 574 Administrative Management (3 cr.) This course encompasses concepts, theories, perspectives, and research relevant to administration of nursing services. Emphasis on management principles and organizational processes related to patient care delivery systems. Examines contemporary literature in nursing and business.

NURS-L 579 Nursing Administration Practicum (3 cr.) This course is a practicum experience designed for synthesis of theory and practice. Agency observation and activities are independently planned. Includes Web-supported communication. P: Must complete all core and administration track courses except NURS-R 590 Scholarly Project which can be taken concurrently to after completion of the practicum.

NURS-I 630 Introduction to Nursing Informatics (3 cr.) This course provides an introduction to the field of nursing informatics, the current state of the science, and major issues for research, development, and practice. It includes clarification of the concepts of nursing, technology, and information management. In addition, the course also explores the theoretical underpinnings of nursing informatics and the practice of nursing informatics.

NURS-L 671 Financial Management (3 cr.) This course is designed to inform nurses of the concepts and principles related to budget preparation and fiscal management of a nursing unit or division. Constructs to be examined include the following: methods of obtaining personnel input, estimating costs, and cost justification.

NURS-N 502 Nursing Theory (3 cr.) This course focuses on evaluating the factors and issues influencing the development of theory in nursing. Theoretical terminology and criteria for the evaluation of theories are examined. Linkages applied between theory, practice, and research are explored.

NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.) This course addresses competencies essential to influcing nursing practice and health care in complex systems and diverse social and physical environments.

NURS-P 216 Pharmacology (3 cr.) This course focuses on basic principles of pharmacology. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process.

NURS-P 345 Pharmacology (3 cr.) This course focuses on principles of pharmacology for professional nursing practice. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process.

NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr.) This course focuses on nursing research and evidence-based practice. Students develop skills in retrieving and appraising literature relevant to clinical problems, understanding the research process, and critiquing evidence from research publications and other sources to inform evidence-based nursing practice.

NURS-R 470 Clinical Baccalaureate Nursing Capstone (3 cr.) This course allows students to synthesize knowledge 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 (3 cr.) This course provides a survey of research in nursing, including critique of research literature, research designs, sampling, data collection and measurement strategies, relation of research and theory, development of researchable problems, and theory utilization.

NURS-R 505 Measurement and Data Analysis (3 cr.) This course analyzes principles and application of data analysis, descriptive, inferential, and multivariate statistics. Considers the research purpose and phenomenon under study as determinants of measurement techniques and data analysis. The purpose, assumptions, and limitations of statistics will be presented. Tools and techniques for data presentation and analysis will be utilized. Introductory Item Response Theory will be explored. These topics will be considered from the perspective of research in nursing and health care.

NURS-R 590 Scholarly Project (3 cr.) This course is a guided experience in identifying a researchable nursing problem and in developing and implementing a research proposal.

NURS-S 470 Restorative Health Related to Multi-System Failures (3 cr.) P: All Sophomore and Junior level courses. C: NURS-S 471, NURS-S 472, NURS-S 473. This course focuses on the pathophysiology and nursing care management of clients experiencing multisystem alterations in health status. Correlations among complex system alterations and nursing interventions to maximize health potential are emphasized.

NURS-S 471 Restorative Health Related to Multi-System Failures: Practicum (2 cr.) C: NURS-S 470, NURS-S 472, NURS-S 473. The students will apply the nursing process to the care of clients experiencing acute multi-system alterations in health.

NURS-S 472 A Multi-System Approach to the Health of the Community (3 cr.) P: All junior level courses. C: NURS-S 470, NURS-S 471, NURS-S 473. This course focuses on the complexity and diversity of groups or aggregates within communities and their corresponding health care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political issues in local and global communities, the student will be able to determine effective interventions for community-centered care.

NURS-S 473 A Multi-System Approach to the Health of the Community: Practicum (2 cr.) C: NURS-S 470, NURS-S 471, 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.

NURS-S 474 Applied Healthcare Ethics (3 cr.) Building on the ANA Code of Ethics for Nurses, 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 of ethical dilemmas are applied. Note: some sections of this course are restricted to RN to BSN students.

NURS-S 475 A Multi-System Approach to the Health of the Community: RN to BSN (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. This course is restricted to RN to BSN students only.

NURS-S 481 Nursing Management (2 cr.) P: All Sophomore, Junior, and First Semester Senior level courses. C: NURS-S 481, NURS-S 482, NURS-S 483, NURS-S 485. This course focuses on the development of management skills assumed by professional nurses, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, leadership, case management and collaboration. Concepts addressed include organizational structure, change, managing quality and performance, workplace diversity, budgeting and resource allocation, and delivery systems.

NURS-S 482 Nursing Management: Practicum (2 cr.) C: NURS-S 481, NURS-S 483, NURS-S 485. Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles.

NURS-S 483 Clinical Nursing Practice Capstone (3 cr.) C: NURS-S 481, NURS-S 482, NURS-S 485. Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NURS-S 485 Professional Growth and Empowerment (3 cr.) C: NURS-S 481, NURS-S 482, NURS-S 483. This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Students will discuss factors related

to job performance, performance expectations and evaluation, reality orientation, and commitment to life-long learning.

NURS-S 487 Nursing Management: RN to BSN (3 cr.) This course focuses on development of management skills assumed by professional nurses, including delegation of responsibilities, networking, and facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, delivery systems, change, managing quality and performance, budgeting and resource allocation, staffing, scheduling, evaluation and career development. This course is restricted to RN to BSN students only.

NURS-T 615 Curriculum in Nursing (3 cr.) This course is designed for persons who are or will be engaged in teaching within nursing education settings. The primary focus is the process of curriculum development; philosophical, social, political, economic, and professional issues that need to be considered in planning curricula, evaluating existing curricula, and changing curricula are examined.

NURS-T 617 Evaluation in Nursing (3 cr.) This course integrates concepts of assessment and evaluation into a nursing framework. Students analyze assessment/evaluation concepts, models, and frameworks for applicability for students, faculty, curricula, and programs.

NURS-T 619 Computer Technologies for Nurse Educators (3 cr.) This course provides nurse educators an opportunity to acquire knowledge and skills for using computer technologies to support the teaching/learning process. Emphasis is given to theoretical frameworks that guide the selection, use, and integration of computer technologies in nursing education programs.

NURS-T 670 Teaching in Nursing (3 cr.) This course provides seminar and guided experiences in teaching of nursing, including planning, developing, implementing, and evaluating classroom and clinical instruction.

NURS-T 675 Nursing Elective (3 cr.) This course is an intensive study and discussion of a specific topic of current interest in the theory and/or practice of nursing education.

NURS-T 679 Nursing Education Practicum (3 cr.) This course is a capstone 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 in classroom and/or clinical health care practice settings. P: Must complete all core and education track courses except NURS-R 590 Scholarly Project which can be taken concurrently or after completion of the practicum.

NURS-Y 510 Advanced Practice Concepts 1 (3 cr.) This course analyzes selected nursing concepts and related research with a focus on ethics, human diversity and social issues including genomics and genetics as well as health promotion and disease prevention including select pathophysiology, pharmacology, and health assessment. Course investigates the advanced practice nurse role in population health and public health science. Relationship of concepts to advanced practice models is explored.

NURS-Y 515 Advanced Pathophysiology Across the Lifespan (3 cr.) P: Acceptance to MSN. This course provides advanced knowledge of pathophysiology as the foundation for nursing management in the health care of adults. (Instructor consent required)

NURS-Y 520 Advanced Practice Concepts 2 (3 cr.) This course analyzes selected nursing concepts and related research with a focus on health care policy, organization of health care delivery systems, health care financing and health care economics and the impact of quality and safety on these concepts. Relationship of concepts to advanced practice models is explored.

NURS-Y 535 Dynamics of Family Health Care (3 cr.) This course 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. (Admission to the FNP program required)

NURS-Y 612 Advanced Pharmacology Across the Lifespan (3 cr.) P: Acceptance to MSN. This course focuses on pharmaceutics, pharmacokinetics, pharmacodynamics, pharmacoeconomics, and pharmacotherapeutic decision making for advanced practice nursing. This course builds on and advances understanding of anatomy, physiology, pathophysiology, physical assessment, microbiology, and pharmacology. Additionally, it emphasizes the history and foundational concepts related to pharmacotherapeutics, application of pharmacotherapeutic principes, and synthesis of pharmacotherapeutics for advanced practice nursing. (Instructor consent required)

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. (Admission to the FNP program required)

NURS-Z 490 Clinical Experience in Nursing (1-6 cr.) P: Consent of instructor. Planned and supervised clinical experiences in the area of the student's major interest. S/F graded.

NURS-Z 492 Individual Study in Nursing (1-6 cr.) P: Consent of instructor. Opportunity for the student to pursue independent study of topics in nursing under the guidance of a selected faculty member.

Academic Policies for the Graduate Nursing Program

Progression Policy

Any period of absence that prevents a student from meeting course outcomes may result in withdrawal or an incomplete grade in the course at the discretion of the instructor. Failure to register in each sequential semester also constitutes an interruption in the student's program. Students who have interrupted their program of study for more than one semester are required to submit a written request to re-enter the program to the IU Kokomo MSN Committee. All requests to the MSN Committee must be sent to the School of Nursing via registered mail, to

the attention of the Assistant Dean for Nursing Graduate Programs. All requests for re-entry will be evaluated on the basis of the availability of resources. Reentry of students who have interrupted their study for any reason is not guaranteed and may require a refresher course and/or documentation of current competencies.

Curriculum changes during the period of interrupted progress toward the degree may result in review and revision of degree requirements based on evaluation of individual situations. Students who re-enter must adhere to the current policies and curriculum of the School of Nursing in effect at the time of reentry. Students re-entering will be expected to apply all knowledge and skills from previous courses upon re-entry.

Withdrawals

Withdrawals are issued to students wishing to withdraw from any or all courses if the official withdrawal request is completed by the deadline dates printed in the current class schedule. A grade of W will appear on student transcripts when students complete the official withdrawal request by the published deadline. Once the deadline for course withdrawals has passed, the student will need the permission of the faculty member responsible for the course and Dean of Nursing to withdraw. A grade of either “F” or “W” will be awarded as determined by the instructor. ”W” is an option after the withdrawal deadline only if the student is passing (with at least a B-) the course at the time of the request and has an overall program GPA of at least 3.0. A grade of “FN” will be recorded on the official transcript if a student stops attending but does not officially withdraw from class.

Students planning to withdraw from the graduate nursing program should meet with the Assistant Dean for Nursing Graduate Programs. Additionally, the following policies pertain to students:

- Failure to register in two sequential semesters constitutes withdrawal from the nursing program.
- A pattern of withdrawals may influence consideration of further reinstatement requests.

Repeat Nursing Courses

A student who receives a grade lower than B- in a nursing course(s) will be required to repeat that/those course(s). A student will receive no more than two opportunities to successfully complete a given nursing course. Failure to receive a minimum grade of B- upon repeating a nursing course will result in dismissal.

Validation examinations may not be used as substitutes for repeating any nursing course. Students who need to repeat a nursing course must make a request to the IU Kokomo SON MSN Committee for placement in the repeated course. All requests for re-entry will be evaluated on the basis of the availability of resources. All requests to the MSN Committee must be sent to the School of Nursing via registered mail, to the attention of the Assistant Dean for Nursing Graduate Programs. When a student receives permission from the MSN Committee to repeat a nursing course, the request is granted on a space available basis. All future enrollments in the nursing major will be based on space availability.

Grade Appeals

Grade appeals must be initiated in writing within 30 calendar days after the student’s grade was posted. After 30 calendar days a student may only appeal a grade if severe circumstances have prohibited the student from filing on time. Examples of such circumstances include military deployment or catastrophic illness. For more information please access the IU Kokomo Grade Appeals Policy

Academic Probation

A student will be placed on academic probation when any of the following conditions exist:

- The cumulative grade point average falls below 3.0.
- The semester grade point average is below 3.0.
- A grade below B- has been earned in a required course.
- Failure to comply with School of Nursing and/or MSN Program policies.

Academic probation will be removed after the semester during which the following conditions have been met:

- The cumulative grade point average is 3.0 or higher.
- The semester grade point average reaches 3.0 or higher.
- A minimum grade of B- has been earned in all required courses taken.
- Compliance with School of Nursing policies.

Dismissal

A student will be dismissed from the school of nursing when there is a lack of progress toward the degree. Evidence of lack of progress consists of one or more of the following:

- Failure to attain a 3.0 grade point average in any two consecutive semesters.
- Failure to attain a cumulative grade point average of 3.0 in two semesters.
- Falsification of records or reports, plagiarism, or cheating on an examination, quiz, or any other assignment is cause for dismissal. See the *Indiana University Code of Students Rights, Responsibilities & Conduct.*
- The faculty reserves the right to dismiss any student whose personal integrity, health, or conduct demonstrates unfitness to continue preparation in the profession of nursing. Integrity and conduct will be judged according to the standards set by the 2001 revised Code for Nurses adopted by the American Nurses' Association.

Reinstatement

A student who has been dismissed from the School of Nursing for academic failure may request reinstatement by petitioning the IU Kokomo SON MSN Committee. Students who desire reinstatement in the program must submit a written request to the Assistant Dean for Nursing Graduate Programs. All requests to the Assistant Dean for Nursing Graduate Programs must be sent via registered mail.

Reinstatement is not guaranteed. Reinstatement requests will be evaluated individually on the basis of faculty recommendations at the time of dismissal, academic standing, potential for progress toward the

degree, availability of resources, and satisfactory completion of any conditions existing at the time of withdrawal or dismissal. Students who are reinstated must adhere to policies and curriculum in effect at the time of reinstatement.

Intercampus Transfers

Students in the MSN Program who are in good academic standing may seek intercampus transfer by sending a written request to the Assistant Dean of Graduate Programs. Intercampus transfer requests will be evaluated individually based on student record review. Transfer students must meet or exceed admission qualifications. Further, the availability of course positions, faculty, and facilities to meet student needs and program objectives will be considered.

Completion of Degree Requirements

All candidates for the Master of Science in nursing must fulfill the following requirements:

1. Satisfactory completion of a minimum of 39 credit hours that apply to the degree.
2. Achievement of a minimum cumulative grade point average of 3.0 on a 4.0 scale.
3. Achievement of a minimum of B- in each required course or equivalent by the second completed attempt.
4. Removal of all incompletes, deferred grades, and special credit course grades in nursing courses by three weeks prior to the end of the student's last semester before graduation.
5. Completion of all coursework within four years after the enrollment in nursing courses.
6. Apply for the degree according to published IU Kokomo deadlines.

Back

Department of Public Administration and Health Management

Alan Krabbenhoft, Dean
Jason VanAlstine, Assistant Dean Gloria Preece, Director of MBA and MPM Programs

DEPARTMENT OF PUBLIC ADMINISTRATION AND HEALTH MANAGEMENT FACULTY
Professor: R. Dibie
Assistant Professor: Hur **Lecturer:** Horn

The Department of Public Administration and Health Management (PAHM) offers both a Bachelor of Science in Public Administration (BSPA) and a Master of Public Management (MPM). Both programs allow students to choose a concentration in either public administration or health management. MPM students may choose to do a double track in both public administration and health management.

Accreditation While the PAHM department will be housed alongside the School of Business for administrative purposes, it will be exempt from AACSB review due to its relatively low level of business content.

Mission The Department of Public Administration and Health Management (PAHM) is a multidisciplinary unit of Indiana University Kokomo and it is organized as a professional division. It is the mission of PAHM to prepare tomorrow's leaders through innovative education, to solve complex problems through interdisciplinary research, and to enrich society through professional service.
The Department of Public Administration and Health Management at Indiana University Kokomo defines the mission of both undergraduate and graduate programs in terms of its responsibility to the profession of public administration and health management; to the public, non-profit, and community organizations which the field supports; to the university and its diverse students; and to the national and international communities they all serve.

PAHM's teaching mission is defined in terms of the role the department plays in enabling current and future public servants to develop skills necessary to address challenges posed in public management, health management, and administration in nonprofit organizations, governance, policy-making, implementation, and organizational effectiveness. PAHM strives to orient its students to the public interest, humanistic acumen, personal contribution and to the client/citizens, not merely to technical outcomes. In its service mission role, PAHM strives to fulfill the ideal of public service as an example to the profession and to its students as a means to continued personal development as faculty, to provide leadership, technical support, and mentoring in a manner that recognizes social interdependence, democratic ideals, and the needs of social justice. Through its research mission, PAHM strives to meaningfully address the body of social knowledge and experience through interpretation, re-interpretation, and creative insight. We accept the responsibility for helping to create standards of excellence and conduct for the profession of public administration both nationally and internationally. Subsequently, our academic unit uses the criteria established by the National Association of Schools of Public Affairs and Administration (NASPAA) as a guide for hiring faculty members that are academically and/or professionally qualified to serve as instructors. We are especially concerned with knowledge that promotes a functional and responsible praxis of thought and action in the classroom, in the work environment, and in the society within which they co-exist. Overall, PAHM strives to develop student sensibilities to a wide variety of human, social and organizational realties, which assist public and nonprofit organizations in formulating and achieving responsible social change.

Goals As an integral part of the university, the Department is committed to providing an academic and social environment for its majors that will develop in each student:

1. A basic understanding of the institutions, processes, and actors in the public administration and health management arenas, with special appreciation of the problems and responsibilities of dispensing public governance, public policy, and health management in a democratic social order.
2. A basic understanding of world public administration and health management so as to provide an appreciation of global diversity and to provide a contrast and comparison to the American system.

3. Strong writing, verbal, and analytical skills that will facilitate successful employment inside and/or outside the public management and criminal justice systems and general life-long learning.
4. A sense of professionalism that will assist the student in being a success in his/her post-graduation endeavors. In the context of these goals, the IU Kokomo PAHM department offers course work leading to:

- Bachelor of Science in Public Administration (BSPA)
- Graduate Certificate in Public Management (GCPM)
- Graduate Certificate in Health Management (GCHM)
- Master of Public Management (MPM) with a track in Public Management and Policy
- Master of Public Management (MPM) with a track in Health Management
- Master of Public Management (MPM) with double tracks in Public Management and Health Management

Majors/Minors

Undergraduate Degrees

- Bachelor of Science in Public Administration:
  - Health Management Concentration
  - Public Administration Concentration
- Minor in Health Management
- Minor in Public Administration

Graduate Degree

- Master of Public Management (MPM)

Graduate Certificate Programs

- Graduate Certificate in Health Management
- Graduate Certificate in Public Management

Courses

- Undergraduate Courses
- Graduate Courses

Public Administration Concentration

Students with a Bachelor of Science in Public Administration (BSPA) degree can continue their education in law, planning, policy analysis, or business administration. For those who choose immediate employment, the degree is flexible enough to provide the necessary background to begin a career in the public or nonprofit sector. The BSPA requires 120 credit hours.

Degree Requirements

The program includes three main areas: general education, core courses in the major area, and general electives.

General Education Core: Indiana University Kokomo requires all students to complete the campus general education curriculum which is typically 42-44 credit hours. Many of the BSPA requirements also satisfy general education requirements. All general education courses in the BSPA major must be completed with a C or better. Graduates of the BSPA program must fulfill all of the General Education requirements as passed by the Faculty Senate. These general education requirements are effective for Fall 2017 admitted students. Students are encouraged to work closely with an undergraduate academic advisor. More details regarding the campus general education requirements can be found elsewhere in the bulletin.

REQUIRED PUBLIC ADMINISTRATION CORE (27 credit hours/9 courses)

Students must have a C or higher in the core and concentration/minor courses. Some courses are only offered in the fall or in the spring and some only every other year. Please work with an advisor to create your schedule.

- PAHM-V 171 Introduction to Public Administration (prerequisite for all PAHM courses)
- PAHM-V 263 Public Management
- PAHM-V 372 Government Finance and Budgets
- PAHM-V 373 Human Resources Management in the Public Sector
- PAHM-V 376 Law and Public Policy
- PAHM-V 378 Public Policy Process in the US
- PAHM-V 379 Performance Measurement and Program Evaluation
- PAHM-V 380 Internship in Public Affairs **or** PAHM-H365 Health Administration Practicum
- PAHM-V 412 Leadership and Ethics **or** PAHM-H 474 Health Administration Ethics

PUBLIC ADMINSTRATION TRACK (24 credit hours)

Requirements: FIVE (5) courses (15 cr) from the following, chosen in consultation with PAHM undergraduate advisor.

- PAHM-V 346 Introduction to Government Accounting & Financial Reporting
- PAHM-V 366 Managing Behavior in Public Organizations
- PAHM-V 368 Managing Government Operations
- PAHM-V 370 Research Methods and Statistics
- PAHM-V 386 Case Study for Policy Analysis
- PAHM-V 405 Public Law and the Legislative Process
- PAHM-V 444 Public Administrative Organization
- PAHM-V 460 Intergovernmental Relations

AND

THREE (3) of the following courses (9 credit hours)

- PAHM-V 221 Nonprofit and Voluntary Sector
- PAHM-V 362 Nonprofit Management and Leadership
- PAHM-V 443 Managing Workforce Diversity
- PAHM-V 473 Management, Leadership, and Policy

ADDITIONAL elective courses to reach 120 credit hours required for graduation.

Health Management Concentration

Students with a Bachelor of Science in Public Administration (BSPA) degree can continue their education in law, planning, policy analysis, health care administration or business administration. For those who choose immediate employment, the degree is flexible enough to provide the necessary background to begin a career in the public or nonprofit sector and health care management. The BSPA requires 120 credit hours.

Degree Requirements

The program includes three main areas: general education, core courses in the major area, and general electives.

General Education Core: Indiana University Kokomo requires all students to complete the campus general education curriculum which is typically 42-44 credit hours. Many of the BSPA requirements also satisfy general education requirements. All general education courses in the BSPA major must be completed with a C or better. Graduates of the BSPA program must fulfill all of the General Education requirements as passed by the Faculty Senate. These general education requirements are effective for Fall 2017 admitted students. Students are encouraged to work closely with an undergraduate academic advisor. More details regarding the campus general education requirements can be found elsewhere in the bulletin.

REQUIRED PUBLIC ADMINISTRATION CORE (27 credit hours/9 courses)

Students must have a C or higher in the core and concentration/minor courses. Some courses are only offered in the fall or in the spring and some only every other year. Please work with an advisor to create your schedule.

- PAHM-V 171 Introduction to Public Administration (prerequisite for all PAHM courses)
- PAHM-V 263 Public Management
- PAHM-V 372 Government Finance and Budgets
- PAHM-V 373 Human Resources Management in the Public Sector
- PAHM-V 376 Law and Public Policy
- PAHM-V 378 Public Policy Process in the US
- PAHM-V 379 Performance Measurement and Program Evaluation
- PAHM-V 380 Internship in Public Affairs **or** PAHM-H 365 Health Administration Practicum
- PAHM-V 412 Leadership and Ethics **or** PAHM-H 474 Health Administration Ethics

HEALTH MANAGEMENT CONCENTRATION (24 credit hours)
Requirements: EIGHT (8) courses (24 credit hours) from the following, chosen in consultation with PAHM undergraduate advisor.

- PAHM-H 320 Health Systems Administration
- PAHM-H 352 Healthcare Finance I
- PAHM-H 354 Health Economics
- PAHM-H 401 Strategic Planning for health Care Organization
- PAHM-H 402 Hospital Administration
- PAHM-H 411 Long-Term Care Administration
- PAHM-H 432 Health Care Marketing
- PAHM-H 441 Legal Aspects of Health Care
- PAHM-H 455 Topics in Public Health
- PAHM-H 456 Managed Care

ADDITIONAL elective courses to reach 120 credit hours required for graduation.

Graduate Certificate in Public Management (GCPM)

This certificate is a 15 credit hour program in public management at the graduate level. The program is flexible enough to be adapted to the needs of pre-career and in-service individuals. Career employees of public sector agencies seeking courses in public management, especially those changing from professional or technical roles to managerial roles, will find the certificate program beneficial. Course work includes:

REQUIRED CORE COURSES (9 credit hours)

- PAHM-V 502 Public Management
- PAHM-V 560 Public Finance and Budgeting **or** PAHM-H 509 Financial Management Principles of Health Care
- PAHM-V 561 Public Human Resources Management

Electives/Internship (6 credit hours)

Two additional graduate public management courses approved by the MPM Director.

- PAHM-V 506 Statistical Analysis for Effective Decision Making
- PAHM-V 509 Administrative Ethics in the Public Sector
- PAHM-V 512 Public Policy Analysis
- PAHM-V 562 Public Program Evaluation
- PAHM-V 566 Executive Leadership
- PAHM-V 504 Public Organizations
- PAHM-V 517 Public Management Economics
- PAHM-V 540 Law and Public Affairs
- PAHM-V 561 Public Human Resource Management
- PAHM-V 525 Management in Non-Profit Sector
- PAHM-V 557 Topics in Public Affairs-Grant Administration

Admission Requirements

When applying for the Graduate Certificate in Public Management the following documentation is required:

1. Submit application to the MPM Director's office, Main Building Room 185C.
2. Bachelor degree from an accredited university or college with a GPA between 2.6 or 4.0.
3. Official transcript from all university or colleges attended must be submitted with the completed application forms. Students who have taken course work on any Indiana University campus do not need to submit an Indiana University transcript.
4. Pay a non refundable application fee of $40.

Students with a GPA between 2.6 and 4.0 may be admitted to the Graduate Certificate Program in Public Management (GCPM). Upon successful completion, students may apply to the Master in Public Management (MPM) degree program. Students seeking admission to the GCPM do not need to take the GRE or GMAT test. These tests may be required for students applying for admission into the MPM program that exhibit undergraduate GPAs that are lower than 3.0. Subsequently, students with lower GPAs may also be expected to successfully complete two graduate level courses within the MPM program before being admitted.

Applications for the Graduate Certificate in Public Management program are processed on a year-round basis for admission in any academic semester.

Academic Standards:

Students will be referred to the MPM Director if their cumulative grade point average (GPA) falls below a 3.0. During this meeting the referred student will be required to develop a plan in tandem with the MPM Director for improving their academic performance.

Each Course Requirement:

All graduate students are expected to earn an average grade of "B" (3.0) or higher in each course. Subsequently, students receiving a C or lower will be referred to the MPM Director in order to develop a plan for improving their academic performance. The MPM Director may recommend that a student who receives a C or lower in a particular course retake the class.

Graduate Certificate in Health Management (GCHM)

This certificate is a 24 credit hours program in health management at the graduate level. The program is flexible enough to be adapted to the needs of pre-career and in-service individuals. Career employees of public sector agencies seeking courses in public management, especially those changing from professional or technical roles to managerial roles, will find the certificate program beneficial. It is significant to note that admission into the Certificate Program is separate from admission into the MPM Degree Program. Subsequently, students must pay a separate application fee for potential admission into the MPM Degree program if they select to pursue this degree option following the completion of the Certificate. In addition, students cannot apply for this Certificate program once they have completed the requirements for the MPM degree with a concentration in health care management. Course work includes:

REQUIRED CORE COURSES (21 credit hours)

- PAHM-H 509 Financial Management Principles of Health Care **or** PAHM-V 560 Public Finance and Budgeting
- PAHM-H 514 Health Economics **or** PAHM-V 517 Public Management Economics
- PAHM-H 515 Seminar in Health Policy
- PAHM-H 628 Health Care Information Systems
- PAHM-V 543 Health Services Management
- PAHM-V 561 Public Human Resource Management
- PAHM-V 631 Health Planning

Electives/Practicum (3 credit hours)

- PAHM-V 550 Topics in Health Care--Environmental Health
- PAHM-V 557 Topics in Public Administration--Proposal Development and Grants Administration
- PAHM-V 592 Global Health Issues and Management
- PAHM-H 612 Marketing for Health Service Delivery
- PAHM-V 585 Practicum in Public Administration - (experiential or professional requirements)

Admission Requirements

When applying for the Graduate Certificate in Health Management the following documentation is required:

1. Submit application to the MPM Director's office, Main Building Room 185C.
2. Bachelor degree from an accredited university or college with a GPA between 2.6 or 4.0.
3. Official transcript from all university or colleges attended must be submitted with the completed application forms. Students who have taken course work on any Indiana University campus do not need to submit an Indiana University transcript.
4. Pay a nonrefundable application fee of $40.

Students with a GPA between 2.6 and 4.0 may be admitted to the Graduate Certificate Program in Health Management (GCHM). Upon successful completion, students may apply to the Master in Public Management (MPM) degree program. Students seeking admission to the GCHC do not need to take the GRE or GMAT test. These tests may be required for students applying for admission into the MPM program that exhibit undergraduate GPAs that are lower than 3.0. Subsequently, students with lower GPAs may also be expected to successfully complete two graduate level courses within the MPM program before being admitted.
Applications for the Graduate Certificate in Health Management program are processed on a year-round basis for admission in any academic semester.

Academic Standards:

Students will be referred to the MPM Director if their cumulative grade point average (GPA) falls below a 3.0. During this meeting the referred student will be required to develop a plan in tandem with the MPM Director for improving their academic performance.

Each Course Requirement:

All graduate students are expected to earn an average grade of “B” (3.0) or higher in each course. Subsequently, students receiving a C or lower will be referred to the Graduate Director in order to develop a plan for improving their academic performance. Subsequently, the Director may recommend that a student who receives a C or lower in a particular course retake the class.

Master of Public Management (MPM)

The Master of Public Management (MPM) program provides public service managers the skills to cope with challenging human and technical issues. It also provides a broad interdisciplinary background in the values and ethics of public management. It is designed as preparation for executive leadership positions in the public, private and nonprofit sectors. The program can be completed on either a full-time or part-time basis. Most coursework for the program is offered in the evenings to allow students to work full-time and participate in the MPM program part-time. To meet the needs of our dynamic and diverse student population, PAHM delivers graduate courses in a variety of ways: online, on-campus, and hybrid. Online courses provide the option to complete some coursework from a location of choice.

Curriculum Information

The *42-credit hour* MPM track in Public Management and Policy program is designed to develop leaders for

public, private and nonprofit organizations and allows for expertise in public management and policy analysis. The 42 credit hours of courses require the completion of 27 hours in core courses, 12 hours in concentration areas in public management and policy analysis, and 3 hours in experiential or professional requirements. The *42-credit hour* MPM track in Health Management requires the completion of 27 hours in core courses, 12 hours in concentration areas in health care management and 3 hours in experiential or professional requirements.

The *54-credit hour* MPM Double Track in the Master of Public Management requires completion of 27 hours in core courses, 24 hours in concentration areas in public management and policy analysis and 3 hours in experiential or professional requirements. The experiential requirement ensures that each graduate of the MPM gains insight into the world of public service through an experience outside the classroom.

Transfer Credits:

Students admitted into the MPM degree program may be allowed to transfer a maximum of nine (9) credit hours or three (3) graduate level courses into the degree program. These courses must have been completed at an accredited university, consisting of a graduate program that is comparable in curriculum and academic rigor to the MPM program. The Graduate Program Director or Dean will assess each potential transfer course with regard to these criteria.

The MPM program allows students to choose between two tracks or a double track.

REQUIRED MPM CORE COURSES (27 Credit Hours)

- PAHM-V 502 Public Management
- PAHM-V 504 Public Organization
- PAHM-V 506 Statistical Analysis for Effective Decision Making
- PAHM-V 509 Administrative Ethics in the Public Sector
- PAHM-V 512 Public Policy Process
- PAHM-V 560 Public Finance and Budgeting **or** PAHM-H 509 Financial Management Principles of Healthcare
- PAHM-V 561 Public Human Resources Management
- PAHM-V 566 Executive Leadership
- PAHM-V 517 Public Management Economics **or** PAHM-H 514 Health Economics

TRACKS (SELECT ONE)

PUBLIC MANAGEMENT AND POLICY TRACK REQUIREMENTS (12 Credit Hours)

- PAHM-V 525 Management of Nonprofit Organizations
- PAHM-V 540 Law and Public Affairs
- PAHM-V 550 Topics in Public Affairs - Strategic Management
- PAHM-V 562 Public Program Evaluation

Practicum (3 Credit Hours)

- PAHM-V 585 Practicum in Public Administration - (experiential or professional requirements)

HEALTH MANAGEMENT TRACK REQUIREMENTS (12 Credit Hours)

- PAHM-V 515 Seminar in Health Policy: Special Topics
- PAHM-V 543 Health Services Management
- PAHM-H 628 Health Care Information Systems
- PAHM-V 631 Health Planning

Practicum (3 Credit Hours)

- PAHM-V 585 Practicum in Public Administration - (experiential or professional requirements)

DOUBLE TRACK REQUIREMENTS (24 Credit Hours)

- PAHM-V 525 Management of Nonprofit Organizations
- PAHM-V 540 Law and Public Affairs
- PAHM-V 550 Topics in Public Affairs - Strategic Management
- PAHM-V 562 Public Program Evaluation
- PAHM-H 515 Seminar in Health Policy
- PAHM-V 543 Health Services Management
- PAHM-H 628 Health Care Information Systems
- PAHM-V 631 Health Planning

Practicum (3 Credit Hours)

- PAHM-V 585 Practicum in Public Administration - (experiential or professional requirements)

MPM Application Requirements

Eligibility

Applicants with bachelor degrees in any field from an accredited institution are eligible to apply for admission to the graduate programs in Public Administration and Health Management. Minimum preferred requirements for admission include a baccalaureate degree from an accredited college or university with a grade point average (GPA) of "B" (3.0) or higher. The GRE or GMAT may be required for students applying for admission into the MPM program that exhibit undergraduate GPAs that are lower than 3.0. Subsequently, students with lower GPAs may also be expected to successfully complete two graduate level courses within the MPM program before being admitted.

Students with a GPA between 2.6 and 3.0 may be admitted to the Graduate Certificate Program in Public Management (GCPM) or Graduate Certificate Program in Heath Management (GCHM). On successful completion, students may apply to the MPM degree program. Students seeking admission to the (GCPM or GCHM) do not need to take the GRE or GMAT test. Applications for the MPM program are processed on a year-round basis for admission in any academic semester.

Application Submission

Applicants should apply to a degree or certificate program and request financial assistance as early as possible before the desired semester of enrollment. All application forms must be completed and received by the MPM Director at Indiana University Kokomo.

Admission

Each application for admission is carefully evaluated by the MPM Director. Applicants to all MPM degree programs must do the following:

1. Submit applications to the MPM Director, KO 185C.
2. Submit complete official transcripts from all colleges and universities attended. Students who have taken course work on any Indiana University campus do not need to submit an Indiana University transcript.
3. Pay a nonrefundable application fee of $40 to IU Kokomo.
4. Submit three Application Reference letters written by individuals familiar with the applicant's activities and potential to succeed in graduate work.
5. Read carefully the applicable sections in this bulletin for any specific program or campus admission requirements.
6. Submit proof of bachelor's degree certification from an accredited institution. Students who have not completed undergraduate course work at the time of application may be admitted based on the strength of previous work, but a final transcript attesting to the award of a bachelor's degree must be submitted before the student can enroll.
7. Demonstrate evidence that an undergraduate statistics course (at the 200 level or higher) was successfully completed with a grade of "C" or higher.
8. Applicants whose native language is not English must demonstrate proficiency in English and must meet Indiana University Kokomo's graduate English proficiency requirements.
9. The MPM program admits students for fall, spring and summer semesters. Applicant deadlines for domestic students are June 15 for fall entry, November 1 for spring entry and March 1 for summer entry. Application deadlines for international students are June 1 for fall entry and October 1 for spring entry only. A $60 application fee is required for international applicants.

GRE Requirements

As previously mentioned, prospective students may be required to take the GRE or GMAT as a part of the application process. Information with regard to taking the GRE is available from Graduate Record Examination, Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541, (609) 771-7670 or (866) 473-4373, and on the Web at www.gre.org.

Academic Standards:

Faculty will refer a student if his or her cumulative grade point average (GPA) falls below a 3.0 to the MPM Director. During this meeting the referred student will be required to develop a plan in tandem with the MPM Director for improving his or her academic performance.

Each Course Requirement:

All graduate students are expected to maintain an average grade of "B" (3.0) or higher in each course. Subsequently, students receiving a "C" or lower will be referred to the MPM Director in order to develop a plan for improving their academic performance. Subsequently, the Director may recommend that a student who receives a "C" or lower in a particular course retake the class.

It is advisable that students not have more than one "Incomplete" course at any time. Subsequently, students carrying more than one incomplete may not enroll in additional courses without the permission of the MPM Director or Dean.

Undergraduate Courses

PAHM-H 320 Health Systems Administration (3 cr.) An overview of the U.S. health care delivery system. It examines the organization, function, and role of the system; current system problems; and alternative systems or solutions.

PAHM-H 352 Healthcare Finance I (3 cr.) A study of the financial management of health care facilities, based on generally accepted business principles. Accounting and managerial control of cash, accounts receivable, inventory control, budgeting, and cost control, as well as accounting and evaluation of short- and long-term debt will be examined.

PAHM-H 354 Health Economics (3 cr.) This course applies economics to the study of administrative and policy issues in the health care sector. Economic concepts are used to explain the system of health care financing and the organization of health care delivery in the U.S. The economic evaluation of health care programs is also discussed.

PAHM-H 365 Health Administration Practicum (3 cr.) The Health Administration Practicum will consist of a personal career-planning component coupled with weekly field visits to health care agencies in central Indiana. Students must perform satisfactorily in both parts of the practicum to receive a passing grade.

PAHM-H 401 Strategic Planning for Health Care Organizations (3 cr.) This course examines strategic planning techniques as they apply to health care organizations. Students will develop and defend a comprehensive strategic plan for a case facility. One half of the course will be conducted in a workshop format.

PAHM-H 402 Hospital Administration (3 cr.) The study of organization, structure, function, and fiscal operations within hospitals. The role of the hospital in the community, relationship to official and voluntary health agencies, coordination of hospital departments, and managerial involvement will be examined.

PAHM-H 411 Long-Term Care Administration (3 cr.) Nursing home regulations, legal aspects, and insurance; personnel management; medical records; diet and food service; rehabilitation; nursing services; psychiatric aspects in handling of geriatric patients; professional standards; use of volunteer groups.

PAHM-H 432 Health Care Marketing (3 cr.) A practical study of marketing in health care institutions, health service organizations, and health insurers. A basic foundation in marketing principles, new methods in marketing products and services, and inexpensive marketing techniques will be examined.

PAHM-H 441 Legal Aspects of Health Care Administration (3 cr.) An overview of the liability and legal responsibility, as well as legal recourse, that health care facilities may exercise. This course will discuss policies and standards relating to health

facility administration. Also included is a discussion of financial aspects unique to the hospital/ health care facility environment, such as third-party payments and federal assistance.

PAHM-H 455 Topics in Public Health (1-3 cr.) Extensive discussion of selected topics in public health. The topic may change from semester to semester, based on resource availability and student demand. May be repeated for credit.

PAHM-H 456 Health Care Reimbursement (3 cr.) Course examines the organizational structures of managed care as used in the health industry. The strengths and weaknesses of managed care organizations are examined, as well as the performance of both public and private managed care organizations. Course also examines and discusses current issues surrounding managed care.

PAHM-H 474 Health Administration Ethics Seminar (3 cr.) This course examines health care ethical decision making challenges from the managerial perspective and explores broader policy issues associated with ethical problems in health care institutions. It provides an overview of general theories of ethical challenges in everyday managerial coursework.

PAHM-H 509 Financial Management Principles of Healthcare (3 cr.) Provides knowledge of corporate finance practice in health care organizations. Establishes an understanding of the basic elements of financial theory used to address service expansion or contraction, capital investment issues, developing business plans and working capital management.

PAHM-H 514 Health Economics (3 cr.) Examines the principles and applications of economic analysis in the health field; the economist's approach to health care issues, and provides insights offered by economic analysis of specific health issues and problems.

PAHM-H 515 Seminar in Health Policy: Special Topic (3 cr.) Exploration of health policy topics from economic, financial, sociological, political and psychological perspectives. Analytical paradigms are applied to organizational or macro-policy making issues that vary in response to changing environments.

PAHM-H 612 Marketing for Health Services Delivery (3 cr.) The course provides a working knowledge and the skills required to market health services. Health institution-based projects are emphasized.

PAHM-H 628 Health Care Information Systems (3 cr.) A study of the terminology, technology, and application of information systems in various health care settings. Topics include the gathering, organization, storage, and retrieval of complex data banks, as well as assessment of health service data needs and considerations in developing information systems. Includes many computer-based exercises.

PAHM-V 130 Current Topics in Public Affairs (1-3 cr.) Readings and discussion of current public affairs issues and problems. May be repeated for credit.

PAHM-V 171 Introduction to Public Administration (3 cr.) Broad coverage of public affairs through critical and analytical inquiry into policy making at all levels of government. Particular emphasis on intergovernmental relations as they affect policy in the federal system.

PAHM-V 221 Nonprofit and Voluntary Sector (3 cr.) This course provides a broad overview of the U.S. nonprofit sector. Topics include the sector's size and scope and its religious, historical, and theoretical underpinnings. It also examines perspectives on why people organize, donate to, and volunteer for nonprofit organizations, and looks at current challenges that the sector faces.

PAHM-V 263 Public Management (3 cr.) This course is an examination of the management process in public organizations in the United States. Special attention will be given to external influences on public managers, the effects of the intergovernmental environment, and, in particular, problems of management in a democratic, limited government system.

PAHM-V 346 Introduction to Government Accounting and Financial Reporting (3 cr.) An introduction to government accounting, including comparison with accounting for the private sector; intended as background for the use of financial administrators. The course primarily deals with municipal accounting. Not open to students with more than seven credit hours of accounting.

PAHM-V 362 Nonprofit Management and Leadership (3 cr.) Students in this course examine the management practices of nonprofit organizations. The course encourages students to take the perspectives of nonprofit managers, volunteers, board members, policy-makers, donors, and clients. Course projects expand understanding of the nonprofit sector and develop students' management skills, analytical tools, and knowledge.

PAHM-V 366 Managing Behavior in Public Organizations (3 cr.) This course provides an introduction to the management of people in public organizations. Focus is on behavioral science in management and related analytical and experiential applications.

PAHM-V 368 Managing Government Operations (3 cr.) P: PAHM-V 348. Application of analytical techniques to operating decisions in the public management sector. Cases are used extensively to illustrate the application of techniques (such as charting, capacity and demand analysis, forecasting, performance measurement, decision analysis, queuing/simulation, Markov modeling, and cost-effective analysis) to design, scheduling, and inventory assignment, transportation, and replacement decisions.

PAHM-V 370 Research Methods and Statistical Modeling (3 cr.) This course will introduce the student to the basic methods, issues, analytical techniques, and ethical considerations of evaluation research.

PAHM-V 372 Government Finance and Budgets (3 cr.) Study of fiscal management in public agencies, including revenue administration, and fiscal federalism. Examples and applications to contemporary government decisions.

PAHM-V 373 Human Resource Management in the Public Sector (3 cr.) The organization and operation of public personnel management systems, with emphasis

on concepts and techniques of job analysis, position classification, training, affirmative action, and motivation.

PAHM-V 376 Law and Public Policy (3 cr.) The purpose of this course is to provide a basic understanding of the origins, process, and impact of law in the making and implementing of public policy. The course's major objective is to provide students with the substantive concepts necessary to understand the judicial system and law in its various forms.

PAHM-V 378 Policy Processes in the United States (3 cr.) Course content includes analytical perspectives of the policy process, the centers of policy, and the public interest. Selected cases involving problem analysis and decision making on public issues are included, as well as discussion of current policy issues.

PAHM-V 379 Performance Measurement and Program Evaluation (3 cr.) This course provides an overview of program evaluation as it relates to public affairs, criminal justice, health policy, and environmental science with particular emphasis on measuring program outcomes. The course is designed for students who envision themselves working in management, policy-making, or research roles.

PAHM-V 380 Internship in Public and Environmental Affairs (1-6 cr.) P: Consent of instructor. Open to interested majors upon approval of the faculty. Students are placed with public agencies or governmental units for assignment to a defined task relevant to their educational interests in public affairs. Tasks may involve staff work or research. Full-time participants may earn up to 6 credit hours. May be repeated for credit. Course is graded S/F (Satisfactory/Fail).

PAHM-V 386 Case Studies for Policy Analysis (3 cr.) This course focuses on analyzing case studies of public policies using a variety of disciplinary perspectives, including application of the principles and concepts of intermediate microeconomic theory.

PAHM-V 387 Public Administration and Emergency Management (3 cr.) An examination of the American federal system and how it affects policy making and emergency management. Topics include government programs, participation of agencies and actors from all three levels of government, the nonprofit sector, and the private sector. Administrative processes involved in managing major hazards and disasters will be presented.

PAHM-V 405 Public Law and the Legislative Process (3 cr.) This course focuses on Congress as a policy-making body in the U.S. public law system. It covers the constitutional framework for congressional operations, as well as technical aspects of the legislative process such as bill drafting and analysis, the role of leadership, and the prerogatives of individual members.

PAHM-V 412 Leadership and Ethics (3 cr.) This course is designed to examine the complex leadership issues and challenges facing communities and to explore how citizens and government can work together to address these challenges. This includes exploration of how the problems, conflicts, and dilemmas encountered by leaders when making decisions must be considered within an ethical framework.

PAHM-V 443 Managing Workforce Diversity (3 cr.) The composition and nature of the workforce is changing. Managers must decide how to accommodate real differences among the members of their organizations. This course seeks to provide information for practitioners who hope to integrate an understanding of workforce diversity into their management style and professional behavior.

PAHM-V 444 Public Administrative Organization (3 cr.) A review of research findings and analysis of the operation of public agencies and their performance.

PAHM-V 460 Intergovernmental Relations (3 cr.) Overview of the dynamics of multi-organizational governance in the United States. Examination of federal and other systems. Structure and operations of intergovernmental programs and the role of managers within these systems.

PAHM-V 473 Management, Leadership, and Policy (3 cr.) This course seeks to integrate learning across the public affairs curriculum. Students will review and reflect about their learning in management, leadership, and policy. Experiential methods service learning, projects, cases, and exercises – will be used to help students apply theory, concepts, and skills.

PAHM-V 502 Public Management (3 cr.) Analysis of concepts, methods, and procedures involved in managing public organizations. Problems of organization, planning, decision making, performance evaluation, and management of human resources are considered. Cases are drawn from a variety of public services found at federal, state, and local levels of government.

PAHM-V 504 Public Organizations (3 cr.) This course focuses on the behavior and theory of public organizations in four areas: (1) individual and groups in public organizations; (2) the design of public organizations; (3) organization environment relations, and (4) inter organizational relations.

PAHM-V 506 Statistical Analysis for Effective Decision Making (3 cr.) Non-calculus survey of concepts in probability, estimation, and hypothesis testing. Applications of contingency table analysis and analysis of variance, regression, processing of data emphasized.

PAHM-V 509 Administrative Ethics in Public Sector (3 cr.) Ethical conduct in the public sector is examined. Topics covered could include personal ethical responsibility, deception, corruption, code of ethics, policy making, morality, politics, and whistle bowling. Case studies and media materials will be used to illustrate these and other such issues affecting the workplace.

PAHM-V 512 Public Policy Process (3 cr.) An examination of the role of the public affairs professionals in policy processes. Focuses on relationships with political actors in various policy areas.

PAHM-V 517 Public Management Economics (3 cr.) This course focuses on applications of the principles and concepts of intermediate microeconomic theory and managerial economics to public-sector management decisions and policy analysis. The course utilizes case studies with the goal of giving students opportunities to recognize the economic dimensions inherent in the public policy problems and to develop an analytical problem solving orientation.

PAHM-V 525 Management in the Nonprofit Sector (3 cr.) P: PAHM-V 521. An examination of nonprofit organizations and their role in society. Management issues and public policy affecting these organizations are discussed. Primary emphasis is upon U.S. organizations, but attention is given to the global nature of the sector.

PAHM-V 540 Law and Public Policy (3 cr.) Explanation of law in society and its influence on public-sector operations. Examination of some of the central substantive areas of the study of law, including regulatory processes, administrative adjudication, the Administrative Procedures Act, ombudsmen, and citizens' rights, among others.

PAHM-V 543 Health Services Management (3 cr.) A course that integrate theory and application with respect to management of health service organizations. Emphasis on the role of managers and management within formal health service organizations. Current management and organization theories are applied to an understanding of health care delivery settings.

PAHM-V 550 Topics in Public Affairs (3 cr.) Selected research and discussion topics organized on a semester-by-semester basis usually with significant student input in the course design.

PAHM-V 557 Proposal Development and Grant Administration (3 cr.) This course provides the opportunity for each student to develop a complete proposal through participation in the entire grant application process. The integration of case studies, visual media, printed materials, and class discussions provides students with practical knowledge for writing successful proposals.

PAHM-V 560 Public Finance and Budgeting (3 cr.) The fiscal role of government in a mixed economy; sources of public revenue and credit; administrative, political revenue and credit; administrative, political, and institutional aspects of the budget and the budgetary process; problems and trends in intergovernmental fiscal relations.

PAHM-V 561 Public Human Resources Management (3 cr.) Analysis of the structure, operations, and design of public personnel systems, including government agencies and public enterprise. Relationships between public policy and personnel concepts, values, and operations considered.

PAHM-V 562 Public Program Evaluation (3 cr.) Examination of how the program of public agencies is proposed, established, operated, and evaluated. Discussion of the role and conduct of research in the program evaluation process. In addition, techniques of effective evaluation and analysis are discussed.

PAHM-V 566 Executive Leadership (3 cr.) The course offers an in-depth examination of factors that contribute to successful executive leadership practices in a variety of organizational settings. Topics include what leadership is, what impact leadership has, and how leaders use various approaches and powers to achieve their goals.

PAHM-V 585 Practicum in Public Affairs (1-6 cr.) Students hold work assignments with public agencies. Grading is on an S/F basis.

PAHM-V 631 Health Planning (3 cr.) A workshop in analysis and use of health data in a planning context. Course deals with the planning process and methods with an emphasis on systems theory. Class project or plan is developed and presented and defended in a simulated public hearing format.

Graduate Courses

PAHM-H 320 Health Systems Administration (3 cr.) An overview of the U.S. health care delivery system. It examines the organization, function, and role of the system; current system problems; and alternative systems or solutions.

PAHM-H 352 Healthcare Finance I (3 cr.) A study of the financial management of health care facilities, based on generally accepted business principles. Accounting and managerial control of cash, accounts receivable, inventory control, budgeting, and cost control, as well as accounting and evaluation of short- and long-term debt will be examined.

PAHM-H 354 Health Economics (3 cr.) This course applies economics to the study of administrative and policy issues in the health care sector. Economic concepts are used to explain the system of health care financing and the organization of health care delivery in the U.S. The economic evaluation of health care programs is also discussed.

PAHM-H 365 Health Administration Practicum (3 cr.) The Health Administration Practicum will consist of a personal career-planning component coupled with weekly field visits to health care agencies in central Indiana. Students must perform satisfactorily in both parts of the practicum to receive a passing grade.

PAHM-H 401 Strategic Planning for Health Care Organizations (3 cr.) This course examines strategic planning techniques as they apply to health care organizations. Students will develop and defend a comprehensive strategic plan for a case facility. One half of the course will be conducted in a workshop format.

PAHM-H 402 Hospital Administration (3 cr.) The study of organization, structure, function, and fiscal operations within hospitals. The role of the hospital in the community, relationship to official and voluntary health agencies, coordination of hospital departments, and managerial involvement will be examined.

PAHM-H 411 Long-Term Care Administration (3 cr.) Nursing home regulations, legal aspects, and insurance; personnel management; medical records; diet and food service; rehabilitation; nursing services; psychiatric aspects in handling of geriatric patients; professional standards; use of volunteer groups.

PAHM-H 432 Health Care Marketing (3 cr.) A practical study of marketing in health care institutions, health service organizations, and health insurers. A basic foundation in marketing principles, new methods in marketing products and services, and inexpensive marketing techniques will be examined.

PAHM-H 441 Legal Aspects of Health Care Administration (3 cr.) An overview of the liability and legal responsibility, as well as legal recourse, that health care facilities may exercise. This course

will discuss policies and standards relating to health facility administration. Also included is a discussion of financial aspects unique to the hospital/ health care facility environment, such as third-party payments and federal assistance.

PAHM-H 455 Topics in Public Health (1-3 cr.) Extensive discussion of selected topics in public health. The topic may change from semester to semester, based on resource availability and student demand. May be repeated for credit.

PAHM-H 456 Health Care Reimbursement (3 cr.) Course examines the organizational structures of managed care as used in the health industry. The strengths and weaknesses of managed care organizations are examined, as well as the performance of both public and private managed care organizations. Course also examines and discusses current issues surrounding managed care.

PAHM-H 474 Health Administration Ethics Seminar (3 cr.) This course examines health care ethical decision making challenges from the managerial perspective and explores broader policy issues associated with ethical problems in health care institutions. It provides an overview of general theories of ethical challenges in everyday managerial coursework.

PAHM-H 509 Financial Management Principles of Healthcare (3 cr.) Provides knowledge of corporate finance practice in health care organizations. Establishes an understanding of the basic elements of financial theory used to address service expansion or contraction, capital investment issues, developing business plans and working capital management.

PAHM-H 514 Health Economics (3 cr.) Examines the principles and applications of economic analysis in the health field; the economist's approach to health care issues, and provides insights offered by economic analysis of specific health issues and problems.

PAHM-H 515 Seminar in Health Policy: Special Topic (3 cr.) Exploration of health policy topics from economic, financial, sociological, political and psychological perspectives. Analytical paradigms are applied to organizational or macro-policy making issues that vary in response to changing environments.

PAHM-H 612 Marketing for Health Services Delivery (3 cr.) The course provides a working knowledge and the skills required to market health services. Health institution-based projects are emphasized.

PAHM-H 628 Health Care Information Systems (3 cr.) A study of the terminology, technology, and application of information systems in various health care settings. Topics include the gathering, organization, storage, and retrieval of complex data banks, as well as assessment of health service data needs and considerations in developing information systems. Includes many computer-based exercises.

PAHM-V 130 Current Topics in Public Affairs (1-3 cr.) Readings and discussion of current public affairs issues and problems. May be repeated for credit.

PAHM-V 171 Introduction to Public Administration (3 cr.) Broad coverage of public affairs through critical and analytical inquiry into policy making at all levels of government. Particular emphasis on intergovernmental relations as they affect policy in the federal system.

PAHM-V 221 Nonprofit and Voluntary Sector (3 cr.) This course provides a broad overview of the U.S. nonprofit sector. Topics include the sector's size and scope and its religious, historical, and theoretical underpinnings. It also examines perspectives on why people organize, donate to, and volunteer for nonprofit organizations, and looks at current challenges that the sector faces.

PAHM-V 263 Public Management (3 cr.) This course is an examination of the management process in public organizations in the United States. Special attention will be given to external influences on public managers, the effects of the intergovernmental environment, and, in particular, problems of management in a democratic, limited government system.

PAHM-V 346 Introduction to Government Accounting and Financial Reporting (3 cr.) An introduction to government accounting, including comparison with accounting for the private sector; intended as background for the use of financial administrators. The course primarily deals with municipal accounting. Not open to students with more than seven credit hours of accounting.

PAHM-V 362 Nonprofit Management and Leadership (3 cr.) Students in this course examine the management practices of nonprofit organizations. The course encourages students to take the perspectives of nonprofit managers, volunteers, board members, policy-makers, donors, and clients. Course projects expand understanding of the nonprofit sector and develop students' management skills, analytical tools, and knowledge.

PAHM-V 366 Managing Behavior in Public Organizations (3 cr.) This course provides an introduction to the management of people in public organizations. Focus is on behavioral science in management and related analytical and experiential applications.

PAHM-V 368 Managing Government Operations (3 cr.) P: PAHM-V 348. Application of analytical techniques to operating decisions in the public management sector. Cases are used extensively to illustrate the application of techniques (such as charting, capacity and demand analysis, forecasting, performance measurement, decision analysis, queuing/simulation, Markov modeling, and cost-effective analysis) to design, scheduling, and inventory assignment, transportation, and replacement decisions.

PAHM-V 370 Research Methods and Statistical Modeling (3 cr.) This course will introduce the student to the basic methods, issues, analytical techniques, and ethical considerations of evaluation research.

PAHM-V 372 Government Finance and Budgets (3 cr.) Study of fiscal management in public agencies, including revenue administration, and fiscal federalism. Examples and applications to contemporary government decisions.

PAHM-V 373 Human Resource Management in the Public Sector (3 cr.) The organization and operation of public personnel management systems, with emphasis

on concepts and techniques of job analysis, position classification, training, affirmative action, and motivation.

PAHM-V 376 Law and Public Policy (3 cr.) The purpose of this course is to provide a basic understanding of the origins, process, and impact of law in the making and implementing of public policy. The course's major objective is to provide students with the substantive concepts necessary to understand the judicial system and law in its various forms.

PAHM-V 378 Policy Processes in the United States (3 cr.) Course content includes analytical perspectives of the policy process, the centers of policy, and the public interest. Selected cases involving problem analysis and decision making on public issues are included, as well as discussion of current policy issues.

PAHM-V 379 Performance Measurement and Program Evaluation (3 cr.) This course provides an overview of program evaluation as it relates to public affairs, criminal justice, health policy, and environmental science with particular emphasis on measuring program outcomes. The course is designed for students who envision themselves working in management, policy-making, or research roles.

PAHM-V 380 Internship in Public and Environmental Affairs (1-6 cr.) P: Consent of instructor. Open to interested majors upon approval of the faculty. Students are placed with public agencies or governmental units for assignment to a defined task relevant to their educational interests in public affairs. Tasks may involve staff work or research. Full-time participants may earn up to 6 credit hours. May be repeated for credit. Course is graded S/F (Satisfactory/Fail).

PAHM-V 386 Case Studies for Policy Analysis (3 cr.) This course focuses on analyzing case studies of public policies using a variety of disciplinary perspectives, including application of the principles and concepts of intermediate microeconomic theory.

PAHM-V 387 Public Administration and Emergency Management (3 cr.) An examination of the American federal system and how it affects policy making and emergency management. Topics include government programs, participation of agencies and actors from all three levels of government, the nonprofit sector, and the private sector. Administrative processes involved in managing major hazards and disasters will be presented.

PAHM-V 405 Public Law and the Legislative Process (3 cr.) This course focuses on Congress as a policy-making body in the U.S. public law system. It covers the constitutional framework for congressional operations, as well as technical aspects of the legislative process such as bill drafting and analysis, the role of leadership, and the prerogatives of individual members.

PAHM-V 412 Leadership and Ethics (3 cr.) This course is designed to examine the complex leadership issues and challenges facing communities and to explore how citizens and government can work together to address these challenges. This includes exploration of how the problems, conflicts, and dilemmas encountered by leaders when making decisions must be considered within an ethical framework.

PAHM-V 443 Managing Workforce Diversity (3 cr.) The composition and nature of the workforce is changing. Managers must decide how to accommodate real differences among the members of their organizations. This course seeks to provide information for practitioners who hope to integrate an understanding of workforce diversity into their management style and professional behavior.

PAHM-V 444 Public Administrative Organization (3 cr.) A review of research findings and analysis of the operation of public agencies and their performance.

PAHM-V 460 Intergovernmental Relations (3 cr.) Overview of the dynamics of multi-organizational governance in the United States. Examination of federal and other systems. Structure and operations of intergovernmental programs and the role of managers within these systems.

PAHM-V 473 Management, Leadership, and Policy (3 cr.) This course seeks to integrate learning across the public affairs curriculum. Students will review and reflect about their learning in management, leadership, and policy. Experiential methods service learning, projects, cases, and exercises – will be used to help students apply theory, concepts, and skills.

PAHM-V 502 Public Management (3 cr.) Analysis of concepts, methods, and procedures involved in managing public organizations. Problems of organization, planning, decision making, performance evaluation, and management of human resources are considered. Cases are drawn from a variety of public services found at federal, state, and local levels of government.

PAHM-V 504 Public Organizations (3 cr.) This course focuses on the behavior and theory of public organizations in four areas: (1) individual and groups in public organizations; (2) the design of public organizations; (3) organization environment relations, and (4) inter organizational relations.

PAHM-V 506 Statistical Analysis for Effective Decision Making (3 cr.) Non-calculus survey of concepts in probability, estimation, and hypothesis testing. Applications of contingency table analysis and analysis of variance, regression, processing of data emphasized.

PAHM-V 509 Administrative Ethics in Public Sector (3 cr.) Ethical conduct in the public sector is examined. Topics covered could include personal ethical responsibility, deception, corruption, code of ethics, policy making, morality, politics, and whistle bowling. Case studies and media materials will be used to illustrate these and other such issues affecting the workplace.

PAHM-V 512 Public Policy Process (3 cr.) An examination of the role of the public affairs professionals in policy processes. Focuses on relationships with political actors in various policy areas.

PAHM-V 517 Public Management Economics (3 cr.) This course focuses on applications of the principles and concepts of intermediate microeconomic theory and managerial economics to public-sector management decisions and policy analysis. The course utilizes case studies with the goal of giving students opportunities to recognize the economic dimensions inherent in the public policy problems and to develop an analytical problem solving orientation.

PAHM-V 525 Management in the Nonprofit Sector (3 cr.) P: PAHM-V 521. An examination of nonprofit organizations and their role in society. Management issues and public policy affecting these organizations are discussed. Primary emphasis is upon U.S. organizations, but attention is given to the global nature of the sector.

PAHM-V 540 Law and Public Policy (3 cr.) Explanation of law in society and its influence on public-sector operations. Examination of some of the central substantive areas of the study of law, including regulatory processes, administrative adjudication, the Administrative Procedures Act, ombudsmen, and citizens' rights, among others.

PAHM-V 543 Health Services Management (3 cr.) A course that integrate theory and application with respect to management of health service organizations. Emphasis on the role of managers and management within formal health service organizations. Current management and organization theories are applied to an understanding of health care delivery settings.

PAHM-V 550 Topics in Public Affairs (3 cr.) Selected research and discussion topics organized on a semester-by-semester basis usually with significant student input in the course design.

PAHM-V 557 Proposal Development and Grant Administration (3 cr.) This course provides the opportunity for each student to develop a complete proposal through participation in the entire grant application process. The integration of case studies, visual media, printed materials, and class discussions provides students with practical knowledge for writing successful proposals.

PAHM-V 560 Public Finance and Budgeting (3 cr.) The fiscal role of government in a mixed economy; sources of public revenue and credit; administrative, political revenue and credit; administrative, political, and institutional aspects of the budget and the budgetary process; problems and trends in intergovernmental fiscal relations.

PAHM-V 561 Public Human Resources Management (3 cr.) Analysis of the structure, operations, and design of public personnel systems, including government agencies and public enterprise. Relationships between public policy and personnel concepts, values, and operations considered.

PAHM-V 562 Public Program Evaluation (3 cr.) Examination of how the program of public agencies is proposed, established, operated, and evaluated. Discussion of the role and conduct of research in the program evaluation process. In addition, techniques of effective evaluation and analysis are discussed.

PAHM-V 566 Executive Leadership (3 cr.) The course offers an in-depth examination of factors that contribute to successful executive leadership practices in a variety of organizational settings. Topics include what leadership is, what impact leadership has, and how leaders use various approaches and powers to achieve their goals.

PAHM-V 585 Practicum in Public Affairs (1-6 cr.) Students hold work assignments with public agencies. Grading is on an S/F basis.

PAHM-V 631 Health Planning (3 cr.) A workshop in analysis and use of health data in a planning context. Course deals with the planning process and methods with an emphasis on systems theory. Class project or plan is developed and presented and defended in a simulated public hearing format.

Health Management Minor

The minor in Health Management requires five courses (15 cr.). Students should work closely with PAHM academic advisors and faculty.

Required Core Courses (6 cr.)

- PAHM-H 320 Health Systems Administration (3 cr.)
- PAHM-H 354 Health Economics (3 cr.)

Elective Courses (Select 3 courses, 9 cr.)

- PAHM-H 352 Healthcare Finance and Budgeting (3 cr.)
- PAHM-H 365 Health Administration Practicum (3 cr.)
- PAHM-V 373 Human Resources Management in the Public Sector (3 cr.)
- PAHM-H 401 Strategic Planning for Health Care Organization (3 cr.)
- PAHM-H 402 Hospital Administration (3 cr.)
- PAHM-H 411 Long-Term Care Administration (3 cr.)
- PAHM-H 432 Health Care Marketing (3 cr.)
- PAHM-H 441 Legal Aspects of Health Care (3 cr.)
- PAHM-H 474 Health Administration Ethics Seminar (3 cr.)
- PAHM-H 455 Topics in Public Health (3 cr.)
- PAHM-H 456 Managed Care (3 cr.)

Requirement: The Health Management minor requires the successful completion (C or higher) in five courses (15 credit hours total) from the above.

Public Administration Minor

The minor in Public Administration requires five courses (15 cr.). Students should work closely with PAHM academic advisors and faculty.

Required Core Course (3 cr.)

- PAHM-V 171 Introduction to Public Administration (3 cr.)

Elective Courses (Select 4 courses, 12 cr.)

- PAHM-V 263 Public Management (3 cr.)
- PAHM-V 372 Government Finance and Budgets (3 cr.)
- PAHM-V 373 Human Resources Management in the Public Sector (3 cr.)
- PAHM-V 376 Law and Public Policy (3 cr.)
- PAHM-V 378 Public Policy Process in the U.S. (3 cr.)
- PAHM-V 379 Performance Measurement and Program Evaluation (3 cr.)
- PAHM-V 366 Managing and Behavior in Public Organizations (3 cr.)
- PAHM-V 368 Managing Government Operations (3 cr.)

- PAHM-V 370 Research Methods and Statistics (3 cr.)
- PAHM-V 444 Public Administration Organization (3 cr.)
- PAHM-V 221 Nonprofit and Voluntary Sector (3 cr.)
- PAHM-V 362 Nonprofit Management (3 cr.)
- PAHM-V 412 Leadership in Ethics (3 cr.)
- PAHM-V 443 Managing Workforce Diversity (3 cr.)
- PAHM-V 473 Management, Leadership and Policy (3 cr.)
- PAHM-V 346 Intro to Government Accounting and Financial Reporting (3 cr.)
- PAHM course approved by School of Business

Requirement: The Public Administration minor requires the successful completion (C or higher) in five courses (15 credit hours total) from the above.

School of Sciences

Dean: Christian Chauret
Associate Dean: Patrick Motl
Professors: Chauret, Finkler, Kasem
Associate Professors: Alnusair, Hansen, Motl, Rifai, Sullivan
Assistant Professors: Almalag, Hossain, Liu, Masuda, Tebbe, Zhong
Senior Lecturers: Casey, Gottemoller, Krause
Lecturers: Duffitt, Hampshire, Hummeid, Jaworski
Laboratory Supervisors: Deyo, Kinsey
Laboratory Instructor: Houston

Mission The mission of the School of Sciences is to provide students with the undergraduate academic, research, and experiential background that will enable them to pursue meaningful careers in science-, mathematics- and informatics-related fields or to meet general education or program requirements in their major. The purposeful combination of theoretical and practical educational experiences coupled with the breadth of the available degrees will enable students to prepare for a wide variety of graduate programs, professional schools, secondary school teaching careers, and/or entry into the workplace. Students graduating from the School of Sciences will be prepared to become lifelong learners who are able to make positive contributions in a world where questions involving scientific and quantitative literacy, environmental quality, sustainability, and technology are becoming increasingly important.

Degrees
Courses in the School of Sciences can be taken in various areas: natural sciences, mathematics, computer science and informatics. The general studies program is also housed in the School of Sciences. Course descriptions and specific degree requirements for each area follow after a general discussion of curricula and degrees.

The School of Sciences offers several Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees, as well as Bachelor of General Studies degree. These degrees are four-year undergraduate degrees requiring 120 credit hours of coursework. Students wishing a greater emphasis on their major will likely opt to earn a B.S. degree in their discipline. The B.S. degrees follow the campus-wide general education curriculum. On the other hand, students wishing a greater emphasis on courses outside the School of Sciences will likely opt to earn a B.A. degree in their selected discipline. The B.A. degrees follow the general education requirements established in the past by the former School of Arts and Sciences, which has a stronger emphasis on the social sciences and humanities than the campus-wide general education curriculum. However, it also meets the campus-wide general education curriculum. The specific general education requirements for the Bachelor of Arts degrees differ from those required for Bachelor of Science degrees. Thus, students must work closely with an academic advisor to ensure that the appropriate general education courses are taken along with the courses required for their major. The Bachelor of General Studies degree offers a flexible program which consists of a core of arts and sciences courses and a wide range of electives. The BGS degree follows the campus-wide general education curriculum.

In addition to the bachelor's degrees, the School of Sciences offer minors in biology, chemistry, environmental and earth sciences, informatics, and mathematics. Minors in areas from different Schools or units on campus can also be completed. Please consult an advisor for additional information.

The unique nature and flexibility of the School of Sciences programs enable students to tailor their degree selection to focus their studies in a particular field of interest, thus preparing themselves for a specific career or graduate school objective.

Through majors in the School of Sciences, a student may complete all of the pre-professional requirements for medicine, dentistry, chiropractic, veterinary medicine, pharmacy, physician assistant, physical therapy, or optometry in the process of earning a Bachelor's degree at IU Kokomo. See an academic advisor for details.
Additional Information

- Degree Requirements for Bachelor of Arts Degrees
- Degree Requirements for Bachelor of Science Degrees
- General Studies Degree Program

Majors/Minors

Bachelors Degrees

- Bachelor of Arts in Biology
- Bachelor of Arts in Biological and Physical Sciences
- Bachelor of Arts in Chemistry
- Bachelor of Arts in Mathematics
- Bachelor of Science in Biology
- Bachelor of Science in Biological and Physical Sciences (including pre-physical therapy track, pre-occupational therapy track, and earth and sustainability sciences track)
- Bachelor of Science in Biochemistry
- Bachelor of Science in Chemistry
- Bachelor of Science in Computer Science
- Bachelor of Science in Informatics
- Bachelor of Science in Informatics - Collaborative Online Degree
- Bachelor of Science in Mathematics
- Bachelor of General Studies

Minors

- Biology
- Chemistry
- Environmental and Earth Sciences
- Informatics
- Mathematics

Postbaccalaurete Certificates

- Postbaccalaureate Certificate in Informatics
- Postbaccalaureate Certificate in Mathematics

Courses

- Undergraduate Courses

Degree Requirements for Bachelor of Arts Degrees

To ensure a quality liberal arts education featuring a variety of types of knowledge, students earning a BA degree must meet the following additional general education requirements in addition to meeting campus general education requirements.

- A minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
- A student must complete 30 credit hours in 300–400-level courses.
- Completion of 30 of the last 60 credit hours at Indiana University Kokomo.
- Major – 30-40 credit hours. See requirements for specific degree programs.
- Electives – 20-30 credit hours
- The General Education Core (see below)

General Education Requirements

Students must fulfill all of the requirements of the General Education Core as detailed below. This assures they have a well-rounded liberal arts education. School of Humanities and Social Sciences students and School of Sciences students should complete 60% of the General Education Requirements by the junior year. Students entering the program prior to Fall 2008 should consult an advisor for previous program requirements.

Campus General Education Requirements—Students must meet the campus general education requirements. In addition, students have restrictions on how they meet the campus general education requirements:

1. Once enrolled in a BA degree program, any additional courses students take to meet campus general education requirements must be from those offered by the School of Humanities and Social Sciences or the School of Sciences.
2. One of the courses used to meet the category VII requirement must be HIST-H113.
3. The other course used to meet the category VII requirement must be from PSY-P103, PSY-P216, SOC-S100, SOC-S101, POLS-Y103, POLS-Y217, POLS-219
4. One of the courses used to meet the category VIII requirement must be a literature course (any ENG-L course, any ENG-E course, or SPAN-S360)
5. SPCH-S121 must be completed with a grade of C or above

Additional General Education Requirements for BA Degrees

1. Computer Skills Requirement—Take CSCI-C100 or equivalent
2. Writing Intensive Requirement—Take one 3-credit course designated as writing intensive, either within the student's major or from English.
3. Science—Take a 4-5 credit science lab course in an area other than the science lab course taken to meet campus general education. The two areas of science lab courses are Biological (BIOL, ANAT, MICRO, PLSC) and Physical (CHEM, GEOL, PHYS).
4. History—Take HIST0H114.
5. Additional Social Science—Take 6 additional credit hours from two disciplines as follows. Note, both courses must be from different disciplines than that taken to meet the campus general education requirement in 1b above.
    - Choice of ANTH-A104, HIST-H105, HIST-H106, PSY-P103, SOC-S100, SOC-S101, POLS-Y103, POLSY219, HSS-E104
    - Choice of ANTH-A104, HIST-H105, HIST-H106, SOC-S100, SOC-S101, POLS-Y103, POLS-Y217, POLSY219
6. Foreign Language— Take 6 credit hours at 2nd year level or appropriate placement results: complete the equivalent of two years of foreign language (note, completing this also completes Category V of the campus general education requirements).

There is no limit to the number of credit hours outside of the School of Sciences as long as the basic requirements for the major and for general education (B.A. and campus) have been met.

Degree Requirements for Bachelor of Science Degrees

General requirements for the Bachelor of Science degrees are listed below.

1. The regular matriculation requirements of Indiana University.
2. A minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher. Mathematics degrees require an average GPA of 2.0 in the major. All other Science degrees require a C- or better in the major.
3. Completion of 30 of the last 60 credit hours at Indiana University Kokomo.
4. Major - at least 40 credit hours. See requirements for specific degree programs.
5. There is no limit to the number of credit hours outside of the School of Sciences as long as the basic requirements for the major and for the campus general education have been met.
6. The campus General Education requirements – found earlier in this bulletin

Freshman Learning Communities

Indiana University Kokomo provides a unique experience for entering freshman students designed to help them acclimate to their new college environment and to get to know students in their major. The School of Sciences Freshman Learning Community course, SSCI-E 105,

is a one-credit hour experience taught in the Fall of the freshman year.

Bachelor of Arts in Biological and Physical Sciences

The Bachelor of Arts degree in Biological and Physical Sciences centers on a traditional core of courses in the natural sciences. Through academic advising and proper course selection, students may choose a curriculum that is uniquely suited to their specific needs in the biological and physical sciences. Students may follow a very specific curriculum or they may elect to pursue a more general science education. Graduates of the program are prepared to continue their education at the graduate level of certain disciplines or to enter a health-related profession such as occupational therapy or physical therapy. They may also choose to work in environmental and earth sciences or in laboratories.

Degree Requirements

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-S 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the campus general education curriculum and of the B.A. general education curriculum.
4. Mathematics. Students must takes MATH-K 310 Statistical Techniques and one additional mathematics course (MATH-M 118, MATH-M 119, or MATH-M 215).
5. Sciences. Students must complete at least 20 credit hours at the 300- /400-level and at least 10 credit hours at the 200-level in courses from the School of Sciences.
6. A student must complete a total of 30 credit hours in 300–400-level courses within the School of Humanities and Social Sciences and the School of Sciences, although credits may come from both schools.
7. 30 of the last 60 credit hours at Indiana University Kokomo.

Bachelor of Science in Biological and Physical Sciences

The Bachelor of Science degree in Biological and Physical Sciences centers on a traditional core of courses in the natural sciences. Through academic advising and proper course selection, students may choose a curriculum that is uniquely suited to their specific needs in the biological and physical sciences. Students may follow a very specific curriculum or they may elect to pursue a more general science education. Graduates of the program are prepared to continue their education at the graduate level of certain disciplines or to enter a health-related profession such as physical therapy or occupational therapy. They may also choose to follow the track in environmental and earth sciences and in laboratories or environmental consulting.

Basic Degree Requirement

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-S 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum.
4. Mathematics and Informatics. Students must takes MATH-K 310 Statistical Techniques (3 cr.), MATH-M 215 Calculus I (5 cr.), and INFO-I 101 Introduction to Informatics (4 cr.). CSCI-C 106 (3 cr.) can replace INFO-I 101.
5. Sciences. Students must complete at least 30 credit hours at the 300-/400-level and at least 15 additional credit hours at the 200-level and above in courses from the School of Sciences (total of 45 cr.). At the 200-level and above, at least two lab courses must be selected from two different areas (biology and physical sciences). At the 300-/400-level, at least two additional courses with a lab (4-5 cr each) must be selected and either a capstone course, a research course, or an internship is required.
6. 30 of the last 60 credit hours at Indiana University Kokomo.

Earth and Sustainability Sciences Track Specific Requirement (in addition to the basic degree requirement)

1. Biology Courses (13-15 cr): BIOL-L 105 (5 cr), BIOL-L 473/474 (5 cr), biology elective (3-5 cr)

2. Chemistry Courses (20 cr): CHEM-C 105/125, CHEM-C 106/126, CHEM-C 300 (4 cr), CHEM-C 390 Environmental Science (3 cr), CHEM-C 390 Sustainability (3 cr)

3. Geology Courses (20-22 cr): GEOL-G 100 (5 cr), GEOG-G 107 or GEOL-G 133 (3-5 cr), GEOL-G 300, GEOG-G 315, GEOL-T 312, GEOL-G 400

4. Physics courses (5-8 cr): PHYS-P 201/202 or PHYS-P 221/222 (5 cr), PHYS-P 310 Environmental Physics (3 cr) is recommended.

5. Capstone, research course, or internship (min 3 cr): BIOL-L 403 or CHEM-C 495 or BIOL-L 490 or CHEM-C 409 or GEOL-G 410 or GEOL-G 440

6. Management and Economics Courses (9 cr): Choose 2 courses (6 cr) from the following list: PAHM-V 264, PAHM-V 263, PAHM-V 348, BUS-A 201, BUS-Z 302. Choose 1 course (3 cr) from the following list: ECON-E 201, ECON-E 202, ECON-E 300.

7. Science electives (to complete 120 cr): BIOL-L 203, PLSC-B 364, BIOL-L 379, MICR-M 320, BIOL-L 345, BIOL-L 465, CHEM-C 310/311, CHEM-C 341/343, PHYS-P 310, GEOL-T 326.

Pre-Physical Therapy Track Specific Requirement (in addition to the basic degree requirement)

1. Biology courses (10 cr): ANAT-A 215 (5 cr), PHSL-P 215 (5 cr)

2. Chemistry courses (10 cr): CHEM-C 105/125, CHEM-C 106/126
3. Physics courses (10 cr): PHYS-P 201/202 or PHYS-P 221/222
4. Psychology courses (6 cr): PSY-P 103 (3 cr), PSY-P 216 (3 cr)
5. Medical terminology (2 cr): CLAS-C 209 (2 cr)
6. Health Science courses (6-9 cr): HPER-P 204 Motor Development (3 cr) and HPER-P 212 Introduction to Exercise Science (3 cr) are required. HPER-P 452 is recommended for the pre-physical therapy track and will count toward the 30 cr requirement at the 300-/400-level in courses from the School of Sciences (pre-physical therapy track only).

Pre-Occupational Therapy Track Specific Requirement (in addition to the basic degree requirement)

1. Biology courses (10 cr): ANAT-A 215 (5 cr), PHSL-P 215 (5 cr)
2. Psychology courses (9 cr): PSY-P 103 (3 cr), PSY-P 216 (3 cr), PSY-P 324 (3 cr)
3. Medical terminology (2 cr): CLAS-C 209 (2 cr)
4. Sociology (3 cr): SOC-S 100 (3 cr)

Minor in Environmental and Earth Sciences

To complete an Environmental and Earth Sciences Minor, students must complete a minimum of nineteen (19) credit hours in geology, geography, biology, chemistry, and physics with a minimum grade of C in each course. The first eight to ten (8 to 10) credit hours are prescribed (GEOL-G 100 and a choice of either GEOG-G 107 or GEOL-G 133) and form the foundation of the higher level courses in Geology and Geography. In addition, students must complete at least three (3) credit hours of upper level course work outside of geology and geography. Finally, students must complete a minimum of two additional geology or geography electives chosen from the list of elective courses below. Students must take all the necessary pre-requisites before enrolling in courses for the minor. The following is required: GEOL-G 100 General Geology (5 cr.).
Students must take one of the following courses: GEOG-G 107 Physical Systems of the Environment (3 cr.) or GEOL-G 133 Geology of the United States (5 cr.).
Students must select a minimum of one course from the following list: BIOL-L 473 Ecology (3 cr.), CHEM-C 351 Green Chemistry and Sustainability Sciences (4 cr.), CHEM-C 300 Energy and Green Chemistry - A Natural Science Perspective (3 cr.), CHEM-C 390 Environmental Science (3 cr.), or PHYS-P 310. Environmental Physics.

Finally, students must select two or more courses from the following list to complete the 20-credit hour minimum requirement: GEOL-T 326 Geology of Mineral Resources (3 cr.), GEOL-G 300 Environmental Geology and Urban Geology (3 cr.), GEOL-T 312 Geology of Indiana (3 cr.), GEOG-G 315 Environmental Conservation (3 cr.), GEOL-G 400 Energy: Sources and Needs (3 cr.), or GEOL-G 421 United States Geology: Field Experience (1 to 5 cr.).

Bachelor of Arts in Biology

The Bachelor of Arts degree in Biology centers on a traditional core that includes cell biology, genetics, morphology, physiology, plant science, and microbiology. Additional courses in general chemistry, organic chemistry, physics, and mathematics round out the basic program. In addition to their scientific training, students in biology are expected to be able to communicate effectively and to possess an understanding of Western culture and society. Biology B.A. students are exposed to a core of courses in the humanities and social and behavioral sciences, as well as the natural sciences. Graduates of the program are well suited to continue their education at the graduate level, or to enter a health-related profession such as medicine or dentistry. The degree program is structured along tracks to enable students to pursue post-baccalaureate studies. These tracks are biology, pre-medicine, pre-optometry, and pre-dentistry.

Degree Requirements:

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-S 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the campus general education curriculum and of the B.A. general education curriculum.
4. Mathematics. Students must takes MATH-K 310 Statistical Techniques and either MATH-M 119 Brief Survey of Calculus or MATH-M 215 Calculus I.
5. Specific Biology B.A. Degree Requirements - Students must complete BIOL-L 105 Introduction to Biology (5 cr.), CHEM-C 105 Principles of Chemistry I (3 cr.), CHEM-C 106 Principles of Chemistry II (3 cr.), CHEM-C 125 Experimental Chemistry I (2 cr.), CHEM-C 126 Experimental Chemistry II (2 cr.), CHEM-C 341 Organic Chemistry I (3 cr.), CHEM-C 342 Organic Chemistry II (3 cr.), CHEM-C 343 Organic Chemistry I Laboratory (2 cr.), CHEM-C 344 Organic Chemistry II Laboratory (2 cr.), PHY- P 201 or P 221 General Physics I (5 cr.), and PHYS-P 202 or PHYS-P 222 General Physics II (5-cr.); and either MATH-M 119 Brief Survey of Calculus I (3 cr.) or MATH-M 215 Calculus I (5 cr.), and MATH-K 310 Statistical Techniques (3 cr.). In addition, students must satisfy the computer literacy requirement.
6. Biology Courses - A minimum of 33 credit hours in biology at or above the 200-level must be taken with a grade of C- or better in each course. The following biology courses are required: BIOL-L 211/213 Molecular Biology with lab (5 cr.) or PLSC-B 203 Survey of the Plant Kingdom (5 cr.), ZOOL-Z 315 Developmental Anatomy (5 cr.), BIOL-L 364 Principles of Genetics (3 cr.), MICR-M 310 Microbiology (3 cr.), MICR-M 315 Microbiology Laboratory (2 cr.), BIOL-L 473 Ecology (3 cr.), PHSL-P 416 Comparative Animal Physiology (3 cr.), and BIOL-L 403 Biology Seminar (3 cr.). Students must also select a minimum of 6 credits from the following courses: BIOL-L 321 Immunology (3 cr.),

BIOL-L 490 Individual Study (1-12 cr.); BIOL-L 329 Biochemistry I: Proteins and Enzymes (5 cr); PLSC-B 364 Summer Flowering Plants (5 cr.); BIOL-L 345 Vertebrate Biology, BIOL-L 379 Ornithology (3 cr.), BIOL-L 336 Evolutionary Medicine (3 cr.), PHSL-P 418 Comparative Animal Physiology Lab (2 cr.), BIOL-L 474 (2 cr.) Ecology Lab, and BIOL-L 367 Cell Physiology (3 cr.). For other biology electives, consult an advisor or the Dean.

7. 30 of the last 60 credit hours at Indiana University Kokomo.

Bachelor of Science in Biology

The Bachelor of Science degree in Biology centers on a traditional biology core that includes cell biology, genetics, evolution, molecular biology, but with a lot of flexibility with biology electives. Additional courses in general chemistry, organic chemistry, physics, and mathematics round out the basic program. In addition to their scientific training, students in biology are expected to be able to communicate effectively and to possess an understanding of humanities and society. Biology B.S. students are exposed to a core of courses in the humanities and social and behavioral sciences, as well as the natural sciences. Graduates of the program are well suited to continue their education at the graduate level in various biological fields, to find employment in the scientific field, or to enter a health-related profession such as medicine, optometry, chiropractic, or dentistry.

Degree Requirements

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-S 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in quantitative literacy, critical thinking, and physical and life sciences are satisfied by the major.
4. Mathematics and Informatics. Students must takes MATH-K 310 Statistical Techniques (3 cr.), MATH-M 215 Calculus I (5 cr.) and INFO-I 101 Introduction to Informatics (4 cr.).
5. Specific Biology B.S. Degree Requirements. Students must complete BIOL-L 105 Introduction to Biology (5 cr.), CHEM-C 105 Principles of Chemistry I (3 cr.), CHEM-C 106 Principles of Chemistry II (3 cr.), CHEM-C 125 Experimental Chemistry I (2 cr.), CHEM-C 126 Experimental Chemistry II (2 cr.), CHEM-C 341 Organic Chemistry I (3 cr.), CHEM C-342 Organic Chemistry II (3 cr.), CHEM-C 343 Organic Chemistry I Laboratory (2 cr.), CHEM C-344 Organic Chemistry II Laboratory (2 cr.), PHYS-P 201 or PHYS-P 221 General Physics I (5 cr.), and PHYS-P 202 or PHYS-P 222 General Physics II (5 cr.).
6. Biology Courses—A minimum of 45 credit hours in biology at or above the 200 level must be taken with a grade of C- or better in each course. The following biology courses are required: BIOL-L 211/213 Molecular Biology (5 cr.), BIOL-L 203 Evolution & diversity of Life (3 cr.), BIOL-L 367 Cell Physiology (3 cr.) or MICR-M 310 Microbiology (3 cr.), BIOL-L 364 Principles of Genetics (3 cr.), BIOL-L 490 Individual Study (3 cr.), and BIOL-L 403 Biology Seminar (3 cr.). An additional minimum of 20 credits of biology electives (at the 300/400-level) is required with at least one course from each of the concentrations below. Courses with labs count as one. At least two courses with a lab (5 cr.) must be selected. For other biology electives, consult an advisor or the Dean.
   - Life Science Concentration: BIOL-L 321 (3 cr.), MICR-M 310 (3 cr.)/315 (2 cr.), BIOL-L 498 (3 cr.), BIOL-L 367 (3 cr.), BIOL-L 329 (5 cr.), CHEM-C 329 (5 cr.), MICR-M 320 (3 cr.)
   - Ecology and Organismal Biology Concentration: ZOOL-Z 315 (lecture and lab, 5 cr.), PHSL-P 416 (3 cr.)/418 (2 cr.), BIOL-L 336 (3 cr), BIOL-L 345 (3 cr.), BIOL-L 377, BIOL-L 379, BIOL-L 391 (3 cr.), BIOL-L 473 (3 cr.)/474 (2 cr.)
7. 30 of the last 60 credit hours at Indiana University Kokomo.

Biology Minor

To earn a minor in biology students must take the following courses:
Required: BIOL-L 211/213 Molecular Biology with lab or PLSC-B 203 Survey of the Plant Kingdom (5 cr.), BIOL-L 105 Introduction to Biology (5 cr.) plus 6 to 10 hours from the following: BIOL-L 364 Principles of Genetics (3 cr.), BIOL-L 321 Immunology (3 cr.), BIOL-L 367 Cell Physiology (3 cr.), BIOL-L 473 Ecology (3 cr.), MICR-M 310/315 Microbiology/Lab (5 cr.), PHSL-P 416 Comparative Animal Physiology (3 cr.), ZOOL-Z 315 Developmental Anatomy (5 cr.). Other courses may be substituted by permission of the biology faculty. Students must take all the necessary prerequisites before enrolling in courses required for the minor. A minimum grade of C- is required in all courses taken for the minor.

Bachelor of Science in Biochemistry

The objective of the Bachelor of Science (B.S.) degree in Biochemistry is to prepare students for health-related professional schools including medical, pharmacy, and dental schools, as well as for admission to graduate programs in biochemistry, molecular biology, and biological sciences. Students with a diverse background in chemistry and biochemistry will be well prepared to address challenges in pharmaceutical and biotechnology industries.

Degree Requirement

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-S 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in quantitative literacy, critical thinking, and physical and life sciences are satisfied by the major.
4. Mathematics and Informatics. Students must takes MATH-K 310 Statistical Techniques (3 cr.), MATH-M

215 Calculus I (5 cr.), and INFO-I 101 Introduction to Informatics (4 cr.).

5. Specific Biochemistry Degree Requirements: Chemistry Courses (28 credits, all with grades of C- or higher) - Students must complete CHEM-C 105 Principles of Chemistry I (3 cr.), CHEM-C 106 Principles of Chemistry II (3 cr.), CHEM-C 125 Experimental Chemistry I (2 cr.), CHEM-C 126 Experimental Chemistry II (2 cr.), CHEM-C 341 Organic Chemistry I (3 cr.), CHEM-C 342 Organic Chemistry II (3 cr.), CHEM-C 343 Organic Chemistry I Laboratory (2 cr.), CHEM-C 344 Organic Chemistry II Laboratory (2 cr.), CHEM-C 361 Physical Chemistry I (3 cr.), CHEM-C 310 Analytical Chemistry (3 cr.), CHEM-C 311 Analytical Chemistry Laboratory (2 cr.).
6. Biochemistry Courses (13 credits; all with grades of C- or higher) —Students must complete 13 credits from the following courses: CHEM-C 250 Introduction to Genomics, Proteomics, and Transcriptomics (3 cr.), CHEM C 329 Biochemistry I: Proteins and Enzymes (5 cr.), CHEM-C 340 Biochemistry II: Bioenergetics and Metabolism (5 cr.).
7. Biology Courses (18 credit hours, all with grades of C- or higher)—Students must complete the following courses: BIOL-L 105 Introduction to Biology, BIOL-L 211 Molecular Biology, BIOL-L 213 Molecular Biology Laboratory, BIOL-L 321 Principles of Immunology, MICR-M 310 Microbiology, and MICR-M 315 Microbiology Laboratory
8. Physics Courses (10 credit hours)—Students must complete either PHYS-P 201 General Physics I (5 cr.), and PHYS-P 202 General Physics II (5 cr.), or PHYS-P 221 General Physics I (5 cr.) and PHYS-P 222 General Physics II (5 cr.).
9. Capstone and Research Courses (6-8 credits, all with grades of C- or higher) —Students just complete either BIOL-L 403 Biology Seminar (Capstone) (3 cr.) or CHEM-C 495 Chemistry capstone (3 cr.) and either BIOL-L 490 Individual Study (3 cr.) (Biology Research) or CHEM-C 409 Chemistry research (3-5 cr.).
10. Chemistry, Biochemistry, and Other Science Electives (as needed to complete 120 credit hours, all with grades of C- or higher) CHEM-C 484 Biomolecules and Catabolism (3 cr.), CHEM-C 485 Biosynthesis and Physiology (3 cr.), CHEM-C 430 Inorganic Chemistry (3 cr.), CHEM-C 300 Energy and Green Chemistry (4 cr.), BIOL-L 364 Principles of Genetics (3 cr.), BIOL-L 473 Ecology (3 cr.), and BIOL-L 474 Ecology Laboratory (2 cr.).
11. 30 of the last 60 credit hours at Indiana University Kokomo.

Bachelor of Arts in Chemistry

The Bachelor of Arts (B.A.) Degree in Chemistry centers on a traditional core that includes organic, analytical, inorganic and physical chemistry; biochemistry, and mathematics. This degree is perfectly suited for students planning on going to post-baccalaureate professional schools (graduate school, medical school, dental school, law school, etc.), for those wishing to work in an industrial or governmental laboratory setting, and for students wishing to teach chemistry in middle- and high school. Because good scientists also need to be exposed to other fields of knowledge–to the arts, the social sciences, and humanities, taking general education courses is part of the degree requirements. Students should work closely with an academic advisor to ensure that their curriculum will meet the necessary requirements to facilitate entry into their desired post-baccalaureate program or to reinforce their career goals.

Degree Requirements

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-S 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the campus general education curriculum and of the B.A. general education curriculum.
4. Mathematics. Students must takes MATH-K 310 Statistical Techniques (3 cr.), MATH-M 119/120 Brief Survey of Calculus I and II (6 cr.) or MATH-M 215/216 Calculus I and II (10 cr.).
5. Chemistry Courses (all with grades of C- or higher) —Students must complete CHEM-C 105 Principles of Chemistry I, CHEM-C 106 Principles of Chemistry II, CHEM-C 125 Experimental Chemistry I, CHEM-C 126 Experimental Chemistry II, or CHEM elective (5 cr.); CHEM-C 310 Analytical Chemistry, CHEM-C 311 Analytical Chemistry Laboratory, CHEM-C 341 Organic Chemistry I, CHEM-C 342 Organic Chemistry II, CHEM-C 343 Organic Chemistry I Laboratory, CHEM-C 344 Organic Chemistry II Laboratory, CHEM-C 361 Physical Chemistry I, 300-/400-level chemistry electives (6 cr.), and CHEM-C 495 Capstone in Chemistry (3 cr.). In addition, students must take BIOL-L 105 Introduction to Biology (5 cr.). The list of recommended chemistry electives (minimum 6 cr.) includes CHEM-C 300, CHEM-C 362, CHEM-C 329, CHEM-C 340, CHEM-C 430, CHEM-C 409, CHEM-C 443, and CHEM-C 400.
6. Physics Courses (10 credit hours)—Students must complete either PHYS-P 201 General Physics I (5 cr.), and PHYS-P 202 General Physics II (5 cr.), or PHYS-P 221 General Physics I (5 cr.) and PHYS-P 222 General Physics-II (5 cr.).
7. Must must take CSCI-C 106 (3 cr.) Introduction to Computers or INFO-I 101 (4 cr.) Introduction to Informatics.
8. 30 of the last 60 credit hours at Indiana University Kokomo.

Chemistry Minor

To earn a minor in chemistry, students must complete a minimum of twenty-one (21) credit hours in chemistry with a minimum grade of C- in each course. Students must take all the necessary prerequisites before enrolling in courses required for the minor. The following courses are required: CHEM-C 105: Principles of Chemistry I (3 cr.), CHEM-C 125 Experimental Chemistry I (2 cr.), CHEM-C 106 Principles of Chemistry II (3 cr.), CHEM-C 126 Experimental Chemistry II (2 cr.), CHEM-C 341 Organic Chemistry I (3 cr.), CHEM-C 310 Analytical Chemistry (3 cr.)

Students must also take one of the following laboratory courses: CHEM-C 311 Analytical Chemistry Laboratory (2 cr.) or CHEM-C 343 Organic Chemistry I: Laboratory (2 cr.).

Finally, students can select one (or more) course(s) from the following list to complete the 21-credit hour minimum requirement: CHEM-C 342 Organic Chemistry II (3 cr.), CHEM-C 344 Organic Chemistry II (2 cr.), CHEM-C 300 Energy and Green Chemistry: A Natural Science Perspective (4 cr.), CHEM-C 329 Biochemistry I: Proteins and Enzymes (5 cr.), CHEM-C 340 Biochemistry II (5 cr.); CHEM-C 361 Physical Chemistry I (3 cr.), CHEM-C 400 Chemical Information Sources and Services (1 cr.), CHEM-C 430 Inorganic Chemistry (3 cr.), CHEM-C 443 Organic Spectroscopy (3 cr.).

Bachelor of Science in Chemical Biology

Chemical biology involves the application of chemical techniques, tools, and synthesized molecules to the study of and transformation of biological systems. It is a very practical discipline that interfaces biology and chemistry. This type of curriculum produces broadly trained interdisciplinary scientists. With such a diverse background in chemistry and biology, these students are well prepared to address challenges in pharmaceutical and biotechnology industries.

Degree Requirements

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-S 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in quantitative literacy, critical thinking, and physical and life sciences are satisfied by the major.
4. Mathematics and Informatics. Students must takes MATH-K 310 Statistical Techniques (3 cr.), MATH-M 215 Calculus I (5 cr.), and INFO-I 101 Introduction to Informatics (4 cr.).
5. Chemistry Courses. Students must complete CHEM-C 105 Principles of Chemistry I (3 cr.), CHEM-C 106 Principles of Chemistry II (3 cr.), CHEM-C 125 Experimental Chemistry I (2 cr.), CHEM-C 126 Experimental Chemistry II (2 cr.), CHEM-C 341 Organic Chemistry I (3 cr.), CHEM-C 342 Organic Chemistry II (3 cr.), CHEM-C 343 Organic Chemistry I Laboratory (2 cr.), CHEM-C 344 Organic Chemistry II Laboratory (2 cr.), CHEM-C 361 Introductory Physical Chemistry (3 cr.), CHEM-C 329 Biochemistry I: Proteins and Enzymes (5 cr), PHYS-P 201 or PHY-P 221 General Physics I (5 cr.), and PHYS-P 202 or PHYS-P 222 General Physics II (5 cr.).
6. Biology Courses. The following biology courses are required: BIOL-L 105 Introduction to Biology (5 cr.), BIOL-L 211/213 Molecular Biology (5 cr.), BIOL-L 321 Principles of Immunology (3 cr.), BIOL-L 367 Cell Physiology (3 cr.), MICR-M 310 Microbiology (3 cr.), and MICR-M 315 Microbiology Lab (2 cr.).
7. Capstone and Research Courses (6-8 cr.). Students must take BIOL-L 403 Biology Seminar (3 cr.) or CHEM-C 495 Chemistry Capstone (3 cr.), and BIOL-L 490 Individual Study (3-5 cr.) or CHEM-C 409 Chemistry research (3-5 cr.).
8. Chemistry and other science electives. Students must take courses from the following list to complete 120 cr.: CHEM-C 340 Biochemistry II: Bioenergetics & Metabolism (5 cr.), CHEM-C 430 Inorganic Chemistry (3 cr.), CHEM-C 300 Energy and Green Chemistry (4 cr.), BIOL-L 473/474 Ecology and Ecology Lab (3-5 cr.), PHSL-P 416/418 Comparative Physiology (3-5 cr.), and BIOL-L 364 Principles of Genetics (3 cr.).
9. 30 of the last 60 credit hours at Indiana University Kokomo.

Bachelor of Science in Informatics

Informatics is the study and application of computing and information technology to a particular area or discipline of study. Informatics also considers the use of information and computing technology in organizations and society at large. Information technology (IT) is rapidly changing the world, creating new challenges and opportunities every day. Informatics equips students to study IT, consider its social impact, and find ways to use technology to solve problems. The Informatics program's aim is to produce qualified IT professionals who understand the ways people work with and use information, and who can develop solutions that are effective and easy-to-use. Informatics emphasizes problem solving, innovation, communication, and teamwork along with technical skills and knowledge.

An informatics degree prepares graduates for a range of positions. Some of the career options include database developer/administrator, bioinformatics, chemical informatics, human-computer interface designer, information architect, IT consultant, multimedia specialist, software developer, system administrator, technical writer, webmaster, etc.

Degree Requirements

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. A minimum of 30 credit hours must be taken at the 300 level or above.
3. Entering freshmen must take SSCI-S 105 Science Freshmen Learning Community (1 cr.).
4. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in critical thinking and cultural diversity are satisfied by the major. Courses that fulfill the requirements for a cognate area may also meet the general education distribution requirements. Any course used to meet major requirements may also be used to meet one but not more than one of the general education distribution requirements.
5. Core and the cognate area must be completed with a grade of C- or better. A minimum overall GPA of 2.0 in the informatics core and the cognate area is required. Courses in other departments that are used to fulfill general education requirements or general electives may be completed with any

passing grade. A minimum overall GPA of 2.0 is required for graduation.

6. Informatics Courses (40 cr.). INFO-I 101 Introduction to Informatics (4 cr.), INFO-I 201 Mathematical Foundations of Informatics (4 cr.), INFO-I 202 Social Informatics (3 cr.), INFO-I 210 Information Infrastructure I (4 cr.), INFO-I 211 Information Infrastructure II (4 cr.), INFO-I 213 Website Design and Development (3 cr.), INFO-I 300 Human Computer Interaction (3 cr.), INFO-I 303 Organizational Informatics (3 cr.), INFO-I 308 Information Representation, (3 cr.), INFO-I 356 Globalization (3 cr.), INFO-I 450 Systems Design (3 cr.), and INFO-I 451 Systems Development (3 cr.) (senior standing; capstone courses). Cognate area courses cannot count as Informatics core courses or Informatics elective courses even if these courses are cross-listed with Informatics. If cognate area courses are equivalent to Informatics core courses, students should substitute additional Informatics elective courses in place of Informatics core courses to meet the 40 credit hour requirement. (See Informatics core courses).
7. Cognate Areas (15-18 cr.). See below.
8. 30 of the last 60 credit hours at Indiana University Kokomo.

Cognate Areas (15-18 cr.)

Biology
Required Courses: BIOL-L 105 Introduction to Biology (5 cr.), BIOL-L 211 Molecular Biology (3 cr.), BIOL-L 213 Molecular Biology Laboratory (2 cr.), BIOL-L 364 Genetics (3 cr.)
A minimum of 3 cr. credits from the following: BIOL-L 321 Immunology, BIOL-L 367 Cell Physiology, BIOL-L 473 Ecology, MICR-M 310 Microbiology, MICR-M 315 Microbiology Laboratory, PHSL-P 416 Comparative Animal Physiology.

Business
ECON-E 200 Fundamentals of Economics or ECON-E 300 Survey of Economics or ECON-E 201 Introduction of Microeconomics and ECON-E 202 Introduction of Macroeconomics (3 or 6 cr.)
BUS-W 100 Business Administration: Introduction (3 cr.)
Choose two courses: BUS-A 201 Introduction to Financial Accounting, BUS-L 201 Legal Environment of Business, BUS-K201 The Computer in Business (6 cr.)
Choose two courses: BUS-D 301 The International Business Environment, BUS-Z 302 Managing and Behavior in Organizations, BUS-S 302 Management Information Systems (6 cr.)

Chemistry Required Courses: CHEM-C 105/125 Principles of Chemistry I (5 cr.), CHEM-C 106/126 Principles of Chemistry II (5 cr), CHEM-C 341 Organic Chemistry I: Lecture (3 cr.), CHEM-C 342 Organic Chemistry II: Lecture (3 cr.)
Choose 2 courses from the following: CHEM-C 343 Organic Chemistry I: Laboratory, CHEM-C 310 Analytical Chemistry, CHEM-C 361 Physical Chemistry I, CHEM-C 430 Inorganic Chemistry.

Cognitive Science
Required Courses: PSY-P 103 General Psychology, PSY-P 335 Cognitive Psychology, PHIL-P 100 Introduction to Philosophy.
Select one from the following: PHIL-P 360 Introduction to the Philosophy of the Mind, PHIL-P 304 Nineteenth Century Philosophy, PHIL-P 335 Phenomenology and Existentialism, PHIL-P 352 Logic and Philosophy, Select one from the following: PSY-P 259 Introduction to Psychological Inquiry, PSY-P 326 Neuroscience, PSY-P 355 Experimental Psychology, PHIL-P 150 Elementary Logic, Any Philosophy course not selected from 300-level courses listed above.

Computer Science Students are required to take any four of the following courses: CSCI-C 297 Special Topics (4 cr.), CSCI-C 343 Data Structure (4 cr.), CSCI-C 438 Computer Networks (4 cr.), CSCI-C 455 Analysis of Algorithms (3-4 cr.), CSCI-C 436 Introduction to Operating Systems (4 cr.), 300-/400-level course in Client-Server Programming for the Web (3-4 cr.) (Other CSCI courses may be approved for the cognate by permission).

Environmental and Earth Sciences Select one from the following list: GEOL-G 100 General Geology (5 cr.), GEOG-G 107 Physical Systems of the Environment (3 cr.), GEOL-G 133 Geology of the United States (5 cr.).
Required Course: GEOG-G 250 Computing in Geospatial Sciences (3 cr.)
Select three or more courses from the following: CHEM-C 300 Energy and Green Chemistry (4 cr.), CHEM-C 390 Environmental Science topic (3 cr.), GEOL-G 300 Environmental Geology and Urban Geology (3 cr.), GEOL-T 312 Geology of Indiana (3 cr.), GEOL-T 326 Geology of Mineral Resources (3 cr.), GEOG-G 315 Environmental Conservation (3 cr.), GEOL-G 400 Energy: Sources and Needs (3 cr.), GEOL-G 421 United States Geology: Field Experience (1-5 cr.), PHYS-P 310 Environmental Physics (3 cr.), BIOL-L 473 Ecology (3 cr).

Mathematics
Required Courses: MATH-M 215 Calculus I, MATH-M 216 Calculus II, MATH-M 311 Calculus III
Select one from the following: MATH-M 303 Linear Algebra for Undergraduates, MATH-M 313 Elementary Differential Equations with Applications, MATH-M 347 Discrete Mathematics, MATH-M 360 Elements of Probability.

New Media
Required Courses: NMAT-W 201 Introduction to New Media (3 cr), NMAT-D 216 Studio in Digital Media 1 (3 cr.) Select three of the following courses: NMAT-D 316 Studio in Digital Media II (3 cr.), NMAT-W 345 Programming for Artists (3 cr.), NMAT-W 445 Advanced Web Design (3 cr.), NMAT-G 411 New Media Theory (3 cr.), SPCH-C 380 Organizational Communication (3 cr.), NMAT-W 305 Physical Computing (3 cr.)

Sociology

SOC-S 100 Introduction to Sociology OR SOC-S 101 Social Problems and Policies, SOC-S 252 Methods of Sociological Research, MATH-K 310 Statistical Techniques. Three additional Sociology electives at the 300 – 400 level.

Public Administration
Required Courses: PAHM-V 171 Introduction to Public Affairs and CJHS-J 101 American Criminal Justice System. Select three from the following: PAHM-V 263 Public Management, PAHM-V 348 Management Science,

PAHM-V 366 Managing Behavior in Public Organizations, PAHM-V 376 Law and Public Policy. Consult with an advisor for other PAHM courses.

Minor in Informatics

Students are required to take: INFO-I 101 Introduction to Informatics (4 cr.), INFO-I 202 Social Informatics (3 cr.) or INFO-I 213 Web Design and Development (3 cr.), INFO-I 210 Information Infrastructure I (4 cr.), INFO-I 300 Human Computer Interaction (3 cr.), INFO-I 303 Organizational Informatics (3 cr.) A minimum grade of C- is required in all courses taken for the minor.

Bachelor of Arts in Mathematics

The Bachelor of Arts degree in Mathematics is designed to prepare individuals to understand the nature of truth and the concept of proof in the discipline of mathematics, to understand the application of mathematical techniques to other fields, and to formulate and solve problems mathematically. Students may select courses to enter graduate school in mathematics or enter business or industry.

Degree Requirements

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-S 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the campus general education curriculum and of the B.A. general education curriculum.
4. Mathematics Courses-Students must complete a minimum of 33 credit hours in mathematics with a grade point average of at least 2.0. The following courses are required: MATH-M 215 and M-216 Calculus I-II (10 cr.), MATH-M 311 Calculus III (4 cr.), MATH-M 303 Linear Algebra for Undergraduates (3 cr.). In addition, students must complete 5 courses including at least 1 sequence from Group B.
   - Group A: MATH-M 313 Elementary Differential Equations with Applications (3 cr.), MATH-T 336 Topics in Euclidean Geometry (3 cr.), MATH-M 347 Discrete Mathematics (3 cr.), MATH-M 360 Elements of Probability (3 cr.), MATH-M 366 Elements of Statistical Inference (3 cr.).
   - Group B: MATH-M 403/404 Introduction to Modern Algebra I-II (6 cr.), MATH-M 413/414 Introduction to Analysis I-II (6 cr.), MATH-M 413/415 Introduction to Analysis I/Elementary Complex Variables with Applications (6 cr.), MATH-M 447/448 Mathematical Models and Applications I-II (6 cr.), MATH-M 471/472 Numerical Analysis I-II (6 cr.)
5. General Examination—Students must pass a written examination covering the entire undergraduate mathematics program. The examination will be given near the end of the semester in which the student is expected to graduate. The mathematics faculty may permit a student who does not perform satisfactorily on the written examination to take an oral examination that same semester. Students who still do not perform satisfactorily may take the general examination the next time it is offered. Those who do not pass the general examination on the second attempt must petition the mathematics faculty to take the general examination a third time, and are expected to document additional preparation in mathematics.
6. Students must complete 30 of the last 60 credit hours, including at least 9 credit hours of mathematics from Groups A or B, and the general examination at Indiana University Kokomo.

Bachelor of Science in Mathematics

The Bachelor of Science degree in Mathematics is designed to prepare individuals to understand the nature of truth and the concept of proof in the discipline of mathematics, to understand the application of mathematical techniques to other fields, and to formulate and solve problems mathematically. The Bachelor of Science places a greater emphasis on mathematical knowledge and its relation to the sciences through additional coursework and potential research opportunities. Students have greater opportunities to complete coursework for either graduate school in mathematics or entry into business or industry.

Degree Requirements:

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-S 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in quantitative literacy, critical thinking, and physical and life sciences are satisfied by the major.
4. Required Science and Informatics Courses
   - PHYS-P 221 Physics 1 (5 cr.)
   - One of the following: CHEM-C 105/125 Principles of Chemistry I and Laboratory (5 cr.), BIOL-L 105 Intro to Biology (5 cr.), or GEOL-G 100 General Geology (5 cr.)
   - INFO-I 101 Introduction to Informatics (4 cr.)
   - Five additional credits in the School of Sciences outside of Mathematics/statistics.
5. Mathematics Courses-Students must complete a minimum of 41 credit hours in mathematics with a grade point average of at least 2.0. The following courses are required: MATH-M 215-216 Calculus I-II (10cr.), MATH-M 311 Calculus III (4 cr.), MATH-M 303 Linear Algebra for Undergraduates (3 cr.). In addition, students must complete two sequences from Group A and an additional 12 credit hours from Groups A or B.
   - Group A: MATH-M 403/404 Introduction to Modern Algebra I-II (6 cr.), MATH-M 413/414 Introduction to Analysis I-II (6 cr.), MATH-M 413/415 Introduction to Analysis I/Elementary Complex Variables with Applications (6 cr.), MATH-M 447/448 Mathematical Models and Applications I-II (6 cr.), MATH-M 471/472 Numerical Analysis I-II (6 cr.)

- Group B: MATH-M 313 Elementary Differential Equations with Applications (3 cr.), MATH-T 336 Topics in Euclidean Geometry (3 cr.), MATH-M 347 Discrete Mathematics (3 cr.), MATH-M 360 Elements of Probability (3 cr.), MATH-M 366 Elements of Statistical Inference (3 cr.), MATH-M 415 Elementary Complex Variables with Applications (3 cr.)

6. General Examination—Students must pass a written examination covering the entire undergraduate mathematics program. The examination will be given near the end of the semester in which the student is expected to graduate. The mathematics faculty may permit a student who does not perform satisfactorily on the written examination to take an oral examination that same semester. Students who still do not perform satisfactorily may take the general examination the next time it is offered. Those who do not pass the general examination on the second attempt must petition the mathematics faculty to take the general examination a third time, and are expected to document additional preparation in mathematics.
7. Students must complete 30 of the last 60 credit hours, including at least 9 credit hours of mathematics from Groups A or B, and the general examination at Indiana University Kokomo.

Minor in Mathematics

Students must complete a minimum of 20 cr. hours in mathematics with a grade point average of 2.0 or higher. At least 6 cr. hours of mathematics must be completed at IU Kokomo. Students must complete the following courses: MATH-M 215 Calculus I (5 cr.), MATH-M 216 Calculus II (5 cr.), MATH-M 311 Calculus III (4 cr.), MATH-M 303 Linear Algebra for Undergraduates (3 cr.), Students must also select one from the following list of courses: MATH-M 313 Elementary Differential equations with Applications (3 cr.), MATH-T 336 Topics in Euclidean Geometry (3 cr.), MATH-M 347 Discrete Mathematics (3 cr.), MATH-M 360 Elements of Probability (3 cr.), MATH-M 403 Introduction to Modern Algebra (3 cr.), MATH-M 413 Introduction to Analysis I (3 cr.), MATH-M 415 Elementary Complex Variables with Applications (3 cr.), MATH-M 447 Mathematical Models and Applications I (3 cr.), MATH-M 471 Numerical Analysis I (3 cr.)

General Studies Degree Program

Mission The General Studies degree is designed with the aim of providing nontraditional scheduling options for returning and adult students in North Central Indiana. Higher-education degree opportunities are offered through a variety of learning options including hybrid and accelerated courses through ACCELerated Evening Courses and 100% online distance education courses.

General Studies Degree Program The General Studies Degree Program where students earn a Bachelor of General Studies (B.G.S.) offers the opportunity of a college education to those who have been prevented from beginning or completing college coursework in a traditional degree program because of work schedules, domestic responsibilities, or logistical problems. The program enables students to complete a degree in general studies at their own pace. Course work consists of a core of arts and sciences courses - humanities, social and behavioral sciences, mathematics, and sciences - and a wide range of electives. Requirements toward a degree may be completed in a variety of ways, allowing students to design a flexible program of study that is tailored to their backgrounds and needs. The program accepts course work earned by the following:

1. Regular session courses completed at any Indiana University campus
2. Evening courses and distance education courses
3. Course work done at other accredited institutions

In addition, students may complete requirements through:

1. Credit by examination
2. Educational programs in non-collegiate organizations
3. Credit for self-acquired competency
4. Military service credit
5. Paramedic and/or EMT certification

(The accepted course work is explained, briefly, later in this section.)

Majors/Minors

- Bachelor of General Studies Degree
- Certificate in Contemporary Entrepreneurship

Additional Information

- Previously Earned Credit

Bachelor of General Studies Degree
General Requirements

- Complete a minimum of 120 credit hours to graduate.
- Complete 69 credit hours of course work in the arts and sciences (School of Humanities and Social Sciences and School of Sciences).
- Earn 30 of the final 60 credit hours toward a baccalaureate degree from Indiana University Kokomo.
- Earn a minimum of 30 credit hours at the 300- and 400- level of which 15 must be earned from Indiana University Kokomo.
- Follow the campus General Education requirements. Please check the following list for specific General Education requirements.
- Earn a minimum cumulative grade point average (GPA) of 2.0.

Specific Degree Requirements (120 cr.)

- Complete 36 credit hours of course work in three distribution areas, with a C- grade or better, as follows:
  - 12 credit hours in arts and humanities (must have courses from at least two different academic areas)

    - 12 credit hours in science and mathematics (must have courses from at least two different academic areas)
    - 12 credit hours in social and behavioral sciences (must have courses from at least two different academic areas)

- Complete 18 additional credit hours in one of the preceding areas as a concentration, with a C- grade or better.
- Complete 66 credit hours of electives, 15 of which must be from the arts and sciences (School of Humanities and Social Sciences and School of Sciences).
- Elective and concentration area courses can be used to meet the campus General Education requirements.

Previously Earned Credit

Recognition of Previously Earned Credit
Many students in the General Studies Program have previously earned academic credit at Indiana University or at other institutions. Such credit is applied to the degree requirements of the B.G.S. degree within the guidelines listed below.

Credits Eligible for Transfer from Institutions Other than Indiana University Kokomo
A maximum of 90 credit hours [64 from a community college] can be applied to the B.G.S. degree, provided the applicant has earned grades of C or better. In order for transfer credit to be applied in any of the required areas of learning, courses taken must be equivalent in nature to those offered by Indiana University Kokomo in these areas. Courses taken at another institution in which the student received grades of D or F will not be accepted for credit.

Credit by Examination at Indiana University Kokomo
Students who wish to pursue credit by examination at Indiana University Kokomo should consult with their General Studies degree program advisor.

Credit by Examination from Other Institutions
If the transcript indicates credit by examination and if students do not enroll in sequential courses to validate their knowledge in the subject matter, credit will be granted only on the basis of review by the appropriate academic department of Indiana University Kokomo.

Credit Awarded Through Non-departmental Examinations
The General Studies degree program awards credit for such programs as Advanced Placement Examinations, DANTES, and College Level Examination Programs (CLEP). For more information, consult your advisor.

Credits Awarded for Educational Programs in Non-collegiate Organizations
Where relevant to the academic program, the General Studies degree program, will consider the evaluation and credit recommendations of the two publications below as a guide in awarding credit to persons who have successfully completed non-collegiate or in-company sponsored instruction: The National Guide to Educational Credit for Training Programs, American Council on Education and A Guide to Educational Programs in Non-collegiate Organizations, The State University of New York.

Credit for Self-Acquired Competency (SAC)
The General Studies degree program recognizes that students do gain college-level knowledge and understanding through various life experiences that are equivalent to the subject matter of specific courses in the university curriculum or that may be recognized as general-elective credit. Students who believe themselves eligible for such credit may accelerate their college programs by discussing their background in detail with their General Studies degree program advisor. A maximum of 15 credit hours can be awarded for Self-Acquired Competency.

Transfer of Self-Acquired Competency Credit within Indiana University
Self-acquired competency credit awarded by the faculty of Indiana University Kokomo campus is recorded and explained on the permanent record of the student. The student should be aware, however, that such credit will not necessarily be honored by other degree programs of Indiana University, nor by other institutions.

Transfer of Self-Acquired Competency Credit from Other Institutions
Up to 15 credit hours of the possible credit toward the B.G.S. degree will be awarded for self-acquired competency previously recognized by other accredited postsecondary institutions. Additional credit hours of self-acquired competency credit from other institutions must be reviewed in the same manner as other Indiana University Kokomo self-acquired competency credit.

Military Service Credit
Veterans of military service and military personnel on active duty are eligible for academic credit as a result of their military training and experience. The General Studies degree program follows the provisions of the American Council on Education's "Guide to Evaluation of Educational Experiences in the Armed Services" in granting credit.

Paramedic and EMT certification Special credit for students who have their EMT and/or Paramedic certification can be awarded.

Graduation Requirements
To be eligible for graduation, students must complete the course work specified in their plans of study with an overall grade point average of 2.0 (C) or better. Students must receive a grade of C– or better in all courses used to fulfill course requirements in the three principal areas and the concentration area of learning. Any course in which a student receives a grade of D will count as a general elective to fulfill total credit hours required for the degree program.

Student Responsibility
Students should understand that the responsibility for designing an appropriate academic program and for meeting every degree requirement rests with them; academic advisors are obligated only to assist students in meeting this responsibility. Students needing clarification

of any of the requirements for their baccalaureate degrees are urged to obtain that clarification from their academic advisors.

Certificate in Contemporary Entrepreneurship

The certificate is designed to offer students the opportunity to complement their major in General Studies with an additional concentration in Entrepreneurship. Offered under the auspices of the General Studies degree program with administrative oversight by the School of Business, students will take a series of courses and receive a certificate that endorses their knowledge in this area. The Contemporary Entrepreneurship Certificate has strong synergies with other strategic initiatives by the campus by adding an additional and critical educational component to support economic development and potential professional and technical job creation across north central Indiana. A certificate in contemporary entrepreneurship is awarded upon completion of these five required courses* (15 cr.):

- BUS-A 200 Foundations of Accounting
- BUS-L 200 Elements of Business Law
- BUS-F 260 Personal Finance
- ECON-E 200 Fundamental of Economics
- BUS-W 211 Contemporary Entrepreneurship

*These courses do not fulfill School of Business degree requirements

Science, Mathematics, and Informatics Courses Undergraduate

Note: The university reserves the right to cancel courses for insufficient enrollment.
P = prerequisite R = recommended C = co-requisite * = lab fee

Anatomy

ANAT-A 215 Basic Human Anatomy (5 cr.) Fall, Spring. Structure of cells, tissues, organs, and systems and their relationship to function.*

Astronomy

AST-A 100 The Solar System (3 cr.) Celestial sphere and constellations, measurement of time, astronomical instruments, earth as a planet, the moon, eclipses, planets and their satellites, comets, meteors, theories of origin of solar system.

AST-A 110 Introduction to Astronomy (3 cr.) Spring. This course presents a survey of modern astronomy including planetary science, stellar and galactic astrophysics and cosmology.

Biology

BIOL-L 100 Humans and the Biological World (5 cr.) Fall, Spring. Principles of biological organization, from molecules through cells and organisms, with special reference given to humans. Credit given for only one 100-level biology course. For non-majors.*

BIOL-L 105 Introduction to Biology (5 cr.) P: High school or college chemistry. Fall, Spring. Integrated picture of manner in which organisms at diverse levels of organization meet most problems in maintaining and propagating life. Credit given for only one 100-level biology course.*

BIOL-L 203 Evolution and Diversity of Life (3 cr.) P: BIOL-L 105. To provide an understanding and overview over the concept of evolution and how it shaped the diversity of life.

BIOL-L 211 Molecular Biology (3 cr.) P: BIOL-L 105. C: BIOL-L 213. Spring. Introduction to molecular biology, including mechanisms and regulation of gene expression as well as mechanisms of mutation, repair, and recombination of DNA.

BIOL-L 213 Molecular Biology Laboratory (2 cr.) C: BIOL-L 211. Spring. Accompanying laboratory for BIOL-L 211. Introduction to basic techniques in molecular biology.

BIOL-L 270 Humans and Microorganisms (3 cr.) Beneficial and harmful activities of bacteria, fungi, protozoa, viruses. Production of fermented foods, food poisoning and foodborne infections. Introduction to epidemiology, microbial diseases, antibiotics and immunization. Water and wastewater microbiology and waterborne infections.

BIOL-L 321 Principles of Immunology (3 cr.) P: BIOL-L 105, CHEM-C 101 or CHEM-C 105. An introduction to the basic principles of immunology and its applications. Topics covered include the inflammatory response, complement, cell-mediated and humoral immunity, cell interactions, genetics of the immune response, immunization and immunological methods.

BIOL-L 329 Biochemistry I: Proteins and Enzymes (3-5 cr.) P: BIOL-L 211, BIOL-l 213, CHEM-C 341, CHEM-C 343 This course focuses on protein structure and function, enzyme kinetics and mechanisms. Topics in bioinformatics are covered. The laboratory studies methods to isolate, purify, and identify enzymes and proteins. Determination of enzyme kinetics.

BIOL-L 336 Evolutionary Medicine (3 cr.) P: BIOL-L 100 or BIOL-L 105 or permission of the instructor. An introduction and overview of the evolutionary perspectives of health and disease, with emphasis on human diseases.

BIOL-L 345 Vertebrate Biology (3 cr.) P: BIOL-L 105. Alternate years. A general overview of the biology of vertebrate animals including aspects of their evolutionary history, taxonomy, anatomy, physiology, ecology, behavior and natural history.

BIOL-L 350 Environmental Biology (3 cr.) P: Junior or Senior standing. Not open to biology majors. Interactions of human beings with other elements of the biosphere with emphasis on population, community, and ecosystem levels of ecology.

BIOL-L 364 Principles of Genetics (3 cr.) P: BIOL-L 105, BIOL-L 211/213, BIOL-L 367 or MICR-M 310. Analysis of genetic mechanisms and processes, recombination, genetic interaction, gene regulation, biotechnological applications, genomics, cancer genetics and evolution.

BIOL-L 367 Cell Physiology (3 cr.) P: An introductory biology and chemistry course, BIOL-L 211/213. Alternate years. Introduction to biochemical structure and metabolic activities of plant, animal, and microbial cells; physiology of membranes; locomotion and response; growth, division, and differentiation of cells.

BIOL-L 377 Biology of Amphibians and Reptiles (3 cr.) P: BIOL-L 105 or permission of the instructor An extensive study of amphibians and reptiles including behavior,

physiology, ecology, and evolution. Course will include a survey of world diversity, comparative dissections, field exercises, behavioral experiments, and review of the primary literature.

BIOL-L 379 Principles of Ornithology (3 cr.) P: One introductory biology course or permission of the instructor. Summer This course will cover bird evolution, taxonomy, biology, ecology and behavior with emphasis on Indiana birds.

BIOL-L 391 Special Topics in Biology (3 cr.) Study and analysis of selected biological issues and problems. Topics vary from semester to semester.

BIOL-L 403 Biology Seminar (3 cr.) P: Junior or Senior standing. Alternate years. A seminar course concerned with current topics and issues in the biological sciences.

BIOL-L 473 Ecology (3 cr.) P: BIOL-L 105, BIOL-L 211/213, and BIOL-L 364. Alternate years. Major concepts of ecology for science majors; relation of individual organisms to their environment, population ecology, and structure and function of ecosystems.

BIOL-L 474 Laboratory in Ecology (2 cr.) P: BIOL-L 473 or C: BIOL-L 473. Introduction to research problems and techniques in the ecology of individuals, populations, and ecosystems.

BIOL-L 490 Individual Study (1-12 cr.) P: Overall GPA of 2.5 or above and written consent of faculty member supervising research. Arr. Must complete a written assignment as evidence of each semester's work. Must present oral report to complete more than 6 credit hours.

BIOL-L 498 Internship in Professional Practice (1-6 cr.) Designed to provide opportunities for students to receive credit for career-related, full-time work. Evaluation by employer and faculty supervisor. Course credit may count as elective hours in the Biology B.A./B.S. and Biological and Physical Sciences B.A./B.S. degree requirements.

Chemistry

CHEM-C 100 The World of Chemistry (3 cr.) C: CHEM-C 120. Fall, Spring. For students requiring only one semester of chemistry. Descriptive course, including inorganic, organic, and biological chemistry, with illustrations of scientific reasoning. Credit given for only one of the following: CHEM-C 100, CHEM-C 101, or CHEM-C 105.

CHEM-C 101 Elementary Chemistry I (3 cr.) C: CHEM-C 121. Fall, Spring. Introduction to chemistry. The two sequences, CHEM-C 101-C 121 and CHEM-C 102-C 122, usually satisfy programs that require only two semesters of chemistry. Admission to advanced courses on basis of CHEM-C 101, 121, 102, 122 granted only in exceptional cases. May be taken without credit in preparation for CHEM-C 105. Credit given for only one of the following: CHEM-C 100, 101, or 105.

CHEM-C 102 Elementary Chemistry II (3 cr.) P: CHEM-C 101. C: CHEM-C 122. Spring. Continuation of CHEM-C 101. The chemistry of organic compounds and their reactions, followed by an extensive introduction to biochemistry. Credit not given for both CHEM-C 102 and CHEM-C 106.

CHEM-C 105 Principles of Chemistry I (3 cr.) P: Two years of high school algebra or MATH-M 125, which may be taken concurrently; one year of high school chemistry. C: CHEM-C 125. Fall. Basic principles, including stoichiometry, thermochemistry, atomic and molecular structure, gases, solutions, and selected topics in descriptive chemistry. Credit given for only one of the following, CHEM-C 100, CHEM-C 101, or CHEM-C 105-125.

CHEM-C 106 Principles of Chemistry II (3 cr.) P: CHEM-C 105. C: CHEM-C 126. Spring. Chemical equilibrium with emphasis on acids, bases, solubility and electrochemistry, elementary thermodynamics, chemical kinetics, and selected topics in descriptive chemistry. Credit not given for both CHEM-C 102, and CHEM-C 106-C 126.

CHEM-C 109 Introductory Chemistry for Health and Nursing Sciences (3 cr.) Fall, Spring. Designed for students with no prior chemistry background. Students will learn the role of chemistry in physiological, health, and nursing applications. Topics include the structure of matter, chemical reactions, structural characteristics of carbohydrates, lipids, and proteins.

CHEM-C 120 Chemistry Laboratory (2 cr.) C: CHEM-C 100. Fall, Spring. For non-majors. An introduction to techniques and reasoning of experimental chemistry. Experiments and projects illustrate topics studied in CHEM-C 100. Credit given for only one of the following: CHEM-C 120, 121 or 125*.

CHEM-C 121 Elementary Chemistry Laboratory (2 cr.) C: CHEM-C 101. Fall. An introduction to the techniques and reasoning of experimental chemistry. Credit not given for both CHEM-C 121 and 125.*

CHEM-C 122 Elementary Chemistry Laboratory II (2 cr.) P: CHEM-C 101, CHEM-C 121. C: CHEM-C 102, Spring. Continuation of CHEM-C 121. Emphasis on organic and biochemical experimental techniques. Credit not given for both CHEM-C 122 and 126.*

CHEM-C 125 Experimental Chemistry I (2 cr.) C: CHEM-C 105. Fall. Introduction to laboratory experimentation, with particular emphasis on the collection and use of experimental data, some properties of solutions, stoichiometry, thermochemistry, and synthesis. Credit given for only one of the following: CHEM-C 121, or 125.*

CHEM-C 126 Experimental Chemistry II (2 cr.) P: CHEM-C 125. C: CHEM-C 106. Spring. A continuation of CHEM-C 125 with emphasis on equilibria; qualitative analysis; acids and bases; oxidation-reduction reactions including electrochemistry, chemical kinetics, and synthesis. Credit given for only one of the following: CHEM-C 126, or 122.*

CHEM-C 250 Introduction to genomics, proteomics and transcri (3 cr.) P: BIOL-L 211, BIOL-L 213, CHEM-C 106, CHEM-C 126 The aim of this course is to explain the molecular basis of the control of gene expression and to provide a comprehensive picture of the recent field of genomic sciences. Topics will include an advanced investigation of regulation of gene expression at RNA and protein level; functional and comparative genomics; and molecular biotechnology techniques. Computer exercises

will involve learning genome annotation, sequence alignment and analysis using bioinformatics tools.

CHEM-C 300 Energy and Green Chemistry - A Natural Science Perspective (3-4 cr.) P: CHEM-C 106. An introduction to topics in existing and potential renewable sources of energy, including hydroelectric, geothermal, tidal, wind and solar energy.

CHEM-C 310 Analytical Chemistry (3 cr.) P: CHEM-C 106. Spring. Fundamental analytical processes including solution equilibria, theory and applications of electrochemistry and spectrophotometry, and chemical methods of separation.

CHEM-C 311 Analytical Chemistry Laboratory (2 cr.) C: CHEM-C 310. Spring. Laboratory instruction in the fundamental analytical techniques discussed in CHEM-C 310.*

CHEM-C 329 Biochemistry I: Proteins and Enzymes (3 - 5 cr.) P: BIOL-L 211, BIOL-L 213, CHEM-C 341, CHEM-C 343 This course focuses on protein structure and function, enzyme kinetics and mechanisms. Topics in bioinformatics are covered. The laboratory studies methods to isolate, purify, and identify enzymes and proteins. Determination of enzyme kinetics.

CHEM-C 340 Biochemistry II: Bioenergetics and Metabolism (5 cr.) P: CHEM-C 329. This course focuses on bioenergetics, oxidative phosphorylation, and metabolic pathways for sugars, fatty acids, and amino acids. Topics covered will include current resereach in biochemistry, bioinformatics, and a discussion about the role of biochemistry in understanding cellular functions. The lab exercises focus on methods to determine the types of and the concentration of a variety of metabolic compounds. The topics covered will include enzymatic conversion of moleculaes and separation of molecules by chromatography.

CHEM-C 341 Organic Chemistry I: Lecture (3 cr.) P: CHEM-C 106. C: CHEM-C 343. Fall. Chemistry of carbon compounds; nomenclature; qualitative theory of valence; structure and reactions. Syntheses and reactions of major classes and monofunctional compounds.

CHEM-C 342 Organic Chemistry II: Lecture (3 cr.) P: CHEM-C 341. C: CHEM-C 344. Spring. Syntheses and reactions of polyfunctional compounds, natural and industrial products, physical and chemical methods of identification.

CHEM-C 343 Organic Chemistry I: Laboratory (2 cr.) C: CHEM-C 341. Fall. Laboratory instruction in the fundamental techniques of organic chemistry and the use of general synthetic methods.*

CHEM-C 344 Organic Chemistry II: Laboratory (2 cr.) P: CHEM-C 343. C: CHEM-C 342. Spring. Preparation, isolation, and identification of organic compounds. Emphasis on modern research methods.*

CHEM-C 361 Physical Chemistry I (3 cr.) P: CHEM-C 106, PHYS-P 202, MATH-M 216. Fall. Alternate years. Chemical thermodynamics and kinetics, introduction to statistical thermodynamics.

CHEM-C 362 Physical Chemistry II (3 cr.) P: CHEM-C 361. Introduction to quantum mechanics. Structure and spectra of atoms, molecules, and solids.

CHEM-C 390 Special Topics (3 cr.) "Environmental Science" topic (3 cr.): For non-majors. Exploration of the complex interrelationships among the physical, chemical, biological, cultural, economic, and political forces that shape the global environment. "Sustainability" topic (3 cr.): For non-majors. A broad consideration of the impact of past and current human endeavor on the challenges being created for future generations, with an emphasis on the consequences of climate change, energy source choices, resource availability, the role of science in political decisions, and human rights. Note: CHEM-C 390 will not count toward a Bloomington or Kokomo chemistry degree. Can be repeated for credits with different topics.

CHEM-C 400 Chemical Information Sources and Services (1 cr.) P: CHEM-C 341. Techniques for the storage and retrieval of chemical information in both printed and computer-readable formats; sources of chemical information, including Chemical Abstracts; development of search strategies; online searching of chemical databases.

CHEM-C 409 Chemical Research (1-3 cr.) For outstanding students. To be elected only after consultation with the faculty research advisor. Cannot be substituted for any course required in the chemistry major. A research thesis is required.

CHEM-C 410 Principles of Chemical Instrumentation (2-4 cr.) P: CHEM-C 310/311. Modern methods of instrumental analysis, including spectroscopy, chromatography, and electrochemistry.

CHEM-C 430 Inorganic Chemistry (3 cr.) P: CHEM-C 106. CHEM-C 342. Alternate years. Structure and bonding of inorganic compounds, survey of chemistry of nonmetal and metal elements, coordination compounds, organometallic compounds, mechanisms and reactions.

CHEM-C 443 Organic Spectroscopy (3 cr.) P: CHEM-C 344. Elucidation of molecular structures by use of IR, UV, NMR, mass spectroscopy, and other methods.*

CHEM-C 483 Biological Chemistry Lecture (3 cr.) P: 18 credit hours of chemistry including, CHEM-C 341. Introduction to structure, chemical properties, and interrelationships of biological substances.

CHEM-C 487 Biochemistry Laboratory (2 cr.) P: CHEM-C 341, CHEM-C 343 C: CHEM-C 483 Laboratory instruction in the fundamental techniques of biochemistry, including separation of macromolecules by electrophoresis and chromatography; isolation, purification and analysis of enzymes; recombinant DNA procedures; and polymerase chain reaction (PCR).

CHEM-C 495 Capstone in Chemistry (1-3 cr.) P: Senior standing. Independent study or regular class, under the supervision of a chemistry faculty member or appropriate academic advisor can be earned by completion of (a) a chemical research project; (b) a library research project in an area of current scientific investigation; (c) a research investigation in industry; (d) a service activity in university, government, public schools, or other science-related groups or organizations; or (e) a current topics class concerned with various issues in biochemistry and

chemistry. Students will report the results of their activities in both a formal written report and oral presentation, prepare portfolios of undergraduate work in chemistry, discuss recent scientific literature, and explore chemistry in society. Enrollment in the Capstone in Chemistry requires approval.

CHEM-Y 398 Professional Practice in Chemistry (1-6 cr.) Designed to provide opportunities for students to receive credit for career-related, full-time work.

Computer Information Systems

CSCI-B 100 Problem Solving Using Computers (4 cr.) This course introduces problem solving techniques, critical thinking skills, algorithm development, and computer programming, using real world problems. Topics include: computer literacy, hardware, data representation, structured and object oriented programming techniques, modularity and reusability, and testing and debugging techniques.

CSCI-B 401 Fundamentals of Computing Theory (3 cr.) P: CSCI-C 201 and CSCI-C 250 Fundamentals of formal language theory, computation models and computability, the limits of computability and feasibility, and program verification.

CSCI-B 438 Fundamentals of computer networks (3-4 cr.) P: CSCI-C 201, CSCI-C 335 History, theory, and design of data communication 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-C 100 Computing Tools (1 cr.) An introduction to computing applications useful in college work. Microcomputer systems, word processing, spreadsheets, graphics, e-mail and Web browsers are used.

CSCI-C 101 Computer Programming 1 (4 cr.) P: MATH-M 125 or permission of the instructor Fundamental concepts of computer programming, algorithm development, and data structuring.

CSCI-C 106 Introduction to Computers and Their Use (3 cr.) Introduction to computers and data processing. Includes the historical and current status of data processing and digital computers, a survey of computer applications, foundations of computer programming, survey of programming languages, and the fundamentals of a programming language such as Visual Basic.

CSCI-C 201 Computer Programming 2 (4 cr.) P: CSCI-C 101 Introduction to computer science, introduction to algorithm design, programming, and analysis. Using Java and/or other programming languages, this course covers procedural and data abstractions, and use of several programming paradigms including functional, imperative, and object-oriented.

CSCI-C 250 Discrete Structures (3 cr.) P: MATH-M 125 Mathematical foundations of computing including: set theory, propositional and predicate logic, arguments and patterns of inference, proofs of correctness, and mathematical induction. Formal logic, argumentation and verification (proof) are also examined in the context of 'every day' critical thinking.

CSCI-C 308 System Analysis & Design (3 cr.) P: CSCI-C 201 and CSCI-C 250 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.

CSCI-C 311 Programming Languages (3 cr.) P: CSCI-C 201 and CSCI-C 250 Systematic approach to programming languages. Relationships among languages, properties, and features of languages, and the computer environment necessary to use languages. Lecture and laboratory.

CSCI-C 335 Computer Structures (4 cr.) P: CSCI-C 201 Computer architecture and machine language, internal data representation, assembly systems, macros, program segmentation and linking, I/O devices, and serial communication. Projects to illustrate basic machine structure and programming techniques.

CSCI-C 343 Data Structures (3-4 cr.) P: CSCI-C 201 or INFO-I 211, CSCI-C 250 or INFO-I 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.

CSCI-C 400 Client-Server Programming for the Web (3-4 cr.) P: CSCI-C 101 or INFO-I 210 This course teaches students how to develop interactive and dynamic client-server applications for the World Wide Web. Using a client-side web programming language such as JavaScript and a server-side language such as PHP, students will learn the fundamentals of front-end and back-end web programming.

CSCI-C 436 Operating Systems (4 cr.) P: CSCI-C 201 or INFO-I 211 Organization and construction of computer systems that manage computational resources. Topics include specification and implementation of concurrency, process scheduling, storage management, device handlers, and mechanisms for event coordination such as interruption, exclusion and synchronization. Extensive laboratory exercises.

CSCI-C 442 Database Systems (3 cr.) P: CSCI-C 308 Study of fundamental concepts, theory and practices in design and implementation of database management systems. Topics include data independence, data modeling, entity-relationship 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.

CSCI-C 455 Analysis of Algorithms 1 (3-4 cr.) P: CSCI-C 201, CSCI-C 250, MATH-M 215 Algorithm design methodology. General methods for analysis of algorithms. Analysis of the performance of specific algorithms, such as those for searching and sorting.

CSCI-C 490 Seminar in Computer Science (3 cr.) P: Senior status or permission of the instructor. Special topics in computer science and/or a capstone course.

Geography

GEOG-G 107 Physical Systems of the Environment (3 cr.) Physical environment as the home of humans,

emphasizing the distribution and interaction of environmental variables (landforms, vegetation, soils, and climate). Note: Business majors may count GEOG-G 107 only as a social science.

GEOG-G 250 Computing in the geospatial sciences (3 cr.) P: One of MATH-M 118, M 119, M 215, or an equivalent; or consent of the instructor. A first course in scientific computing that emphasizes practical applications in the geospatial and environmental sciences. Requires high-level programming using MATLAB for visualization, data analysis, and modeling. Teaches problem solving through analysis and interpretation of a wide range of environmental and geographic data.

GEOG-G 315 Environmental Concervation (3 cr.) 3 credit hours of geography or junior standing. Conservation of natural resources including soil, water, wildlife, and forests as interrelated components of the environment, emphasizing an ecological approach. Current problems relating to environmental quality.

Geology

GEOL-G 100 General Geology (5 cr.) Broad study of the earth. The earth in the solar system, earth's atmosphere. Formation and modification of earth materials, landforms, continents and oceans through geologic time.*

GEOL-G 133 Geology of the United States (5 cr.) Introduction to physical and historical geology with applications to United States geology. Study of the geologic events (and their associated rocks and structures) that have shaped the continent, including mountain building, earthquakes, volcanoes, plate tectonics, intercontinental seaways, sedimentary environments, glacial geology and modern processes.*

GEOL-G 300 Environmental and Urban Geology (3 cr.) GEOL-G 100, GEOL-G 133, or GEOG-G 107. Significance of regional and local geologic features and processes in land use. Use of geologic factors to reduce conflict in utilization of mineral and water resources and damage from geologic hazards.

GEOL-G 400 Energy: Sources and Needs (3 cr.) 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.

GEOL-G 421 United States Geology: Field Experience 1 (5 cr.) A six week lecture/field trip course incorporating a 2-3 week field experience in the western United States. Students will explore the geologic events (and their associated rocks and structures) that have shaped the continent, including mountain building, earthquakes, volcanoes, plate tectonics, intercontinental seaways, sedimentary environments and glacial geology. Possible destinations include (but are not limited to) the Black Hills, Yellowstone, Grand Tetons, Mt. Rainier, Mt. St. Helens and the Glacier National Park.*

GEOL-G 440 Professional Practice in Geosciences (1-6 cr.) P: At least 9 credit hours of coursework in geology/geography or instructor permission. The course is designed to provide opportunities for students to receive credit for career-related, full-time work.

GEOL-T 312 Geology of Indiana (3 cr.) P: GEOL-G 100. Study of the physiography and bedrock structure of Indiana, first with topographic and geologic maps, and then with field trips to selected areas. Rock and fossil specimens will be collected for study.

Informatics

INFO-C 100 Informatics Foundations (3 cr.) Introduction to informatics, basic problem solving and elementary programming skills. This course also provides a survey of computing tools in the context of selected disciplines (cognates).

INFO-C 112 TOOLS FOR INFORMATICS: PROGRAMMING AND DATABASES (3 cr.) This course is an introduction to programming and databases, two basic means of creating, changing, and storing information on a computer. Computational thinking, basic programming, and basic debugging methods will be covered in a high-level language. Data modeling, schemas, SQL queries, and data-entry forms will also be emphasized.

INFO-C 201 MATHEMATICAL FOUNDATIONS OF INFORMATICS (3 cr.) An introduction to methods of analytical, abstract, and critical thinking, deductive reasoning, and logical and mathematical tools used in information sciences. The topics include propositional and predicate logic, natural deduction proof system, sets, functions and relations, elementary statistics, proof methods in mathematics, and mathematical induction.

INFO-C 203 Social Informatics (3 cr.) Introduction to key ethical, privacy and legal issues as related to informatics, and social research perspectives and literatures on the use of information and communication technologies. Topics include: intellectual property, legal issues, societal laws, ethical use of information, information privacy laws, personal code of ethics, principles for resolving ethical conflicts, and popular and controversial uses of technology. This course also outlines research methodologies for social informatics.

INFO-C 210 Problem Solving and Programming (3 cr.) First in a two-course sequence of intensive computer programming. In this course, students will design, develop, test, and debug software solutions using a given programming language.

INFO-C 211 Problem Solving and Programming 2 (3 cr.) Second course in the two-course sequence of intensive computer programming. In this course, students will learn and apply object oriented computer programming concepts and techniques. The course will also provide a brief introduction to data structures and files.

INFO-C 300 Human Computer Interaction (3 cr.) This course will provide an introduction to the core topics, approaches and developments in the field of Human Computer Interaction (HCI). The course introduces the process involved in designing and evaluating interactive technologies. Topics include interaction design, evaluation, usability, user psychology, web design, prototyping, requirements and analysis, and other related issues.

INFO-C 307 Data Representation and Organization (3 cr.) This course will provide an introduction to ways in which data can be organized, represented and processed

from low level to high level. Topics include construction of memory based structures and algorithms using arrays (single, multidimensional), lists (single, double, circular), stacks, queues, binary trees, and hash tables, and basic file manipulation.

INFO-C 399 Database Systems (3 cr.) This course will provide an in-depth discussion of database system 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, relational database modeling and querying, and basic XML database modeling and querying.

INFO-C 413 Web Design and Development (3 cr.) This course introduces website design and development. Topics include client-side technologies such as Hypertext Markup Language (HTML, XML), the document object model (DOM), Cascading Style Sheet (CSS), JavaScript and jQuery, AJAX, front-end framework, and server-side technologies.

INFO-C 450 System Design (3 cr.) This course introduces the concepts of large scale system design and development. Topics include: the software development life cycle, specification, analysis, design, modeling, use cases, user interface design, planning, estimating, reusability, portability, working in teams, introductory project management and CASE tools. Student teams will present their final project design.

INFO-C 451 System Implementation (3 cr.) This course introduces the concepts of large scale system implementation. Topics include: implementation of data models, user interfaces, and software systems, working in teams, software testing, planning, estimating, and post-delivery maintenance. The students will work in teams and will utilize project management tools and revision control and source code management systems. Student teams will present their final project design.

INFO-C 452 Project Management (3 cr.) This course will provide an in-depth discussion of project management in an Informatics setting. Students will become conversant in the tools and techniques of project management, such as project selection methods, work breakdown structures, network diagrams, critical path analysis, critical chain scheduling, cost estimates, earned value management, motivation theory and team building.

INFO-I 100 First Year Experience (1 cr.) This course introduces specific survival skills for success in college and beyond, while reconciling personal learning skills with instructor-based teaching styles. Master the art of inquiry and elevate your sense of integrity while sharpening your personal edge by exploring critical thinking, project managements and current/future job market trends.

INFO-I 101 Introduction to Informatics (4 cr.) P: Computer literacy. Problem solving with information technology; introductions to information representation, relational databases, system design, propositional logic, cutting-edge technologies: CPU, operation systems, networks; laboratory emphasizing information technology including Web page design, word processing databases, using tools available on campus.

INFO-I 105 Computer Concepts for Health Information (3 cr.) This course provides an overview of applications for the health and medical professionals. Topics include: audit trails, generating, quantifying and analyzing medical records, word processing, computer hardware, medical software, copyright and fair usage. Students retrieve and present medical data.

INFO-I 201 Mathematical Foundations of Informatics (4 cr.) P: INFO-I 101 and MATH-M 118. An introduction to methods of analytical, abstract and critical thinking, deductive reasoning, and logical and mathematical tools used in information sciences. The topics include propositional and predicate logic, natural deduction proof system, sets, functions and relations, proof methods in mathematics, mathematical induction, and graph theory. Credit given for either INFO-I 201 or CSCI-C 250.

INFO-I 202 Social Informatics (3 cr.) P: INFO-I 101. Introduction to key social research perspectives and literatures on the use of information and communication technologies. Discusses current topics such as information ethics, relevant legal frameworks, popular and controversial uses of technology (e.g., peer-to-peer file sharing), digital divides, etc. Outlines research methodologies for social informatics.

INFO-I 210 Information Infrastructure I (4 cr.) P: INFO-I 101. INFO-I 101 can be taken concurrently. The software architecture of information systems. Basic concepts of systems and applications programming. Credit given for only one of the following: INFO-I 210, CSCI-C 101.

INFO-I 211 Information Infrastructure II (4 cr.) P: INFO-I210. The systems architecture of distributed applications. Advanced programming techniques, including event-driven programming, elementary data structures, and entry-level mobile programming. Credit given for only one of the following: INFO-I 211, CSCI-C 201.

INFO-I 213 Web Site Design and Development (3 cr.) Introduction to web 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, accessibility and others. Technologies covered include: HTML5, Cascading Style Sheets, and Web authoring tools such as Dreamweaver. This course runs concurrently with NMCM-N 213.

INFO-I 300 Human Computer Interaction (3 cr.) P: INFO-I 101. The analysis of human factors and the design of computer application interfaces. A survey of current Human Computer Interaction designs with an eye toward what future technologies will allow. The course will emphasize learning HCI based on implementation and testing interfaces.

INFO-I 303 Organizational Informatics (3 cr.) P: INFO-I 101. 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, sociotechnical structures, and the rise and transformation of information-based industries.

INFO-I 308 Informatics Representation (3 cr.) P: INFO-I 101, INFO-I 201, and INFO-I 210. 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.) The study of the evolution of media arts and underlying principles of communication. Application development paradigms in current practice.

INFO-I 356 Globalization: Where we fit in (3 cr.) Globalization, increasingly enabled by information technology, changes how we work, what we buy and who we know. Learn about the past, present, and future of globalization from an information technology perspective, and what it means for you, your career, and your community.

INFO-I 399 Current Topics in Informatics (1 - 3 cr.) Emphasis is on new developments and research in informatics. For example, issues such as bioinformatics and medical informatics will be explored.

INFO-I 400 Topics in Informatics (1 - 3 cr.) Variable topic. Emphasis on new developments and research in informatics.

INFO-I 450 Systems Design and Development (3 cr.) P: Junior/senior status in the informatics major Students work on capstone projects in supervised teams. They select an appropriate project (preferably based on cognate), then learn to develop a plan that leads to success. Teamwork, communication, and organizational skills are emphasized in a real-world-style environment.

INFO-I 451 Systems Development (3 cr.) P: INFO-I 451. Continuation of INFO-I 450. Students work on capstone projects in supervised teams. They select an appropriate project (preferably based on cognate), then learn to develop a plan that leads to success. Teamwork, communication, and organizational skills are emphasized in a real-world-style environment.

INFO-I 490 Internship in Informatics Professional Practice (1-3 cr.) P: Approval and junior/senior status in informatics. Students gain professional work experience in an industry or research organization setting using skills and knowledge acquired in informatics course work. May be repeated for a maximum of 3 cr. hours. S/F grading.

Mathematics

MATH-K 310 Statistical Techniques (3 cr.) P: MATH-M125 or MATH-M118 or MA 15300 or MA15800. Fall, Spring. Introduction to probability and statistics; elementary probability theory, conditional probability, independence, random variables, discrete and continuous probability distributions, measurement 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, nonparametric methods. Credit given for only one of the following: PSY-K 300, ECON-E 270, MATH-K 310 or STAT 30100.

MATH-M 104 Foundations of College Algebra (3 cr.) P: SSCI-S100 or Mathematics Placement Exam. Fall, Spring. Students will develop critical problem solving skills, acquire an understanding of the core concept of functions and learn appropriate technology skills while strengthening their mastery of linear equations and inequalities, systems of linear equations, polynomial operations and graphing techniques for linear equations.

MATH-M 105 College Algebra (3 cr.) P: MATH-M 104 or Mathematics Placement Exam. Fall, Spring. Students will deepen their understanding of functions, acquire non-linear problem solving skills and develop the algebraic skills necessary for precalculus and general education mathematics courses: factoring; quadratic, polynomial, rational and radical equations and applications; and operations with rational expressions, radicals, and rational exponents.

MATH-M 118 Finite Mathematics (3 cr.) P: Two years of high school algebra or MATH-M 105. A grade of C- or better in MATH-M 105 or equivalent. Fall, Spring. Set theory, linear systems, matrices and determinants, probability, linear programming. Applications to problems from business and the social sciences.

MATH-M 119 Brief Survey of Calculus I (3 cr.) P: Two years of high school algebra or MATH-M 125. A grade of C- or better in MATH-M 125 or equivalent. Fall, Spring. Introduction to calculus. Primarily for students in the social sciences. Not open to those who have had MATH-M 211 or MATH-M 215. Credit not given for both MATH-M 215 and MATH-M 119.

MATH-M 120 Brief Survey of Calculus II (3 cr.) P: MATH-M 119. A grade of C- or above in MATH-M 119. Spring. A continuation of MATH-M 119, covering topics in elementary differential equations, calculus of functions of several variables and infinite series. Intended for non-physical science students. Credit not given for both MATH-M 216 and MATH-M 120. Knowledge of trigonometry required.

MATH-M 125 Precalculus Mathematics (3 cr.) P: MATH-M 105. A grade of C- or better in MATH-M105 or equivalent. Fall, Spring. Designed to prepare students for calculus. Algebraic operations, polynomials, functions and their graphs, conic sections, linear systems of equations.

MATH-M 126 Trigonometric Functions (3 cr.) P: MATH-M 125. Spring. Designed to develop the properties of the trigonometric, exponential, and logarithmic functions and to prepare for courses in calculus (MATH-M 211 or MATH-M 215).

MATH-M 133 Topics in Probability and Statistics (2 cr.) P: MATH-M 105 or equivalent. Topics in set theory, probability, descriptive statistics, binomial and normal distributions, and confidence intervals.

MATH-M 134 Topics in Mathematics (2 cr.) P: MATH-M 105 or equivalent. Variable topics in mathematics such as graph theory, logic, mathematics of personal finance, mathematics in music and art, modeling using regression, matrices and Markov chains, geometry, governmental mathematics, game theory and linear programming.

MATH-M 215 Calculus I (5 cr.) P: MATH-M 125 and MATH-M 126 or two years of high school algebra and trigonometry. Fall, Spring. Coordinates, functions, limits,

continuity, derivatives, definite and indefinite integrals, and applications. A student cannot receive credit for more than one of MATH-M 215, MATH-M 119, and MATH-M 211.

MATH-M 216 Calculus II (5 cr.) P: MATH-M 215 or MATH-M 211. Spring. Techniques of integration, improper integrals, applications of integrations, infinite series. A student cannot receive credit for more than one of MATH-M 216, MATH-M 120, and MATH-M 212.

MATH-M 303 Linear Algebra for Undergraduates (3 cr.) P: MATH-M 216 or Instructor Consent. Introduction to theory of real and complex vector spaces. Coordinate systems, linear dependence, bases. Linear transformations and matrix calculus. Determinants and rank. Credit not given for both MATH-M 301 and MATH-M 303.

MATH-M 311 Calculus III (4 cr.) P: MATH-M 216 or Instructor Consent. Elementary geometry of 2, 3, and n-space; functions of several variables; partial differentiation; minimum and maximum problems; and multiple integration.

MATH-M 313 Elementary Differential Equations with Applications (3 cr.) P: MATH-M 216 or Instructor Consent. Ordinary differential equations of first order and linear equations of higher order with applications, series solutions, operational methods, Laplace transforms, and numerical techniques. A student may not receive credit for both MATH-M 313 and 343.

MATH-M 347 Discrete Mathematics (3 cr.) P: MATH-M 216 or MATH-M 212. 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 360 Elements of Probability (3 cr.) P: MATH-M 216. C: MATH-M 311. Introduction to mathematical theory of probability. Probability models, combinatorial problems, conditional probability and independence, random variables, discrete and continuous distributions, repeated Bernoulli trials, gambler's ruin problems, moments, moment generating functions, law of large numbers, central limit theorem, and applications.

MATH-M 366 Elements of Statistical Inference (3 cr.) P: MATH-M 360. Sampling distributions (Chi square, t and F distributions), order statistical decisions, and inference. Hypothesis-testing concepts, Neyman-Pearson Lemma, likelihood ratio tests, power of tests. Point estimation, method of moments, maximum likelihood, Cramer-Rao bound, properties of estimators. Interval estimation, applications. Regression, correlation, analysis of variance, nonparametric methods.

MATH-M 403 Introduction to Modern Algebra I (3 cr.) P: MATH-M 301 or MATH-M 303. Study of groups, rings, fields (usually including Galois theory), with applications to linear transformations.

MATH-M 404 Introduction to Modern Algebra II (3 cr.) P: MATH-M 403. Study of groups, rings, fields extensions, with applications to linear transformations.

MATH-M 413 Introduction to Analysis I (3 cr.) P: MATH-M 301 or MATH-M 303, and MATH-M 311 or instructor consent. Modern theory of real number system, limits, functions, sequences and series, Riemann-Stieltjes integral, and special topics.

MATH-M 415 Elementary Complex Variables with Applications (3 cr.) P: MATH-M 311. Algebra and geometry of complex numbers, elementary functions of a complex variable, power series, integrations, calculus of residues, conformal mapping. Application to physics.

MATH-M 447 Mathematical Models and Applications I (3 cr.) P: MATH-M 301 or MATH-M 303, MATH-M 311, and MATH-M 360 which may be taken concurrently or with instructor consent. Formation and study of mathematical models used in the biological, social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth. Suitable for secondary school teachers.

MATH-M 448 Mathematical Models and Applications II (3 cr.) 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 471 Numerical Analysis I (3 cr.) P: MATH-M 301 or MATH-M 303, MATH-M 313 or MATH-M 343, and MATH-M 311 or instructor consent. INFO-I 101 and INFO-I 210. 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.

MA 15300 Algebra and Trigonometry I (3 cr.) P: MATH-M105 or MATH-M 117 or equivalent. Prerequisite course must receive a grade of C- or better. Fall, Spring. Algebra for students with inadequate preparation for calculus. This is the first half of a two-semester version of MA 15100. Not open to students with credit for MA 15100.

MA 15400 Algebra and Trigonometry II (3 cr.) P: MA 15300 or equivalent. Spring. Trigonometry for students with inadequate preparation for calculus. This is the second half of a two-semester version of MA 15100. Not open to students with credit for MA 15100.

MA 16010 Calculus for Technology I (3 cr.) P: MA 15300 or equivalent. A grade of C- or better in MA 15300 or MA 15400 or equivalent. **MA 22100 Calculus for Technology I (3 cr)**. Spring. Not open to students with credit in MATH-M 119. First course in techniques of calculus for students enrolled in certain technical curricula.

MA 16020 Calculus for Technology II (3 cr.) P: MA 16010 or equivalent. A grade of C- or better in MA 16010 or equivalent. Spring. Not open to students with credit in MA 22400 or MATH-M 120. Continuation of MA 16010. Knowledge of trigonometry required.

SSCI-S 100 Strategies for Success in College Mathematics (3 cr.) P: Mathematics Placement Exam. Students will develop strategies for learning and retaining college level mathematical concepts and procedures. Techniques for overcoming math anxiety and test anxiety will also be learned. Appropriate mathematical content will be taught to provide the students the opportunity to practice their new learning strategies and test-taking techniques. Upon completion of this course students will be well equipped for success in their first college credit mathematics course.

MATH-T 109 Mathematics for Elementary Education I (3 cr.) P: MATH-M118 or MATH-M 125. Fall, Spring. Introduction to problem-solving, including use of patterns and Venn diagrams; study of various numeration systems; whole numbers, fraction, and decimal algorithms with manipulatives; ratio; percent; logic. Open only to elementary education majors. Does not count towards divisional distribution requirement.

MATH-T 110 Mathematics for Elementary Education II (3 cr.) P: MATH-M 118 or MATH-M 125. Fall, Spring. Emphasis on geometry with use of manipulatives; study of plane figures and solids. Discussion of area, volume, symmetry, perimeter, tesselation, constructions with mira and compass, congruence, similarity, probability, statistics. Open only to elementary education majors. Does not count toward divisional distribution requirement.

MATH-T 336 Topics in Euclidean Geometry (3 cr.) P: MATH-M 303 or equivalent. Axiom systems for the plane, the parallel postulate and non-Euclidean geometry, classical theorems. Geometric transformation theory, vectors and analytic geometry, convexity, theory of area and volume.

MATH-Y 398 Internship in Professional Practice (1 - 3 cr.) P: Junior or Senior standing. Internship with businesses requiring applied mathematics (or pure mathematics) projects.

Microbiology

MICR-J 200 Microbiology and Immunology (3 cr.) P: ANAT-A 215 and PHSL-P 215 or equivalent. C: MICR-J 201. Fall, Spring. For students of the baccalaureate curricula in the School of Nursing and in the Division of Allied Health Sciences; others by consent of instructor. Concurrent or previous registration in MICR-J 201 Microbiology Laboratory is recommended. Basic principles of microbiology, cell biology and epidemiology. Consideration of pathogenic bacteria, viruses, fungi, and parasites in human disease; immunology and host-defense mechanisms.

MICR-J 201 Microbiology Laboratory (1 cr.) C: MICR-J 200. Fall, Spring. Bacteriological techniques of microscopy, asepsis, pure culture, and identification of unknown bacteria. Biology of microorganisms; action of antimicrobial agents and disinfectants, food microbiology and bacterial agglutination reactions.

MICR-M 310 Microbiology (3 cr.) P: Two semesters of college chemistry; BIOL-L 105. C: MICR-M 315. Application of fundamental biological principles to the study of microorganisms. Significance of microorganisms to humans and their environment. Topics covered include bacterial growth and metabolism, microbial genetics, microbial diversity, mechanisms of pathogenicity, epidemiology and environmental microbiology.

MICR-M 315 Microbiology Laboratory (2 cr.) C: MICR-M 310. Laboratory exercises and demonstrations to yield proficiency in principles and techniques of cultivation and utilization of microorganisms under aseptic conditions. These principles will include microscopy, asepsis, pure culture, bacterial metabolism, genetic transformation and identification of unknown bacteria.

MICR-M 320 Environmental and Public Health Microbiology (3 cr.) BIOL-L 105 and BIOL-L 211/213; MICR-M 310 is recommended. Introduction to basic concepts in environmental microbiology and epidemiology. Significance of waterborne pathogenic microorganisms and indicators. Importance of drinking water treatment and wastewater treatment. Introduction to foodborne pathogens and foodborne infections.

Physics

PHYS-P 100 Physics in the Modern World (5 cr.) Fall, Spring. This course develops concepts in physics and places them in the context of our modern, technological world. Topics include motion, gravity, sound, optics, electricity and magnetism, thermodynamics and elements of quantum phenomena. Cannot be substituted for physics courses explicitly designated in specified curricula. No credit in this course will be given for students who have already passed PHYS-P 201-202 or PHYS-P 221-222.

PHYS-P 201 General Physics I (5 cr.) P: MATH-M 125 or high school equivalent. Fall alternate years. Newtonian mechanics, oscillations and waves, bulk properties of matter and thermodynamics.*

PHYS-P 202 General Physics II (5 cr.) P: PHYS-P 201. lab fee Spring alternate years. Electricity and magnetism, geometrical and physical optics, and modern physics.

PHYS-P 221 Physics I (5 cr.) P: MATH-M 215. Alternate years. This course is the first semester of a two semester sequence of calculus-based, introductory physics. In PHYS-P 221, we will explore Newtonian mechanics, fluid dynamics, oscillations and waves, thermodynamics, and elementary kinetic energy.

PHYS-P 222 Physics II (5 cr.) P: MATH-M215, PHYS-P 221. Spring Alternate years. This course is the second semester of a two semester sequence of calculus-based, introductory physics. In PHYS-P 222, we will focus primarily on electricity and magnetism. We will also learn about geometrical and physical optics, the special theory of relativity and elements of contemporary physics.

PHYS-P 301 Contemporary Physics (3 cr.) P: PHYS-P 202 or PHYS-P 222; MATH-M 215, which may be taken concurrently with consent of instructor. Arr. Introduction to modern physics. Atomic and nuclear physics, kinetic theory, relativity, elementary particles.

PHYS-P 310 Environmental Physics (3 cr.) P: PHYS-P 201 or consent of instructor. Relationship of physics to current environmental problems. Energy production, comparison of sources and by-products; nature of and possible solutions to problems of noise; particulate matter in atmosphere.

PHYS-S 406 Research Project (1 - 6 cr.) P: Permission of the 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.

Physiology

PHSL-P 215 Basic Human Physiology (5 cr.) MATH-M 104, ANAT-A 215, introduction to chemistry. Fall, Spring. Functional aspects of cells, tissues, organs, and systemes in mammalian organisms. Designed for pre-professional students in allied health, nursing, and health science.*

PHSL-P 416 Comparative Animal Physiology (3 cr.) P: CHEM-C 106, two college biology courses and one college mathematics course. Alternate years. Physiological principles of the respiratory, circulatory, excretory, and related systems in a variety of invertebrate and vertebrate animals.

PHSL-P 418 Laboratory in Comparative Animal Physiology (2 cr.) C: PHSL-P 416. Laboratory experiments using a variety of animals to illustrate physiological principles.*

Physical and Life Sciences

PLSC-B 203 Survey of the Plant Kingdom (5 cr.) Survey of various groups of plants, including their structure, behavior, life histories, classification, and economic importance.*

PLSC-B 364 Summer Flowering Plants (5 cr.) P: One introductory biology course. Summer A course for students desiring a broad, practical knowledge of common wild and cultivated plants.*

Statistics

STAT 30100 Elementary Statistical Methods I (3 cr.) P: MATH-M 125 or MATH-M 118 or MA 15300. Fall, Spring. A basic introductory statistics course with applications shown to various fields and emphasis placed on assumptions, applicability, and interpretations of various statistical techniques. Subject matter includes frequency distribution, descriptive statistics, elementary probability, normal distribution, applications, sampling distribution, estimation, hypothesis testing, and linear regression.

School of Sciences

SSCI-S 100 Strategies for Success in College Mathematics (3 cr.) P: Mathematics Placement Test. Fall, Spring. Students will develop strategies for learning and retaining college level mathematical concepts and procedures. Techniques for overcoming math anxiety and test anxiety will also be learned. Appropriate mathematical content will be taught to provide the students the opportunity to practice their new learning strategies and test-taking techniques. Upon completion of this course students will be equipped for success in their first college credit mathematics course.

SSCI-S 105 Freshman Seminar in Natural and Mathematical Sciences (1 cr.) Fall. Small-class experience with faculty instructor. Introduction to college-level projects in thinking, research, and writing in a small-group context. Topics will vary. Open only to freshmen.

SSCI-S 430 Professional Practice for General Studies (1 - 6 cr.) P: Junior or Senior standing. This course is designed to provide opportunities for students to receive credit for career-related, full-time work. Evaluation by employer and instructor or school dean. The course may be repeated for a maximum of 6 credit hours.

Sustainability

SUST-S 400 Energy Sources and Needs (3 cr.) 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 491 Internship in Sustainability (3 cr.) Involves placement in a business, not-for-profit agency or governmental unit to give student hands on experience working with sustainability in a practical setting.

Zoology

ZOOL-Z 315 Developmental Anatomy (5 cr.) P: BIOL-L 105. Alternate years. Comparative study of the structure and development of vertebrates, including humans.*

Bachelor of Science in Chemistry

Students completing the Bachelor of Science (B.S.) Degree in Chemistry have a broad theoretical and practical chemistry background as well as laboratory, research, and internship experiences preparing them to enter a variety of chemistry or chemistry-related graduate programs, to teach high school chemistry, or to work in entry-level laboratory positions. The B.S. in Chemistry program is ideal for students heading for professional programs in pharmacy, medicine or dentistry. The degree provides a strong background for students completing wishing to enter the workforce in research, development, production, quality control, and management.

Degree Requirements

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-S 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in quantitative literacy, critical thinking, and physical and life sciences are satisfied by the major.
4. Mathematics and Informatics. Students must take MATH-K 310 Statistical Techniques (3 cr.), MATH-M 215/216 Calculus I and II (10 cr.), and INFO-I 101 Introduction to Informatics (4 cr.).
5. Chemistry Courses (all with grades of C- or higher) - Students must complete CHEM-C 105 Principles of Chemistry I (3 cr.), CHEM-C 106 Principles of Chemistry II (3 cr.), CHEM-C 125 Experimental Chemistry I (2 cr.), CHEM-C 126 Experimental Chemistry II (2 cr.), CHEM-C 300 Energy and Green Chemistry (4 cr.), CHEM-C 310 Analytical Chemistry (3 cr.), CHEM-C 311 Analytical Chemistry Laboratory (2 cr.), CHEM-C 341 Organic Chemistry I (3 cr.), CHEM-C 342 Organic Chemistry II (3 cr.), CHEM-C 343 Organic Chemistry I Laboratory (2 cr.), CHEM-C 344 Organic Chemistry II Laboratory (2 cr.), CHEM-C 361 and 362 Physical Chemistry I and II (6 cr.), CHEM-C 430 Inorganic Chemistry (3 cr.), and CHEM-C 329 Biochemistry I: Proteins and

Enzymes (5 cr.), CHEM-C 409 Chemistry Research (3 cr.), CHEM-C 410 Principles of Chemical Instrumentation (3 cr.) or CHEM-Y 398 Professional Practice in Chemistry (3 cr.), and CHEM-C 495 Capstone in Chemistry (3 cr.). In addition, students must take BIOL-L 105 Introduction to Biology (5 cr.).

6. Physics Courses (10 credit hours)—Students must complete either PHYS-P 201 General Physics I (5 cr.), and PHYS-P 202 General Physics II (5 cr.), or PHYS-P 221 General Physics I (5 cr.) and PHYS-P 222 General Physics II (5 cr.).
7. Chemistry Electives (as needed to complete 120 credit hours, all with grades of C- or higher). 300-/400-level chemistry courses including CHEM-Y 398 Professional Practice in Chemistry (3 cr.), BIOL-L 367 Cell Physiology (3 cr.), MICR-M 310 Microbiology (3 cr.), and MICR-M 315 Microbiology Lab (2 cr.).
8. 30 of the last 60 credit hours at Indiana University Kokomo.

Postbaccalaureate Certificate in Informatics

The informatics post-baccalaureate certificate (I-PBC) is designed for people who already have a baccalaureate degree (4 year) in a non-information technology (IT) area and who wish to take courses that will facilitate securing work in the IT field. A sample of the career opportunities for I-PBC graduates includes positions in organizations like: accounting services, airlines, automotive firms, data processing firms, K-12 education, financial management corporations, government agencies, hospitals, insurance companies, and publishing firms.

The I-PBC consists of 29 credit hours, at least 18 of which must be earned at IU Kokomo.

Curriculum	Course Number	Credit Hours
Introduction to Informatics	INFO-I 101	4
Social Informatics	INFO-I 202	3
Information Infrastructure I	INFO-I 210	4
Information Infrastructure II	INFO-I 211	4
Website Design and Development	INFO-I 213	3
Topics in Probability and Statistics	MATH-M 133	2
Human Computer Interaction	INFO-I 300	3
Organizational Informatics	INFO-I 303	3
Information Representation	INFO-I 308	3
Total Certificate Program Hours		**29**

Up to six (6) credit hours from a prior degree can transfer into the I-PBC

Postbaccalaureate Certificate in Mathematics

The Postbaccalaureate Certificate in Mathematics is designed for those individuals who already hold a bachelor's degree in a discipline other than mathematics, but wish to pursue employment or graduate work in the field of mathematics.

REQUIREMENTS

1. Students must possess an earned baccalaureate degree. Current majors in mathematics and individuals who have successfully completed a degree with a major in mathematics are ineligible for the certificate.

2. Students must complete a minimum of 25 credit hours with a GPA of at least 2.0 and a minimum grade of C- in each course. At least 15 of those credits must be erned at IU Kokomo.

3. All students must complete: MATH-M 215 & M 216 Calculus I & II (10 cr); MATH-M 311 Calculus III (3 cr) and MATH-M 303 Linear Algebra for Undergraduates (3 cr).

4. In addition, students must select three from the following courses:

MATH-M 313 Elementary Differential Equations with Applications

MATH-T 336 Topics in Euclidean Geometry

MATH-M 360 Elements of Probability

MATH-M 366 Elements of Statistical Inference (P: M 360)

MATH-M 403 Introduction of Modern Algebra

MATH-M 413 Introduction to Analysis I

MATH-M 414 Introduction to Analysis II (P: M 413)

MATH-M 415 Elementary Complex Variables with Applications

MATH-M 447 Mathematical Models and Applications I (P: M 311, C: M 360)

MATH-M 471 Numerical Analysis I (P: M 313)

MATH-M 472 Numerical Analysis II (P: M 471)

Bachelor of Science in Computer Science

Computer Science is focused on the design of effective hardware and software technologies that support computational systems. Students in computer science apply the theoretical and mathematical foundations of computing to solve a variety of computational problems and to design and implement computing systems. Graduates of the computer science degree are able to design efficient software solutions by analyzing and customizing appropriate computational algorithms. They can analyze computing problems and apply sound principles to define and compare alternative solutions for such problems. Students will demonstrate proficiency and competency in constructing software solutions by utilizing multiple programming languages and programming paradigms; they will apply interpersonal skills to work effectively in multi-disciplinary teams and will

communicate technical ideas and concepts clearly with a range of audiences; and they will recognize ethical and professional responsibilities and apply sound principles for dealing with ethical issue in the computing field. Students will also develop analytical problem-solving skills based on well-established techniques and tools used by computer science professionals and they will demonstrate a sense of exploration and develop skills that enable lifelong learning. A degree in computer sciences prepares graduates for a range of positions. Some of the career options include software developers, software engineers, computer system analysts, and programmer analysts.

Degree Requirements

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.

2. A minimum of 30 credit hours must be taken at the 300 level or above.

3. Entering freshmen must take SSCI-S 105 Science Freshmen Learning Community (1 cr.).

4. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in critical thinking and cultural diversity are satisfied by the major. Any course used to meet major requirements may also be used to meet one but not more than one of the general education distribution requirements.

5. Core courses must be completed with a grade of C- or better. A minimum overall GPA of 2.0 in the computer science core is required. Courses in other departments that are used to fulfill general education requirements or general electives may be completed with any passing grade. A minimum overall GPA of 2.0 is required for graduation.

6. Computer science courses (53-57 cr). CSCI-B 100 Prob. Solving Using Computers (4 cr), CSCI-C 101 Computer Programming I (4 cr), CSCI-C 201 Computer Programming II (4 cr), CSCI-C 250 Discrete Structures (3 cr) or MATH-M 347 Discrete Mathematics (3 cr) or INFO-I 201 Math. Foundations of Infor. (4 cr), CSCI-C 343 Intro. to Data Structures (3-4 cr), CSCI-C 335 Computer Structures (4 cr), CSCI-B 401 Fundamentals Computing Theory (3 cr), CSCI-C 308 System Analysis & Design (3 cr), CSCI-C 311 Programming Languages (3 cr), CSCI-C 442 Database Systems (3 cr), CSCI-C 455 Analysis of Algorithms I (3 cr), CSCI-B 438 Computer Networks (3-4 cr), CSCI-C 400 Client Server Program Web (4 cr), CSCI-C 436 Intro. to Operating Systems (4 cr), CSCI-C 490 Seminar in Computer Science (3 cr), INFO-I 202 Social Informatics (3 cr).

7. 30 of the last 60 credit hours at Indiana University Kokomo.

8. Mathematics courses (16 cr). MATH-M 215 Calculus I (5 cr), MATH-M 216 Calculus II (5 cr), MATH-M 303 Linear Algebra (3 cr), and MATH-K 310 Statistical Techniques (3 cr). MATH-M215 and MATH-K310 are also used to meet the general education requirements for quantitative literacy.

Bachelor of Science in Informatics – Collaborative Online Degree Program

This online degree program is a collaborative partnership between IU East, IU Kokomo, IU Northwest, IUPUI, IU South Bend, and IU Southeast. Informatics is the study and application of computing and information technology to a particular area or discipline of study. Informatics also considers the use of information and computing technology in organizations and society at large. Information technology (IT) is rapidly changing the world, creating new challenges and opportunities every day. Informatics equips students to study IT, consider its social impact, and find ways to use technology to solve problems. The Informatics joint online program's aim is to produce qualified IT professionals who understand the ways people work with and use information, and who can develop solutions that are effective and easy-to-use. Informatics emphasizes problem solving, innovation, communication, and teamwork along with technical skills and knowledge. An informatics degree prepares graduates for a range of positions. Some of the career options include database developer/administrator, bioinformatics, chemical informatics, human-computer interface designer, information architect, IT consultant, multimedia specialist, software developer, system administrator, technical writer, webmaster, etc.

Degree Requirements

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.

2. A minimum of 30 credit hours must be taken at the 300-level or above.

3. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in critical thinking and cultural diversity are satisfied by the major. Courses that fulfill the requirements for a cognate area may also meet the general education distribution requirements. Any course used to meet major requirements may also be used to meet one but not more than one of the general education distribution requirements.

4. Core and the cognate area must be completed with a grade of C- or better. A minimum overall GPA of 2.0 in the informatics core and the cognate area is required. Courses in other departments that are used to fulfill general education requirements or general electives may be completed with any passing grade . A minimum overall GPA of 2.0 is required for graduation.

5. Informatics joint online courses (120 cr). INFO-C 100 Informatics Foundations (3 cr), INFO-C 112 Tools of Informatics: Programming and Databases (3 cr), INFO-C 201 Mathematical Foundations of Informatics (3 cr), INFO-C 203 Social Informatics (3 cr). INFO-C 210 Problem Solving and Programming I (3 cr), INFO-C 211 Problem Solving and Programming II (3 cr), INFO-C 300 Human Computer Interaction (3 cr), INFO-C 307 Data Representation and Organization (3 cr), INFO-C 399 Database Systems (3 cr), INFO-C 413 Web Design and Development (3 cr), INFO-C 450 System Design (3 cr), INFO-C 451 System Implementation (3 cr), INFO-C 452 Project Management (3 cr). Cognate area courses cannot count as Informatics core courses

or Informatics elective courses even if these courses are cross-listed with Informatics. If cognate area courses are equivalent to Informatics core courses, students should substitute additional Informatics elective courses in place of Informatics core courses to meet the 40 credit hour requirement. (See Informatics core courses).

6. Cognate Areas:

Under development

Purdue University College of Technology

Purdue University began offering courses at IU Kokomo in the fall of 1967. The College of Technology is a system school at Purdue University. The College of Technology at Kokomo is one of ten locations around the State. Purdue College of Technology courses are taught by Purdue faculty; and mathematics, science, and general education courses are taught by local educational institutions. In Kokomo, these courses are taught by Indiana University Kokomo faculty. The College of Technology provides career educational opportunities to students whose technological interests and aptitudes are essentially application-oriented. The College of Technology produces occupationally ready college graduates with salable skills. Graduates have the potential to grow to meet technical workforce needs, primarily for Indiana business, industry, and service agencies. The College of Technology emphasizes meeting student needs through appropriate counseling, as well as through classroom and laboratory teaching and other relevant learning experiences. In addition to technical knowledge and skills, graduates also acquire verbal and written communication skills. They are also prepared to develop as responsible citizens through courses in technical fields, communications, humanities, and social sciences. Every effort is made to help the student find a job upon graduation. Purdue University is accredited by the North Central Association of Colleges and Schools. Other academic programs are accredited by the Technology Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 Telephone: (410) 347-7700.

Programs

Academic programs offered in Kokomo, which are continuously updated to meet these goals, are offered in the following areas:

Bachelor of Science
Electrical and Computer Engineering Technology
Engineering Technology
Organizational Leadership and Supervision
Computer and Information Technology

Certificate Programs
Organizational Leadership Certificate
Students in these programs are admitted to Purdue University, and are regulated and governed by Purdue policies as if they were on the West Lafayette campus.

Partial Program Offerings
General education courses that satisfy degree requirements are available in Kokomo for other baccalaureate degrees offered by the Purdue College of Technology in West Lafayette, Indiana. For detailed information about these programs, contact the Purdue Student Services Office, Kelley Student Center 250.

For information on admission criteria, application process, academic calendar, scholarships, course information, and faculty information please see www.purdue.edu/kokomo or visit Purdue University College of Technology at Kokomo in room KC 250. (765) 455-9339

Schools

Division of Allied Health Sciences (visit website)

Bachelor's Degrees

- Bachelor of Science in Health Science with concentrations in:
  - Exercise and Sport Science
  - Health Promotion
  - Nutritional Science
- Medical Imaging Technology
- Bachelor of Applied Science
- Bachelor of Science in Sport and Recreation Management

Health Professions Programs

- Clinical Laboratory Science
- Cytotechnology
- Dental Hygiene, Indiana School of Dentistry
- Health Information Administration (School of Informatics)
- Nuclear Medicine Technology
- Occupational Therapy
- Paramedic Science
- Physical Therapy
- Radiation Therapy
- Respiratory Therapy

Minors

- Coaching
- Nutritional Science
- Sports Marketing and Management

Associate Degrees

- Associate of Science in Radiography

Certificates

- Medical Coding Technology Certificate

School of Business (visit website)

Bachelor's Degrees

- Bachelor of Science in Business with concentrations in:
  - Accounting
  - Finance and Economics
  - Management
  - Marketing

Minors

- Business Minor

Master's Degrees

- Master of Business Administration
  - Finance Concentration
  - HR Management Concentration
  - Double Concentration

Postbaccalaureate Certificates

- Accounting
- Business Fundamentals

School of Education (visit website)

Bachelor's Degrees

- Bachelor of Science in Elementary Education
- Bachelor of Science in Secondary Education

  With Teaching Major Areas in:
  - Fine Arts/Visual Arts
  - Language Arts
  - Mathematics
  - Science
  - Social Studies
  - Exceptional Needs–Mild Intervention

- Dual Degree Programs
  - English/Language Arts
  - History/Political Science

Minors

- Special Education
- Early Childhood Education

Graduate Certificates

- Elementary Education
- Change to Education (C2E) Secondary

Department of Hospitality and Tourism (visit website)

Bachelor's Degrees

- Bachelor of Science in Hospitality and Tourism Management

Minors

- Minor in Hospitality and Tourism

School of Humanities and Social Sciences (visit website)

Interdisciplinary Minors

- International Studies
- Pre-Law

Department of Communication and Performing Arts

Bachelor of Arts in Communication with concentrations in:

- Journalism
- Public Communications
- Public Relations/Corporate Communications

Bachelor of Science in Communication with concentrations in:

- Journalism
- Public Communications
- Public Relations/Corporate Communications

Bachelor of Arts in Humanities

- Performance Concentration

Minors

- Communication
- Music
- Theatre

Department of Criminal Justice and Homeland Security

Bachelor's Degrees

- Bachelor of Science in Criminal Justice

Minors

- Criminal Justice

Certificates

- Correctional Management and Supervision
- Homeland Security and Emergency Management
- Public Safety

Department of English and Language Studies

Bachelor's Degrees

Bachelor of Arts in English with concentrations in:

- Language and Literature
- Writing, Editing, and Media

Minors

- English-Creative Writing
- English-Professional Writing
- English-Individualized
- English-Literature
- Irish Studies
- Film
- Spanish

Certificates

- Spanish

Department of History, Political Science, and Philosophy

Bachelor's Degrees

- Bachelor of Arts in History/Political Science with a concentration in:
  - Pre-Law
- Bachelor of Science in History/Political Science with a concentration in:
  - Pre-Law

Minors

- History
- Philosophy
- Political Science

Department of New Media, Art, and Technology

Bachelor's Degrees

- Bachelor of Arts in New Media, Art, & Technology
- Bachelor of Fine Arts in New Media, Art, & Technology

Minors

- Art History
- New Media, Art, and Technology
- Studio Art

Certificates

- Postbaccalaureate Certificate in New Media, Art, & Technology

Department of Psychology

- Bachelor of Arts in Psychology
- Bachelor of Science in Psychology with concentrations in:
  - Psychological Sciences
  - General Sciences
- Master of Arts in Mental Health Counseling

Minors

- Psychology

Department of Sociology

Bachelor's Degrees

- Bachelor of Arts in Sociology with a concentration in:
  - Applied Sociology/Human Services Track
  - Children and Families Concentration
  - Crime and Society Concentration
  - Medical Sociology Concentration
- Bachelor of Science in Sociology with a concentration in:
  - Applied Sociology/Human Services Track
  - Children and Families Concentration
  - Crime and Society Concentration
  - Medical Sociology Concentration

Minors

- Sociology

School of Nursing (visit website)

Bachelor's Degrees

- Bachelor of Science in Nursing
- RN to BSN Completion

Master's Degrees

- Master of Science in Nursing

Department of Public Administration and Health Management (visit website)

Bachelor's Degrees

- Bachelor of Science in Public Administration and Health Management

Minors

- Minor in Health Management
- Minor in Public Administration

Master's Degrees

- Master of Public Management

Postbaccalaureate Certificates

- Graduate Certificate in Health Management
- Graduate Certificate in Public Management

School of Sciences (visit website)

- Bachelor of Arts in Biology
  - Pre-Dentistry
  - Pre-Medicine
  - Pre-Optometry
  - Pre-Pharmacy
  - Pre-Veterinary Medicine
- Bachelor of Arts in Biological and Physical Sciences
  - Pre-Doctor of Physical Therapy
  - Pre-Master of Occupational Therapy
  - Pre-Chiropractic Therapy (3+3 articulation with Logan College)
- Bachelor of Arts in Chemistry
  - Chemical Biology
- Bachelor of Arts in Mathematics
- Bachelor of Science in Biology
- Bachelor of Science in Biological and Physical Sciences with a concentration in:
  - environmental Biology and Sustainablity
- Bachelor of Science in Biochemistry
- Bachelor of Science in Chemistry with a concentration in:
  - Chemical Biology
- Bachelor of Science in Chemical Biology
- Bachelor of Science in Computer Science
- Bachelor of Science in Informatics
- Bachelor of Science in Informatics-Online
- Bachelor of Science in Mathematics

Minors

- Biology
- Chemistry
- Environmental and Earth Sciences
- Informatics
- Mathematics

Certificates

- Postbaccalaureate Certificate in Informatics
- Postbaccalaureate Certificate in Mathematics

General Studies Degree Programs

Bachelor's Degrees

- Bachelor of General Studies Degree

Certificates

- Certificate in Contemporary Entrepreneurship
-

Absence

Illness is usually the only acceptable excuse for absence from class. Other absences must be explained to the satisfaction of the instructor, who will decide whether omitted work may be made up. The names of students who are excessively absent are to be reported by their instructors to the Office of the Registrar.

Academic Standing of Students, Including Probation and Dismissal

A student is considered to be a candidate in good standing for an Indiana University degree when admitted into a degree program by the Office of Admissions, when the academic grade point average is not less than a 2.0 (C) for the last semester's work, and when the cumulative average is not below the same.

The following policy regarding academic probation and dismissal applies to all Indiana University Kokomo students. Dismissal from the university occurs when a student has ceased to make adequate progress toward a degree.

1. Any student whose cumulative GPA falls below 2.0 will be placed on academic probation.
2. A student may be continued on probation when his/her semester GPA is above a 2.0 but his/her cumulative GPA is below 2.0.

   Note: The faculty of a school, division or degree program may enact more stringent or more specific policies governing probation, suspension or readmission in that school, division or degree program.
3. A student on academic probation shall be dismissed from Indiana University Kokomo if his/her semester GPA is below 2.0 and his/her cumulative GPA is below that required in the table below.

   Credit Hours Completed at Minimum Cumulative GPA

   Close of Semester (Total Grade Pts./Total Cr. Hrs.)

   - 12 to 24—1.50
   - 25 to 36—1.75
   - 37 to 45—1.90
   - 46 or more—2.00
4. Beginning students who *attempted* 12 or more credit hours (including Ws) must obtain a semester GPA greater than 0.00 at the end of their first semester or they will be dismissed.
5. Continuing students will not be evaluated for possible dismissal until they have completed 12 credit hours.
6. A student will be removed from academic probation when he/she has a cumulative GPA of 2.0 or higher.
7. Summer sessions will count as one semester when considering probation, dismissal, and re-admission criteria.

Note: Students may be dismissed from their school or program if they fail to meet academic or professional standards. Such students will be informed of their dismissal in writing by the school's dean or the dean's campus representative.

(Faculty Senate, 9/18/2006; Revised 4/18/2016)

Application for Graduation

Degrees are awarded at IU Kokomo in December, May, and August. Students planning to graduate in December must apply for their degrees by September 15. The application deadline for May and August graduation is January 15. Please go to the degree requirements section to be sure all requirements for graduation are met.

Classification of Students

Class standing is based on the number of credit hours earned:

Freshman: 1-29
Sophomore: 30-59
Junior: 60-89
Senior: 90 or more
Graduate: Students who have applied for and have been accepted into a graduate degree program.

Dean's List

The Academic Affairs honors list includes students from each undergraduate division who have met the following academic criteria. Full-time students must have carried at least 12 credit hours of work throughout a semester with a grade point average of 3.5 or higher. Part-time students must have accumulated a minimum of 12 credit hours during the spring semester, summer session, and fall semester with a grade point average of 3.5 or higher. Academic Affairs honor list students are recognized on Honors Day, prior to Commencement activities.

Degree Requirements

Each student is responsible for planning his/her own program and for meeting the following degree requirements by the time he/she expects to graduate:

1. Apply to graduate by completing and submitting a degree candidate form. Deadlines and the degree candidate form can be found on the main site at www.iuk.edu/registrar. If degree requirements are not met, a change in the graduation date must be made. It is the responsibility of the student to report this change to his/her advisor.
2. Earn a minimum of 120 credit hours toward a baccalaureate degree and 60 credit hours toward an associate degree, excluding any duplicate course credits. Some curricula require more.
3. Earn 30 of the final 60 credit hours toward a baccalaureate degree and 15 of the final 30 credit hours toward an associate degree from Indiana University Kokomo.
4. To complete a baccalaureate degree, earn a minimum of 30 credit hours at the 300- and 400-level of which 15 must be earned from Indiana University Kokomo.

5. To complete a certificate, 15 credit hours must be earned from Indiana University Kokomo.
6. Earn a minimum cumulative grade point average (GPA) of 2.0. Certain curricula require a higher minimum grade point average.

Additional degree requirements may be specified by the school of the students' chosen curricula. Students should consult the relevant section of this bulletin for complete information about degree requirements for their programs.

The dean of each college is responsible for certifying the completion of degree requirements for each candidate for graduation.

Upon certification of the candidates for graduation, those candidates who are free of all University obligations and who are designated as having completed degree requirements are issued the corresponding diploma from the Office of the Registrar. The academic record is closed once graduation is certified; no record changes will be permitted once the degree is awarded. No further registrations beyond the semester of completion are permitted. If the graduate desires to pursue a second degree, he/she must be readmitted.

Extended X Policy

Any undergraduate student may retake an IU course for which he/she received a grade below an A. A student may exercise this option for no more than three courses, totaling no more than 10 credits during an academic career. In addition, a student may use this option only once for a given course. The course in which the student reenrolls should be the same course which is being replaced. However, course numbers and titles occasionally change, and this will be taken into account. For the course retaken, only the second grade shall be counted in the determination of the student's grade-point average (GPA). The grade for the course that has been replaced shall be marked with an "X" on the transcript. The student's transcript shall record both grades. To exercise the Extended X option, students must obtain an Extended X form from their academic unit, secure the appropriate signatures, and return the form to the Office of the Registrar.

The following regulations apply:

1. The policy applies to undergraduate students only.
2. The FX option applies to all undergraduate schools and divisions on all Indiana University campuses.
3. Any prior undergraduate course will be eligible for replacement if the replacement course is taken Spring 2004 or later under the new policy.
4. Courses repeatable with different content are not eligible for replacement under this policy unless an academic unit chooses to permit this by means of a specific authorization procedure.
5. The following grades cannot be replaced under the Extended X Policy: S, P, W, I R, NC. In addition, a grade may not be replaced with a second grade of W, I, R, or NC.
6. A student who has failed a course due to academic dishonesty may not retake that course for grade replacement under this policy.
7. Enforcement of the Extended X policy shall be the responsibility of the school or division which certifies the student's fulfillment of degree requirements.
8. Problems relating to the policy shall be referred to the school or division dean, or the administrator fulfilling the equivalent responsibility on the campus.
9. This policy does not apply to students enrolled in the Purdue University School of Technology programs.

Financial Encumbrance

Students who incur a financial encumbrance are not permitted to register for another semester or receive official transcripts and will be denied all university services until the indebtedness is satisfied and the encumbrance is removed.

Forgiveness Policy

A "forgiveness policy" was adopted by IU Kokomo in 1997. The purpose of the policy is to establish an effective means for students to return to IU Kokomo after they have achieved poorly, affording them a fresh start. For details, go to the main page at www.iuk.edu/registrar.

General Education

The following General Education curriculum is required of each student who is granted a baccalaureate degree at the Indiana University Kokomo campus. Total credit hours will typically number 42 or 44. Each course must be completed with a passing grade, and students must obtain a minimum GPA of 2.0 in the General Education curriculum. If a student takes more than the required number of courses within a section, the course(s) with the highest grade(s) will be used in the GPA calculation. With the exception of courses jointly listed under Sections 1 and 2, no course can be used twice to satisfy multiple requirements. Some courses may have prerequisites. Students should consult with their advisor for more information.

Each student is subject to the General Education requirements in place when they were admitted to IU Kokomo. However, students are always allowed to adopt newer course/program requirements. General Education courses essentially qualify backward and forward within a given student's academic career at IU Kokomo. Here are a few examples:

- If a course is approved to satisfy an area of the General Education requirements after a student is admitted, the student can elect to use that course even if they took it before the course was approved for use in General Education.
- If a course that was present when a student enrolled is removed from the General Education requirements (but is still offered), the course can be used even if it is completed after the above change.
- If a removed course is no longer offered, students will need to adjust and enroll in other approved courses.

Below is the listing of the nine General Education sections, their outcomes, and the courses that fulfill them.

1. Communication Skills

Outcomes

- Outcome 1: Students will read critically.
- Component 1: Students will understand texts.
- Component 2: Students will analyze texts.
- Component 3: Students will evaluate texts.

- Outcome 2: Students will write effectively.
- Component 1: Students will exhibit rhetorical choices based on audience and purpose in written material.
- Component 2: Students will organize the introduction, body, and conclusion effectively based on audience and purpose.
- Component 3: Students will use appropriate writing conventions (grammar, spelling, sentence structure, documentation, and punctuation) in written materials.
- Component 4: Students will synthesize research material effectively and ethically into written work.
- Outcome 3: Students will listen effectively.
- Component 1: Students will understand oral messages.
- Component 2: Students will analyze oral messages.
- Outcome 4: Students will speak effectively.
- Component 1: Students will write an effective speech.
- Component 2: Students will deliver an effective speech.
- Outcome 5: Students will use technology appropriately to support communication.
- Component 1: Students will use presentational aids effectively.
- Component 2: Students will locate appropriate sources for papers and speeches.

Course Requirements

The following three courses are required (total of 9 credit hours):

- ENG-W 131 (not required if student places into ENG-W 132)
- ENG-W 132
- SPCH-S 121

2. Information Literacy

Outcomes

- Outcome 1: Students will determine the nature and extent of information needed.
- Component 1: Students will choose appropriate types of information.
- Component 2: Students will determine relevance of information.
- Component 3: Students will determine currency of information.
- Outcome 2: Students will access the needed information effectively and efficiently.
- Component 1: Students will use appropriate library and web-based search tools.
- Outcome 3: Students will evaluate information and its sources critically.
- Component 1: Students will examine sources for bias.
- Component 2: Students will examine sources for credibility.
- Outcome 4: Students will identify ethical, economic, legal, and social issues surrounding the access and use of information.
- Component 1: Students will practice ethical use of sources by avoiding plagiarism.
- Outcome 5: Students will use information effectively to accomplish a specific purpose.
- Component 1: Students will employ appropriate information to support a specific aspect of a paper or speech.

Course Requirements

There is no incremental requirement for this category. The course requirements are satisfied by ENG-W 131, ENG-W 132, SPCH-S 121 above.

3. Quantitative Literacy

Outcomes

- Outcome 1: Students will translate a verbal problem into mathematical symbols.
- Component 1: Students will represent mathematical information symbolically.
- Component 2: Students will represent mathematical information graphically.
- Outcome 2: Students will solve the mathematical problem that models the verbal problem.
- Component 1: Students will use algebraic methods to solve problems, using technology when appropriate.
- Component 2: Students will use graphical methods to solve problems, using technology when appropriate.
- Outcome 3: Students will use the solution of the mathematical problem to draw valid conclusions about the verbal problem.
- Component 1: Students will draw inferences from mathematical models.
- Component 2: Students will interpret empirical results.
- Outcome 4: Students will use fundamental statistical information.
- Component 1: Students will interpret data using tables and graphs (e.g. frequency tables, histograms).
- Component 2: Students will compute and interpret basic descriptive statistics (e.g. mean, weighted mean, median, mode, standard deviation, percentiles).
- Component 3: Students will understand basic concepts relating to sampling (populations/samples, random sampling).
- Component 4: Students will use basic probability distributions (e.g. normal distribution, binomial distribution).
- Component 5: Students will compute and interpret confidence intervals of a population parameter (e.g. proportion or mean).

Course Requirements

Choose from one of the following three options (total of 4–8 credit hours):

- Option 1
- MATH-M 118
- or
- MATH-M 119
- or
- MATH-M 215
- and a statistics course at the major level:
- AHLT-H 322
- ECON-E 270

- EDUC-K 490
- MATH-K 310
- MATH-M 366
- NURS-H 355
- PSY-K 300
- SOC-S 355

- Option 2
- MATH-M 133
- and
- MATH-M 134
- These courses have MATH-M 105 as a prerequisite and include the statistics content.

- Option 3
- Students pursuing the B.A. in Mathematics will satisfy the statistics requirement through MATH-M 366 or through an independent study project that will be assessed on the General Examination that is required to earn the degree.

4. Critical Thinking

Outcomes

- Outcome 1: Students will recognize issues that have alternative interpretations.
- Component 1: Students will understand and respect the potential differences in the perspectives of others.
- Component 2: Students will summarize the explicit and implicit aspects of an issue.
- Component 3: Students will demonstrate an understanding of the influences of audience and context on an issue.
- Outcome 2: Students will compare the perspectives of others to their own.
- Component 1: Students will articulate their own perspectives and recognize potential personal bias.
- Component 2: Students will question the underlying assumptions of self and others.
- Outcome 3: Students will assess the quality of supporting evidence.
- Component 1: Students will consider the literature and new research in the field.
- Component 2: Students will assess the accuracy and relevance of supporting evidence.
- Component 3: Students will use a variety of techniques to assess the quality of supporting evidence.
- Outcome 4: Students will assess the implications and consequences that result from proposed conclusions.
- Component 1: Students will identify the pros and cons of different theoretical approaches.
- Component 2: Students will articulate the implications and consequences of an argument.
- Component 3: Students will compare recommendations resulting from applying different theoretical frameworks.

Course Requirements

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

- AHLT-H 321
- AHLT-R 406
- BIOL-L 105
- BIOL-L 364
- BUS-J 401
- CHEM-C 105/C 125
- CJHS-J 201
- EDUC-P 251
- EDUC-P 255
- ENG-L 202
- HIST-J 495
- INFO-I 303
- MATH-M 216
- NMAT-G 411
- NURS-S 470
- NURS-H 476
- PAHM-V 379
- PHIL-P 105
- PHIL-P 150
- PHIL-P 383
- POLS-Y 490
- PSY-P 259
- SOC-S 340
- SPCH-S 228
- SPCH-S 480

5. Cultural Diversity

Outcomes

- Outcome 1: Students will demonstrate knowledge about diverse cultures, behaviors, systems, or societies.
- Component 1: Students will define culture and identify cultural characteristics.
- Component 2: Students will identify cultural patterns in terms of folk customs, ethnicity, class, gender, age, religion, or other cultural components.
- Component 3: Students will identify the beliefs, values, and rights of others.
- Outcome 2: Students will analyze the interconnectedness of global and local concerns.
- Component 1: Students will identify global trends related to politics, health, economics, or education.
- Component 2: Students will articulate the connections, similarities, and dissimilarities between local practices, problems, and opportunities and global practices, problems, and opportunities.
- Component 3: Students will articulate the benefits of accommodating, adapting to, and/or incorporating cultural differences.

Course Requirements

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

- Any 100-level or above foreign language course
- AHLT-H 333
- AHLT-H 415
- BUS-D 301
- CJHS-J 355
- EDUC-M 210
- EDUC-M 300
- FINA-A 200

- FOLK-F 101
- HSS-I 100*
- HSS-F 200*
- INFO-I 356
- NURS-B 223
- NURS-B 304
- PAHM-V 443
- SOC-S 100
- SPCH-S 302
- SPCH-S 427

* To facilitate the graduation checklist process, records will need to be kept at the registrar level or the advisor level indicating the goal satisfied in any given semester (if any).

6. Ethics and Civic Engagement

Outcomes

- Outcome 1: Students will identify the key elements and approaches to ethical situations and issues.
- Component 1: Students will discuss ethical decision making processes with an emphasis on stakeholders.
- Component 2: Students will analyze key components/factors of ethical issues in a structured fashion.
- Outcome 2: Students will identify the benefits of making informed judgments with regard to individual and group conduct.
- Component 1: Students will articulate personal and group ethical responsibilities.
- Component 2: Students will compare/contrast alternative responses to ethical situations.
- Component 3: Students will discuss ways in which difficult ethical situations can be prevented or ameliorated.
- Outcome 3: Students will identify the benefits of civic engagement.
- Component 1: Students will apply the ethics of advocacy to individuals, and/or groups, and/or populations.
- Component 2: Students will engage in the sociopolitical environment of a community via service learning or simulation.
- Component 3: Students will analyze global perspectives and contrast with a local community.

Course Requirements

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

Courses are required to satisfy at least two of the three learning requirements.

- AHLT-H 400
- AHLT-R 407
- AHLT-W 314
- BUS-L 201
- EDUC-H 340
- EDUC-M 210
- HPER-P 402
- NURS-S 472
- NURS-S 474
- PAHM-V 171
- PHIL-P 100
- PHIL-P 140
- PHIL-P 242
- PHIL-P 342
- PHIL-P 375
- PHIL-P 383
- SPCH-S 223

* To facilitate the graduation checklist process, records will need to be kept at the registrar level or the advisor level indicating the goal satisfied in any given semester (if any).

7. Social and Behavioral Sciences

Outcomes

- Outcome 1: Students will demonstrate an understanding of the methods of inquiry used by social or behavioral scientists.
- Component 1: Students will demonstrate an understanding of the importance of systematic data collection.
- Component 2: Students will demonstrate an understanding of the basic features of various research methods.
- Outcome 2: Students will demonstrate an understanding of how political, social, or historical processes shape societies.
- Component 1: Students will demonstrate an understanding of the functions and impact of societal (e.g., political, economic, and/or cultural) institutions.
- Component 2: Students will demonstrate an understanding of fundamental societal (e.g., political, economic, and/or cultural) changes and the factors that contribute (or have contributed) to them.
- Outcome 3: Students will demonstrate an understanding of behavior using social or behavioral science concepts.
- Component 1: Students will demonstrate an understanding of important concepts, theories, and empirical patterns.
- Component 2: Students will be able to apply concepts and theories to novel situations.

Course Requirements

Choose two 3 credit hour courses, each from a different area, from the following list (total of 6 credit hours):

Each course must satisfy at least two of the three outcomes.

- CJHS-J 101
- ECON-E 175
- ECON-E 200
- ECON-E 201
- ECON-E 202
- HIST-H 105
- HIST-H 106
- HIST-H 113
- HIST-H 114
- POLS-Y 103
- POLS-Y 217
- POLS-Y 219
- PSY-P 103
- SOC-S 100
- SOC-S 101

- HSS-E 104* The area in which this falls will depend on the topic of the course–this is not a separate area.

* To facilitate the graduation checklist process, records will need to be kept at the registrar level or the advisor level indicating the goal satisfied in any given semester (if any).

8. Humanities and Arts

Outcomes

- Outcome 1: Students will articulate how intellectual traditions have helped shape present cultures.
- Component 1: Students will analyze the influence of tradition(s) on a present culture.
- Component 2: Students will explain the inter-relationship of tradition and culture.
- Outcome 2: Students will evaluate various literary, philosophical, or historical works and approaches.
- Component 1: Students will interpret various meanings of a work.
- Component 2: Students will identify the approach inherent in a work.
- Component 3: Students will explain contextual influences.
- Component 4: Students will evaluate the impact of the work.
- Outcome 3: Students will demonstrate aesthetic appreciation through the experience of fine or performing arts.
- Component 1: Students will describe the personal emotional impact of a piece of fine art or performance.
- Component 2: Students will describe the personal intellectual impact of a piece of fine art or a performance.
- Component 3: Students will describe the importance of aesthetics.

Course Requirements

Choose one 3 credit hour course from each of the following two areas (total of 6 credit hours):

- Literature and Philosophy
- Any ENG-L course or ENG-E course
- Any PHIL course except PHIL-P 150
- HSS-E 103*
- SPAN-S 360

- Fine, Performing, and Communication Arts
- EDUC-M 323
- EDUC-M 333
- ENG-W 206
- FINA-A 101
- FINA-A 102
- FINA-A 200
- FINA-A 262
- FINA-A 280
- FINA-A 333
- FINA-A 340
- HSS-E 103*
- HUMA-U 102
- MUS-M 174
- MUS-U 320
- MUS-X 040
- MUS-X 070
- MUS-Z 111
- or any music performance course
- NMAT-D 207
- any NMAT-S XXX studio art course
- THTR-T 100
- THTR-T 120

* To facilitate the graduation checklist process, records will need to be kept at the registrar level or the advisor level indicating the goal satisfied in any given semester (if any).

9. Physical and Life Sciences

Outcomes

- Outcome 1: Students will apply the methods natural scientists use to explore natural phenomena.
- Component 1: Students will analyze, process and/or interpret data.
- Component 2: Students will evaluate the significance of the interpreted data.
- Outcome 2: Students will distinguish between scientific facts and other information.
- Component 1: Students will distinguish between beliefs and opinion versus theory.
- Component 2: Students will recognize what constitutes scientific evidence.
- Component 3: Students will understand the requirement of objectivity in data collection and treatment.
- Component 4: Students will recognize the self-correcting nature of science.
- Outcome 3: Students will demonstrate understanding of the basic scientific principles in the biological or physical sciences.
- Component 1: Students will recognize the interrelation of principles and concepts within a branch of science.
- Component 2: Students will recognize the complexity of the natural and/or physical world.
- Outcome 4: Students will recognize the interaction of humans and the natural environment.
- Component 1: Students will recognize the effect of the environment on biological and physical systems.
- Component 2: Students will recognize the implications of human modification of the environment.
- Component 3: Students will recognize the consequences of the modifications.

Course Requirements

Choose one 5 credit hour course with a lab and one 3 credit hour course from a different area, from the following list (total of 8 credit hours):

- Biology
- ANAT-A 215 (5 cr.)
- BIOL-L 100 (5 cr.)
- BIOL-L 105 (5 cr.)
- BIOL-L 270 (3 cr.)
- BIOL-L 370 (3 cr.)
- MICR-J 200 (3 cr.)
- PHSL-P 215 (5 cr.)
- PLSC-B 203 (5 cr.)
- PLSC-B 364 (5 cr.)

- SCI-E 105*

- Physics
- AST-A 100 (3 cr.)
- AST-A 110 (3 cr.)
- PHYS-P 100 (5 cr.)
- PHYS-P 201 (5 cr.)
- PHYS-P 221 (5 cr.)
- SCI-E 105*

- Chemistry
- CHEM-C 100/C 120 (5 cr.)
- CHEM-C 101/C 121 (5 cr.)
- CHEM-C 105/C 125 (5 cr.)
- CHEM-C 109 (3 cr.)
- CHEM-C 390 (3 cr.)
- SCI-E 105*

- Geology
- GEOG-G 107 (3 cr.)
- GEOG-G 315 (3 cr.)
- GEOL-G 100 (5 cr.)
- GEOL-G 133 (5 cr.)
- GEOL-G 400 (3 cr.)
- GEOL-T 312 (3 cr.)
- SCI-E 105*

* To facilitate the graduation checklist process, records will need to be kept at the registrar level or the advisor level indicating the goal satisfied in any given semester (if any).

Grading Policy

Instructors in undergraduate and graduate courses use a grading system that includes plus and minus grades as well as straight grades for all undergraduate and graduate course records. The registrar computes numerical grades for plus and minus grades when calculating grade point averages (GPAs) (A+ or A=4.0, A–=3.7, B+=3.3, B=3.0, B–=2.7, C+=2.3, C=2.0, C–=1.7, D+=1.3, D=1.0, D–=0.7, F=0.0). A minimum cumulative grade point average of 2.0 is required for graduation.

Credit points are calculated by multiplying the grade points earned in a course by the number of credit hours for that course. For example, 3 hours of A=12 grade points. The grade point average for a semester is computed by dividing the total number of credit points earned by the number of credit hours attemped.

Suppose that a student has earned the following grades in a semester:

3 credit hours of A (12 credit points)

3 credit hours of B (equals 9 credit points)

3 credit hours of C+ (equals 6.9 credit points)

3 credit hours of D- (equals 2.1 credit points)

3 credit hours of F (equals 0 credit points)

The semester grade point average would be 2.0 (30 credit points divided by 15 credit hours) Students have access to a GPA calculator online at

Graduation with Distinction

To graduate with distinction, baccalaureate and associate degree candidates must rank within the highest 10 percent of the graduating class of their respective degree-granting units. Additionally, baccalaureate candidates must have completed a minimum of 60 credit hours in residence on the campus where the degree is awarded. Associate degree candidates must have completed half of the credit hours required for their degree on the campus where the degree is awarded.

Holds

Holds may be placed on the record of a student for a variety of reasons, including but not limited to, academic, financial or misconduct reasons. A hold may prevent services which may not be accessed without authorization from the office that placed the hold.

Incompletes

The grade of Incomplete (I) is an agreement between the student and the instructor. It is assigned only when the required work of the course is substantially completed and the student's work is of a passing quality.

A grade of Incomplete must be removed within the time stipulated by the instructor; under no circumstances may this exceed one calendar year. If a grade of Incomplete has not been removed within the calendar year of its recording, it will be changed to an F. Students should not register for credit in a course in which they have received a grade of Incomplete.

Intercampus Transfer

A student changing from the Kokomo campus to another Indiana University campus does not need a transcript; however, arrangements should be made with the academic division to have required credentials other than the permanent record forwarded to the appropriate office on the other campus. Intercampus transfer is an on-line process and information can be found at http://www.iupui.edu/~moveiu/.

Students on other IU campuses are eligible to complete an intercampus transfer as long as they have not been dismissed from another IU campus. If a student has been dismissed, the IU Kokomo readmission policy applies. Moreover, when a student's GPA and total credits would warrant dismissal from IU Kokomo, IU Kokomo's readmission policy will apply.

Students requesting an ICT with a cumulative GPA of 2.0 or greater and a most recent semester GPA of 2.0 or greater are considered in good standing. Students who do not meet the above criteria are probationary transfers. The IU Kokomo policy regarding probation and dismissal will apply to these students.

Pass/Fail Option

The P/F option, which permits students to designate courses to be recorded for either Pass (P) or Fail (F), is available to all undergraduate students for a maximum of two elective courses per academic calendar year, with a maximum of eight courses to be applied toward graduation. These courses may not include those offered only on a Satisfactory/ Fail basis. Graduate students may elect the option for a maximum of four elective courses (which may be restricted to one such course per semester) to be applied toward graduation. Other specific course limitations vary from division to division. The student should consult a divisional advisor for details.

Exercise and approval of the option must be completed by the end of the fourth week of classes during the fall or spring semester, or the second week of classes during the summer session. The student should obtain a Pass/Fail form from the Office of the Registrar, secure the signature of the chairperson or acting representative of the division, and return the completed form to the Office of the Registrar by the deadline noted above.

The grades of A, B, C, and D (pluses and minuses) shall be considered as Pass (P) under the option. In no case will these grades be substituted at a later time in place of a P. The grade of P is not counted in computing grade point averages; the grade of F is included.

Instructors will not be notified of those students registering for this option. A final grade of A, B, C, D, or F (pluses and minuses) will be submitted by the instructor and will be converted to the appropriate Pass/Fail grade (P or F) by the registrar.

Student Load

A student may register for a single course or for a full-time college program. A student who registers for 12 or more credit hours a semester (6 or more per summer session) is regarded as a fulltime student. A student working full time should generally not register for more than 6 credit hours during a regular semester or 3 in the summer session. A teacher who is employed full time is prohibited by the Indiana State Department of Education from earning more than 6 credit hours in one semester.

A student who expects to graduate in four academic years, not counting summer sessions, should carry at least 15 credit hours during each semester of the regular academic year. Except with special permission from the advisor, a student is not permitted to enroll in more than 18 credit hours. A minimum grade point average of 3.0 (B) is required if a student wishes to carry more than 18 credit hours.

Transcripts

Official transcripts may be obtained from the Office of the Registrar. Information about transcripts, including cost and how to order, may be found on the main site at www.iuk.edu/registrar.

Withdrawals

Students who have officially registered and who wish to withdraw must follow withdrawal procedures. Details and deadlines can be found on the main site at www.iuk.edu/registrar.

Undergraduate Programs

The university's academic policies, rules, and procedures have been developed for the collective good of the university community. The information contained in this section is under the authority of the faculty, except for mandates from state and federal statutes.

Citizenship Verification

Effective July 1, 2011, Indiana state law requires that Indiana University collect verification of citizenship from every individual who applies for "state or local public benefits." The legislation stipulates that students who are not lawfully residing in the United States are:

- ineligible for in-state tuition rates
- ineligible for scholarships, grants, assistantships or other aid funded by the university

All students are required to complete an electronic citizenship verification within OneStart.

- If you are a U.S. Citizen, once you complete the verification, your existing residency status and financial aid/scholarship awards will be unaffected.
- If you are a foreign national with a valid U.S. visa or immigration status, once you complete the verification, your existing residency status and financial aid/scholarship awards will be unaffected.
- If you live outside the U.S. and will complete your program while residing abroad, once you complete the verification, your residency status and any financial aid/scholarships awards will be unaffected.
- If you are unable to verify that you are lawfully residing in the U.S., you will no longer be eligible for in-state tuition rates or institutional aid/scholarships.

International students with any concerns about their visa/immigration status may contact the Office of International Services in Bloomington at intlserv@indiana.edu or 812-855-9086.

More information about this new legislation can be found here:
Indiana House Enrolled Act 1402 http://www.in.gov/legislative/bills/2011/PDF/HE/HE1402.1.pdf

Indiana Senate Enrolled Act 590
http://www.in.gov/legislative/bills/2011/PDF/SE/SE0590.1.pdf

Confidentiality of Student Records

Release of Information Policy Indiana University's Annual Notification of Student Rights under FERPA The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. A student should submit to the registrar, dean,the University receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify 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 education records that the studentbelieves are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record should write believes are inaccurate, misleading, or

otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or entity with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent; t he Indiana University Foundation and Indiana University Alumni Association; and vendors of services such as email or other electronic applications, enrollment verification, and so on); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll. Finally, "public information" may be released freely unless the student files the appropriate form requesting that certain public information not be released. This form is available at the Office of the Registrar. Public information is limited to name; address; e-mail address; phone; major field of study; dates of attendance; admission or enrollment status; campus; school, college, or division; class standing; degrees and awards; activities; sports; and athletic information.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and personally identifiable information without your consent to *any* third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and personally identifiable information without your consent to researchers performing certain types of studies, in certain cases *even when we object to or do not request such research*. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your personally identifiable information, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent personally identifiable information from your education records, and they may track your participation in education and other programs by linking such personally identifiable information to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Indiana University to comply with the requirements of FERPA. The name andaddress of the Office that administers FERPA is:
failures by Indiana University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-5901

Equal Opportunity / Affirmative Action Policy

Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the university and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary consideration of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion,

sexual orientation, or veteran status. Indiana University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and veterans. If you have questions or problems related to any of the protected classes list above contact Gerry Stroman, the Affirmative Action Officer, at (765) 455-9316 or room 212B of Hunt Hall.

Military Reserve Policy

Indiana University realizes that students who are members of the Indiana military reserves may be called to active duty. The following policy is provided in order to minimize disruptions or inconveniences for students fulfilling their military responsibilities.

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

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

For any questions about this process or to request a withdrawal from all classes due to military orders, contact the Office of the Registrar on your campus. We will be happy to talk about your particular situation so we can minimize inconvenience to you.

Residency

Because IU is a state-funded public university, in-state and out-of-state students pay different rates for tuition. The rules for determining residence are established by the Trustees of Indiana University. The initial determination of a student's residency status is made at the time of admission. If the student is found to be a nonresident and wishes to appeal the decision, the student should contact the Office of the Registrar for an Application for Classification as a Resident Student.
For further information, review the rules for residency and the classification application:

- Application for Classification as a Resident Student
- Rules for Residency

University Policies

Students are responsible for the requirements and regulations described herein. In addition, the Indiana University Kokomo Bulletin is not intended to be a comprehensive compilation of academic and administrative policies. Students are expected to be familiar with the various regulations that are office-specific, such as regulations related to financial aid, the Office of the Registrar, academic majors, as well as campus-wide rules, to include the Student Code of Conduct. Although every effort is made to provide accurate and current information, Indiana University Kokomo reserves the right to change rules, policies, fees, curricula, courses, and other programs described to reflect faculty or administrative action.

Advanced Placement, Credit and Exemption

Indiana University Kokomo recognizes excellence in academic preparation and achievement in several ways. Advanced placement credit and exemption, college level examination program, military credit and are available oppertunities. See an advisor for more information.

Credit By Examination

Students who believe they are proficient in a subject area may seek to earn credit by taking a written “end-of-course” or comprehensive examination in that subject. Arrangements to sit for the examination must be made with the appropriate academic division chairperson. A grade of C or above will earn the appropriate number of satisfactory (S) credit hours for the course. No credit will be given for a grade below C.

A. If Special Credit is given for credentials or experience, a flat per-hour rate of $21.50 is assessed with a ceiling of 5 hours per class.

B. If by Exam

1. And taken within the first two semesters following matriculation, there is no charge.

2. And taken within the first semester as a transfer student, the same hourly flat rate (A) applies.

3. For all others, student pays the full instructional credit rate of resident or non-resident. Students will pay the hourly rate in effect at the time they make payment at the Office of the Bursar.

NOTE: Special credit forms are good for six months from date of issue.

College Level Examination Program (CLEP)

Students who take certain CLEP Subject Examinations may be considered for advanced credit. Contact the Office of Admissions for more information.

Military Credit

Veterans of military service may be eligible for academic credit as a result of their military training and experience. Contact the Office of Admissions for more information.

College Board Advanced Placement (AP) Examination Program

Advanced Placement examination scores in mathematics, American history, European history, American government, comparative government, psychology, chemistry, biology, physics, English composition/literature, and English language/composition are considered for possible exemption or advanced credit at Indiana University College Board AP exams are not administered on the IU Kokomo campus; contact high school guidance offices for more information.

Special Programs

The faculty at IU Kokomo have designed two programs that will enhance your academic experience. The IU Kokomo Honors Program offers educational and cultural opportunities to foster intellectual curiosity and professional development. In addition to engaging coursework, honor students are given special opportunities to work with faculty on research projects, to present their work at conferences, and to receive individualized mentoring from faculty members in their major area of study.

The Overseas Study Program provides students with opportunities to study in a variety of countries for a semester or a year. In addition, the faculty have designed courses that include one week travel experiences as part of a course. These trips usually occur over spring break or in the summer.

Honors Program

The IU Kokomo Academic Honors Program offers educational and cultural opportunities to foster intellectual curiosity and professional development for talented, highly motivated, and creative students. In addition to coursework, Honors students are given special opportunities, for example, to participate with faculty on research projects, to present their work at regional conferences, and to receive individualized counseling.

There are two types of honors courses. Honors colloquia are three-credit courses that focus on interdisciplinary topics, such as “Ethics and Technology” and “Human Intelligence.” H-Option courses provide students with a way to gain honors credit from regular courses. An H-Option section runs concurrently with a section of a regular course, and the Honors student attends class with other students. The instructor and the Honors student develop a special set of course requirements to fit the student’s abilities and interests; typically these include many of the regular requirements. To do this, students must complete an H-Option contract form with the professor’s approval and submit the form to the Honors director, who will then arrange for honors credit upon completion of the project. H-Option course sections may also be set up for internships, independent studies, field-work experience, undergraduate thesis, or other research/creative projects. Students should consult the Honors Director for currently offered honors courses.

Incoming freshman students are eligible to apply if they have combined SAT scores of 1100 or better (or an ACT score of 23) and if they have ranked in the upper 20 percent of their high school graduating class. Continuing students who have completed a minimum of 12 credit hours at IU Kokomo and maintain a GPA of 3.3 or higher are also eligible to apply.

There are two notations of student attainment. These are noted on the student’s diploma and transcript. Students may attain both University Honors and Honors in their majors.

University Honors
To qualify for the University Honors notation, students must complete 9 credit hours in honors course work inside and outside the major, a presentation of work at a student conference, plus two honors colloquia of 3 credits each.

Major Honors
Each academic division has special honors courses available for students who are majoring in disciplines offered by the division. (There are no major honors available for AHLT students at this time.) To qualify for the degree in major honors, the student must complete 9 credit hours in honors course work in the major, as determined by the division or department, a presentation of work at a student conference, plus two honors colloquia of 3 credits each. Students may count the same two honors colloquia as satisfying both university and major honors requirements.

Major Honors in Nursing
The major honors in the baccalaureate nursing program follows the general guidelines of the IU Kokomo University Honors program. Students secure eligibility to participate and remain in the major honors in nursing by attending to the eligibility criteria outlined for the Academic Honors Program. Aware of the special needs of superior nursing students, the Major Honors in Nursing Program provides these outstanding students with a variety of opportunities to enrich their nursing career and the nursing profession overall. To graduate with honors in nursing, a nursing student must complete 6 credit hours in honors courses in nursing as well as two 2-credit hour honors colloquium courses.

Honors projects within a course are meant to enhance or broaden regular course work. However, the work is in lieu of specific course activities, not in addition to those activities. Honors activities may include: research papers, field work, visual or oral presentations, creative works, analytical library work, annotating a bibliography, writing a series of position papers, or participating in a major scientific project. Honors nursing students and faculty responsible for teaching the specific honors courses work together to create a project and a contract for completing the project.

Overseas Study Program

Donna McLean, Coordinator

IU Kokomo students are eligible to participate in Indiana University’s overseas study programs offered at a number of universities including the Kokomo campus. Most credits earned in these programs are considered Indiana University credits, not transfer credits; however, dependent on the course of study selected, some of the courses offered may earn transfer credits. When

students enroll in IU programs, they will discover that most university scholarships and loans are applicable to the fees for these programs. Credit usually satisfies Indiana University degree requirements and generally meets the residence requirements. Programs are not restricted to language majors. In fact, there are a broad range of courses offered in multiple schools, geared to meeting varied student interests. Undergraduate students, particularly liberal arts majors, are encouraged to explore the possibilities of experiencing a semester or an academic year at a university in another country.

Overseas Programs
IU administered and IU co-sponsored programs include the following:

1. One year of college-level language (College of Arts and Sciences language requirement) or the equivalent.
2. Two years of college-level language or the equivalent.
3. Three years of college-level language or the equivalent.

Academic-Year Programs:
• Bologna, Italy
• Canterbury, England
• Legon, Ghana
• Hamburg, Germany
• Jerusalem, Israel
• Madrid, Spain
• Nagoya, Japan
• Nanjing, People's Republic of China
• Paris, France (critical studies, film studies)
• San Jose, Costa Rica
• São Paulo, Brazil
• Strasbourg, France

Semester Programs:
• Adelaide, Australia
• Alicante, Spain
• Athens, Greece
• Beijing, People's Republic of China
• Budapest, Hungary
• Canberra, Australia
• Costa Rica (tropical biology)
• Freiburg, Germany
• Leiden, The Netherlands (Public and Environmental Affairs)
• London, England
• Maastricht, The Netherlands (business)
• Madrid, Spain
• Paris, France
• Prague, Czech Republic
• Rennes, France
• Rotterdam, The Netherlands (public and environmental affairs)
• Rouen, France (business)
• Santiago, Chile
• Santiago, Chile (business)
• Seoul, South Korea
• Seville, Spain (language, liberal arts)
• Singapore (business)
• St. Petersburg, Russia
• Tokyo, Japan
• Wollongong, Australia

Summer Language Programs:
• Baden Wurttemberg, Germany
• Florence, Italy
• Graz, Austria
• Guanajuato, Mexico
• London, England
• Maastricht, The Netherlands (business)
• Mexico City, Mexico
• Mikkeli, Finland (business)
• Oldenburg, Germany
• Paris, France
• Quebec, Canada
• Salamanca, Spain
• St. Petersburg, Russia

Shorter Travel Options:
Annually, short term travel options may be included within a regular course offered at IU Kokomo. In the past, students have traveled on trips of 14 days or less to England, Guatemala, France, Ireland, South Korea, Italy, Spain and Turkey. Courses offering such travel have ranged from the Hispanic Culture and Health Care Practicum (Guatemala), to courses on Irish, British and Italian culture, to courses in art history in Italy or France, to a course on Irish drama, or a Korean Health Care Practicum, among others. These courses are announced in the spring or fall prior to travel and students often engage in fundraising and other preparations in advance of actual enrollment.

In addition, IU Kokomo students are eligible to participate in any of a large number of foreign study programs administered by other U.S. colleges and universities.

Students interested in overseas study are advised to start planning as far ahead as possible in order to facilitate their choices and ease preparations. For further information, please consult the IU Kokomo Overseas Studies coordinator, Donna McLean, (765) 455-9442 or by e-mail at: domclean@iuk.edu.

IU Kokomo Academics

Library

Polly Boruff-Jones, Dean

The Indiana University Kokomo Library is the academic hub of the Kokomo campus, providing the space, services and resources necessary to support and facilitate academic success.

As part of one of the nation's largest university library systems, the Library provides access to millions of books, journals and other scholarly resources, in paper and electronic format, through local collections and interlibrary loan services. The Library is also designated as a Federal Depository Library serving the 4^{t} Congressional District.

At the Research Help Desk, Library faculty offer convenient research assistance in-person and via phone, chat, or e-mail. For more in-depth research consultation, students may schedule an appointment with Library faculty. Online tutorials, and reference and research guides are available anytime, 24/7, to provide help with using the Library's varied resources. The Library

faculty offers additional curriculum support by teaching information literacy concepts and skills in the classroom.

The Library offers both individual and collaborative workspace for students and is equipped with computers, scanners, printers and an array of software applications. IU Secure wireless access will accommodate the use of personal devices. Additionally, the Library is home to the Writing Center and University Information Technology Services (UITS) including the IT Helpdesk and IT Training & Consulting.

Services and Facilities

Services and Facilities

Administration and Finance

The Office of Administration and Finance provides major support for the educational services of Indiana University Kokomo. This office handles the receipt, disbursement, and recording of all university funds, including student fees. Business functions include procedures relating to purchasing, personnel, payroll, inventory, and accounting. The office also assists student organizations with accounting procedures.

Administration and finance personnel oversee custodial work and maintenance of buildings and grounds, campus beautification, enforcement of parking regulations, operation of the bookstore and vending machines, copying and duplicating procedures, collection and distribution of mail, and coordination of planning of new buildings and of renovation and remodeling of existing facilities.

This office's general approach is of a friendly, service oriented and respectful attitude towards students, staff and faculty. We are here for you!

Information Technologies

Elizabeth Van Gordon, Chief Information Officer

Planning and support for Indiana University Kokomo's instructional technology, audio-visual, multimedia, computing, and telephone services are provided through the Office of Information Technologies. The office is responsible for technological support of a broad range of academic and administrative functions of IU Kokomo. Email is available for students, faculty and staff. The web address for IU Kokomo is www.iuk.edu.

University Advancement

Jan Halperin, Vice Chancellor for University Advancement

The mission of the Office for Advancement is to engage the north central Indiana region and build and advance relationships in support of the mission of Indiana University Kokomo. Advancement consists of Development, Alumni Relations and Campus Ceremonies, Media and Marketing, and Public Affairs.

Media and Marketing

Marie Lindskoog, Director of Media and Marketing

The Media and Marketing department provides a full range of advertising, public relations, and marketing services for all academic and administrative units on the IU Kokomo campus. We create effective communications and marketing strategies to support efforts such as student recruitment, student retention, community and alumni relations, and the academic mission of IU Kokomo.

In addition, our office promotes the goals of the campus by striving to make residents of our service area aware of IU Kokomo's identity as a world-class regional campus of Indiana University, offering high quality education at a reasonable cost. We further strive to make the community aware of the cultural and economic development benefits that our campus offers to north central Indiana.

Havens Auditorium

Jeffrey Gegner, Technical Director

A prominent feature of the Indiana University Kokomo complex, Havens Auditorium is an outstanding performing arts facility, capable of handling large and technically complicated productions. It includes an 814-seat house, a proscenium stage with a 25-line fly system, an orchestra lift, dressing rooms, a sound system, a scene shop, a computer-controlled lighting system, and a cyclorama. It was refurbished in 2011.

The auditorium is a lasting memorial to Cressy Thomas Havens, whose estate provided approximately $225,000 toward the construction of the facility. Built at a cost of nearly $1 million, Havens Auditorium was opened in 1965.

IU Kokomo's Havens Auditorium is available for use by a broad spectrum of community organizations. It has served as the site for such activities as local amateur theater and music productions, public meetings, recitals, concerts, arts competitions, pageants, and film series.

Fees

Karen Shaw, Bursar

Fees are paid according to published schedules each semester and are subject to change by action of the Indiana University Board of Trustees. A nonrefundable application fee of $35 is charged to all undergraduate credit students new to Indiana University. Rules for determining resident and nonresident student status may be found in the section entitled "University Policies."

Fees are subject to change by the Trustees of Indiana University, the vice president of finance, or the campus chancellor. Students should visit our web site at www.iuk.edu/bursar for the most current information, due dates, tuition and fee rates, how to make payment, and our payment plan option. The QuikPAY ™ (QP) electronic billing and payment system is the official means of generating bursar bills (e-bills) to all Indiana University students. Paper billing statements are not provided for enrolled students.

Students will receive a notice in their University-assigned e-mail account when their QP bill is ready to be viewed online. This online statement will detail the amount due and the payment due date.

Student University-assigned e-mail accounts have been established as the official means of communication between the student and Indiana University Kokomo. It is each student's responsibility to check for e-mail messages that the university may be sending.

Development

Cathy Clearwaters, Assistant Director of Development

The Development Office engages current and prospective donors and campus friends throughout north central Indiana, cultivating and maintaining meaningful relationships, to share the story of how IU Kokomo is transforming the region, and to solicit funds to support the strategic initiatives of the campus.

Center for Teaching, Learning and Assessment

Julie Saam, Director

The mission of the Center for Teaching, Learning, and Assessment is to support effective teaching and promote student learning through development of the faculty. The Center's activities include

- Identifying and providing resources for faculty to improve their teaching.
- Promoting effective teaching practices in and out of the classroom.
- Promoting the Scholarship of Teaching and Learning (SoTL).
- Providing technology training and consultation for faculty and staff.
- Supporting assessment of student learning by academic programs and support units

Center for Education Partnership (CEP)

The IU Kokomo School of Education Center for Educational Partnership (CEP) was established in March 2011 in response to the need for increased educationally purposeful collaboration between the IU Kokomo School of Education and K-12 schools in the surrounding region. A total of 21 area school corporations comprise the CEP and are represented at quarterly CEP meetings and provide support for CEP activities. For additional information contact the School of Education at http://iuk.edu/education/index.php.

Center for Economic Education

Kathy Parkison, Director

The mission of the Center for Economic Education "is to promote economic literacy in central Indiana." The Center has the following objectives:

- improving the quality of classroom offerings of K-12 teachers, through pre-service and in-service courses in economic, financial, and entrepreneurship education, as well as after-school programming in those subjects;
- conducting research on issues relevant to economic literacy and economic and entrepreneurship education;
- enhancing community awareness of the wide-reaching consequences of economic education;
- acting as a community resource to seek additional funding in the area of economic education.

The Center is accredited by the Council for Economic Education (CEE) and operates under the auspices of the Indiana Center for Economic Education.

Campus Safety and Security

Indiana University Police Department – Kokomo

The security of students, employees, and visitors is a priority at IU Kokomo. The campus is patrolled on a regular basis, and escort service to parking areas is available upon request. Safety concerns should be directed to the Security Office, Room 250, Kelley Student Center, or by calling (765) 455-9363. The office is open from 8 a.m. to 10 p.m. Monday through Friday; Saturday, 8 a.m. to 5 p.m. and Sunday from 1 to 6 p.m. Accidents or emergencies that occur when the office is closed should be reported to the Physical Facilities Office, (765) 455-9273.

Regulations and Policies Applicable to Students on the Kokomo Campus Motor Vehicles Regulations

1.1 All faculty, staff members, students, and visitors to Indiana University Kokomo are commuters.

Smooth traffic flow and proper parking are therefore important to the operation of the

university. The following regulations are designed to provide effective, safe, and equitable

management of driving and parking on university property.

a. Sec. 3.09., Indiana Burns Statutes 28-6539, I.C. 20-12-3.53. Acts 1971, P.L. 329, s.1. defines the powers and duties of campus police and powers relating to traffic and parking control. The regulations applicable to traffic and parking may include, but not be limited to, the following:

1. Provisions governing the registration, speed, operation, parking and time, places, and manner of use of motor vehicles, bicycles and other vehicles.
2. Provisions prescribing penalties for the violation of regulations may include the imposition of reasonable charges, the removing and impounding of vehicles at the expense of the violator that are operated or parked in violation of the regulations, and the denial or permission to operate vehicles on the property of such institutions. The law does not limit or restrict the powers of any other governmental authority with jurisdiction over public streets, roads or alleys.

b. These regulations are subject to amendment at any time:

3. The speed limit for motor vehicles on university property is 15 miles per hour.
4. Motorbikes, motorcycles, and motor scooters are subject to all regulations and must be operated only on streets normally used by automobiles.
5. Any accident involving a motor vehicle on IU Kokomo property must be reported to the Campus Safety and Security Office, Room 107or 234D, Kelley Student Center. This office is open 8 a.m. to 10 p.m. Monday through Friday, and 8 a.m. to 5 p.m. on Saturday and 1 p.m. to 6 p.m. on Sunday. When the office is closed or there is no one in the office, report accidents to Physical Plant in the Main Building.
6. Parking of motor vehicles on university property is confined to areas designated for that purpose. Parking is prohibited on grass, in construction areas,

or any other place that will mar the landscape of the campus, inconvenience or endanger anyone, create a hazard, or interfere with the use of university facilities by others. Violators are subject to tickets, and vehicles may be towed away.

7. Yellow curbs designate no parking zones. Parking is also not allowed at any loading and service vehicle dock or zone, entrance to buildings, or emergency zones. Parking is not permitted on the oval entrance drive.
8. Individuals utilizing handicapped parking facilities must have a special permit in addition to the regular parking permit. There is no charge for this special handicapped permit.
9. Any vehicle in violation of parking regulations or any that are apparently abandoned may be towed away without notice and stored at the owner's expense.
10. Parking regulations are enforced from 8 a.m. to 10 p.m., Monday through Friday, including examination and holiday periods.

c. Vehicles owned by other Indiana higher education institutions, and vehicles with faculty/staff parking permits from other Indiana higher education institutions where similar parking programs are in force, will be honored. All vehicles must properly display a valid parking permit in order to park in designated parking areas of IU Kokomo.

d. Removal of a permit from a vehicle is required upon change of vehicle ownership, termination of association with the university, or expiration of the permit. The person in whose name a vehicle is registered at the IU Kokomo Office of Administration and Finance is held responsible for all violations by the vehicle bearing that person's permit.

e. The regulations are internal administrative regulations of the university and do not replace state laws or municipal ordinances. In addition to the university parking violations described below, any violation of state or municipal laws may result in arrest of the violator and/or notice to appear before state or municipal courts:

1. Parking across lines in designated parking spaces.
2. Parking against the traffic flow.
3. Parking in a posted or marked area, i.e., no parking zone, loading zone, yellow curb area, near a fire hydrant, or on a hashmarked area.
4. Moving violations.
5. Parking on curbs, crosswalks, or grass.
6. Blocking a driveway.
7. Double parking.
8. Parking in a restricted area without a properly displayed permit.

- Fines are $25 each. Those parked in Handicapped posted areas without proper permits will be charged $50 for each offense. Fines are to be paid within seven days of the date of issuance of a ticket at the IU Kokomo Office of Administration and Finance between 8 a.m. and 5 p.m., Monday through Friday. Payment may be in cash or by check, payable to IU Kokomo. The traffic violation notice must accompany payment.
- Persons have a right to appeal the issuance of a parking citation to the Parking Appeals Committee. Appeals must be in writing. Explanations, supporting statements, or memoranda must be attached.
- Fee Schedule for Parking Permits (Parking fees are subject to change by action of the Trustees of Indiana University, the Vice Chancellor of Finance, or the campus Chancellor.)

Type of Permit Per semester/session
Credit students $4.40/cr. hour per permit

Art Gallery

Tara Scott, Director

The Indiana University Kokomo Art Gallery is a stunning 2,000-square-foot exhibition space located in Alumni Hall of the Kelley Center Complex. The Gallery provides premier visual arts exhibitions for the campus, community and surrounding region and hosts 6-9 exhibitions annually from local, regional, national and international artists. Exhibitions include traveling loans from other galleries and museums, shows of works of professional artists, student shows, juried shows and area K-12 school exhibitions.

Alumni Relations and Campus Ceremonies

Benjamin Liechty, Director of Alumni Relations and Campus Ceremonies

Alumni Relations cultivates relationships with alumni of Indiana University Kokomo throughout the world in an effort to foster support of the university's mission. Campus Ceremonies oversees official Indiana University Kokomo events including the campus' signature ceremony, Commencement.

The mission of the Office of Advancement is to cultivate and advance relationships to build support for Indiana University Kokomo. The office consists of four operational units (Alumni Relations and Public Affairs; Marketing; and Advancement) which serve the campus to achieve the individual unit and overall campus goals.

IU Kokomo Academic Bulletin

IU Kokomo Academic Bulletin

A new year and a new bulletin! As you can see the look of the bulletin has changed. The new face-lift allows you to easily search the Bulletin along with adding quicker and easier access to IU Kokomo's main web pages. The catalog has also become an annual publication, allowing changes to programs and courses to occur more quickly. Each student needs to follow the bulletin that coincides with the year he or she entered IU Kokomo and each student should follow the major program requirements that are in effect when they were admitted to the program.

Academic bulletins contain official information related to undergraduate and graduate academic programs and regulations. Bulletins are for information purposes only and do not constitute any contractual agreement between a student and Indiana University. While every effort is

made to provide accurate and current information, Indiana University reserves the right to change without notice statements in the bulletin series concerning rules, policies, fees, curricula, courses, or other matters.

Summer Bridge Program

The Summer Bridge Program is a one-week experience on campus held in late July and early August to assist new students in acclimating to college.

Led by caring, student-centered resident faculty, each Summer Bridge class engages in activities that help them get to know important offices on campus, navigate our buildings and grounds, prepare for college-level academic success, and connect with one another. Students who participate in this intense but enjoyable experience make friends and form relationships with faculty that strongly promote their success on campus.

Summer Bridge is a graded course worth 1 college credit. Scholarship funding is available to many students to defray the tuition cost for this course.

Students who are interested in participating in Summer Bridge should contact the Office of Student Success and Advising to learn how to enroll.

Academic Success Coaching

Academic success coaching involves one-on-one support of the academic and personal success of any IU Kokomo student seeking this service. Coaching can include assistance with study skills and habits, time management, navigating campus resources, and balancing one's academic life with other aspects of well-being.

Coaching is performed by trained, dedicated staff reporting to the Office of Student Success, at no charge to students receiving it. Any interested student can contact the Office of Student Success and Advising to learn more and seek a referral.

Advising Centers and Locations

Academic Advising Centers

Advising Center - Room 223, Kelley Center, 765 455-9405

- Business, Hospitality and Tourism, Public Administration/Health Management, Criminal Justice
- Education
- Humanities and Social Sciences
- Sciences, General Studies, Bachelor of Applied Sciences
- Exploratory (undeclared majors)

Advising Center - Room 120, East Building, 765-455-9384

- Nursing and Allied Health Sciences

New Student Convocation

New Student Convocation is a celebration to officially welcome incoming students to IU Kokomo. Participants will gain insight from an inspirational speaker, and will meet faculty and fellow students in their area of study. For more information to to http://iuk.edu/advising/convocation.php.

New Student Orientation

New Student Orientation is designed to prepare students for success at Indiana University Kokomo. Students will learn in-depth information about various services that IU Kokomo offers to support students in achieving their goals. Attendees will also interact with orientation leaders to get an insider view of life at IU Kokomo. For more information, go to http://iuk.edu/advising/orientation.php.

Testing Center

The Testing Center provides all testing services for the campus. Exams offered through the Testing Center include the Accuplacer, TEAS, DANTES, ALEKS math placement, and foreign language placement. The center is also available for accessibility services testing and make-up exams.

The Testing Center is located in Room 250 of the Kelley Student Center. Please see iuk.edu/testing for testing guidelines, hours of operation, and testing forms.

Student Success and Advising

The Office of Student Success and Advising provides services that support student transition to college and persistence toward graduation. This unit houses all undergraduate academic advisors for the campus. Specific services provided by academic advising include major and minor exploration, referral to campus resources, transfer credit analysis, course planning, academic progress reviews, and graduation checks.

The office is also responsible for New Student Orientation, New Student Convocation, testing services, and academic success coaching. The Summer Bridge Program is also coordinated by staff within this office, and advisors play a role in this program.

Courses

Department of Hospitality and Tourism

HTM-T 100 Introduction to Tourism Studies (3 cr.)
Travel, trends, travel-modes, and economic impact on destination area. Emphasis on local, regional, and national tourism.

HTM-T 171 Introduction to Convention/Meeting Management (3 cr.)
An overview of the conventions, expositions and meetings industry. Focus will be on the operational aspects of various industry segments and the intra-industry of each.

HTM-T 181 Lodging Industry Operations (3 cr.)
Concepts of organization, communication, ethics and policy formulation in the front office. Introducing the basic techniques and trends in systems and equipment available to meet the needs of the management and the guest.

HTM-T 191 Sanitation and Health in Food Service, Lodging and Tourism (3 cr.)
The application of sanitary and public health engineering principles to food service and lodging operations.

HTM-T 210 Special Event Management (3 cr.) P: HTM-T 171
Course topics include planning for social events such as themed parties, weddings, balls, fundraiser recognition and entertainment events.

HTM-T 218 Wines of the World (3 cr.) P: 21 years of age
An examination of wines produced in other countries, identifying the characteristics of the growing regions, types of wines produced, economic considerations of purchasing imported wines and marketing these wines to increase beverage sales.

HTM-T 219 Management of Sports Events (3 cr.)
Amateur or professional sport event planning will include discussion of site selection, logistics, personnel, marketing, economics, and legalities of hosting an event.

HTM-T 271 Mechanics of Meeting Planning (3 cr.)
P: HTM-T 171
An analysis of details pertinent to the organization and execution of a meeting. Topics include finances and contracts, site selection, program development, marketing, evaluation and wrap-up.

HTM-T 306 Destination Planning (3 cr.)
To prepare a business plan that presents a comprehensive outline of a proposed hospitality operation and includes a financial portfolio and work history of the applicant.

HTM-T 310 Event Catering Management (3 cr.)
Exploration of off and on premise catering requirement. Concept of event food management including menu planning, budget preparation, logistics management, guest relations and marketing.

HTM-T 325 Food and Beverage Management (3 cr.)
P: HTM-T 191
This course will educate students on the standards required for food and beverage operations. They will learn how to effectively manage food and beverage controls, operating budgets, health and safety in food preparation, menu management and pricing, purchasing and supplier selection, and service quality standardization.

HTM-T 328 Introduction to Microbrewing (3 cr.) P: 21 years of age
This course deals with the principles of microbrewing, and each student will learn the basic concepts necessary to create beer. In this sense, students should come away from this class with the knowledge to build his or her own microbrewery. As well, this class teaches a general appreciation for brewing and beers around the world.

HTM-T 334 Cultural Heritage Tourism (3 cr.)
Cultural and heritage tourism balances visitor interests and needs against protecting cultural and heritage resources. This course examines the range of cultural and heritage assets that can become viable tourism attractions and looks at ways of linking quality cultural heritage tourism to community development. Special emphasis will be placed on Indiana cultural and heritage tourism.

HTM-T 351 Tourism Experiences (3 cr.) P: HTM-T 100.
This course aims to evaluate tourism experiences from an interdisciplinary perspective, including the role of humans, nature/landscapes, built environments and technologies in staging tourism-experiences. Elements include analysis and evaluation of tourism experiences involving hospitality, resorts, cultural/heritage locations, urban destinations and events. The class will include techniques for managing quality tourism experiences and the developing new tourism experience for a tourism location.

HTM-T 355 Interpretation and Tour Guiding for Destinations (3 cr.) P: HTM-T 100.
This course explores the communication processes and practices between resource managers and visitors at tourism locations including natural, cultural, historic and learning resource sites. This course includes principles and techniques of gathering, analyzing and disseminating information through various media, such as exhibits, presentations, publications and programs at museums, natural and cultural centers, and other tourism attractions.

HTM-T 362 Economics of Tourism (3 cr.) P: HTM-T 100. C: ECON-E 201 or ECON-E 200
To discuss the economic impact of travel on tourism's various sectors, and the quantitative methods that can be applied to travel forecasting and tourism principles.

HTM-T 371 Special Event Management (3 cr.) Course topics include planning for social events such as themed parties, weddings, balls, fundraiser recognition and entertainment events.

HTM-T 375 International Tourism (3 cr.)
This course will help students have a better understanding of tourism practices from a global perspective by appraising the impact of international tourism from a cultural, social and economic point of view. This will involve examing the history, policy, and trends in the industry, research various aspects of the tourism industry, identifying potential careers, and acquiring workable use of terms, concepts, and principles.

HTM-T 385 Beer and Spirits Management (3 cr.) P: 21 years of age
Students will be introduced to the basic principles of beer and spirits production with a primary focus on manufacturing quality criteria, beer and spirits styles, and sensory standards. Evaluation by tasting is an integral part of this course.

HTM-T 401 Tourism Internship (3-6 cr.) P: Junior standing
To provide students an opportunity to improve their operational/managerial skills by working in new areas.

HTM-T 419 Tourism Sports Marketing (3 cr.) P: ECON-E 200 or ECON-E 201 and BUS-A 200 or BUS-A 201
This course will focus on marketing for diverse sports as it relates to tourism with an emphasis on intercollegiate athletics, professional sports, and multi-sport club operations.

HTM-T 425 Event Production (3 cr.) P: HTM-T 171 and HTM-T 271
This course will help students gain an understanding of the production of events. The logistics and strategy behind quality events will be covered and students will have the opportunity to use scenarios to create their own signature event specifications.

HTM-T 444 Tourism Careers and Leadership (3 cr.) P: HTM-T 171, junior status or approval of instructor
This course will cover topics that help students be prepared for a career in the tourism industry. Leadership and management techniques will be discussed and studied to help hone in skills that will be vital to tourism professionals and especially those with supervisory responsibilities.

HTM-T 475 Special Topics in Tourism (3 cr.) P: HTM-T 171, junior status or approval of instructor
This course will cover special topics that are current issues or opportunities in the tourism industry. With the rapidly changing tourism environment due to economies, technology, and aging populations, there are some topics that will be timely to the current trends in tourism and will benefit our students to have an understanding of these topics prior to working in the industry full-time.

Department of Public Administration and Health Management

PAHM-H 320 Health Systems Administration (3 cr.) An overview of the U.S. health care delivery system. It examines the organization, function, and role of the system; current system problems; and alternative systems or solutions.

PAHM-H 352 Healthcare Finance I (3 cr.) A study of the financial management of health care facilities, based on generally accepted business principles. Accounting and managerial control of cash, accounts receivable, inventory control, budgeting, and cost control, as well as accounting and evaluation of short- and long-term debt will be examined.

PAHM-H 354 Health Economics (3 cr.) This course applies economics to the study of administrative and policy issues in the health care sector. Economic concepts are used to explain the system of health care financing and the organization of health care delivery in the U.S. The economic evaluation of health care programs is also discussed.

PAHM-H 365 Health Administration Practicum (3 cr.) The Health Administration Practicum will consist of a personal career-planning component coupled with weekly field visits to health care agencies in central Indiana. Students must perform satisfactorily in both parts of the practicum to receive a passing grade.

PAHM-H 401 Strategic Planning for Health Care Organizations (3 cr.) This course examines strategic planning techniques as they apply to health care organizations. Students will develop and defend a comprehensive strategic plan for a case facility. One half of the course will be conducted in a workshop format.

PAHM-H 402 Hospital Administration (3 cr.) The study of organization, structure, function, and fiscal operations within hospitals. The role of the hospital in the community, relationship to official and voluntary health agencies, coordination of hospital departments, and managerial involvement will be examined.

PAHM-H 411 Long-Term Care Administration (3 cr.) Nursing home regulations, legal aspects, and insurance; personnel management; medical records; diet and food service; rehabilitation; nursing services; psychiatric aspects in handling of geriatric patients; professional standards; use of volunteer groups.

PAHM-H 432 Health Care Marketing (3 cr.) A practical study of marketing in health care institutions, health service organizations, and health insurers. A basic foundation in marketing principles, new methods in marketing products and services, and inexpensive marketing techniques will be examined.

PAHM-H 441 Legal Aspects of Health Care Administration (3 cr.) An overview of the liability and legal responsibility, as well as legal recourse, that health care facilities may exercise. This course will discuss policies and standards relating to health facility administration. Also included is a discussion of financial aspects unique to the hospital/ health care facility environment, such as third-party payments and federal assistance.

PAHM-H 455 Topics in Public Health (1-3 cr.) Extensive discussion of selected topics in public health. The topic may change from semester to semester, based on resource availability and student demand. May be repeated for credit.

PAHM-H 456 Health Care Reimbursement (3 cr.) Course examines the organizational structures of managed care as used in the health industry. The strengths and weaknesses of managed care organizations are examined, as well as the performance of both public and private managed care organizations. Course also examines and discusses current issues surrounding managed care.

PAHM-H 474 Health Administration Ethics Seminar (3 cr.) This course examines health care ethical decision making challenges from the managerial perspective and explores broader policy issues associated with ethical problems in health care institutions. It provides an overview of general theories of ethical challenges in everyday managerial coursework.

PAHM-H 509 Financial Management Principles of Healthcare (3 cr.) Provides knowledge of corporate finance practice in health care organizations. Establishes an understanding of the basic elements of financial theory used to address service expansion or contraction, capital investment issues, developing business plans and working capital management.

PAHM-H 514 Health Economics (3 cr.) Examines the principles and applications of economic analysis in the health field; the economist's approach to health care issues, and provides insights offered by economic analysis of specific health issues and problems.

PAHM-H 515 Seminar in Health Policy: Special Topic (3 cr.) Exploration of health policy topics from economic, financial, sociological, political and psychological perspectives. Analytical paradigms are applied to organizational or macro-policy making issues that vary in response to changing environments.

PAHM-H 612 Marketing for Health Services Delivery (3 cr.) The course provides a working knowledge and the skills required to market health services. Health institution-based projects are emphasized.

PAHM-H 628 Health Care Information Systems (3 cr.) A study of the terminology, technology, and application of information systems in various health care settings. Topics include the gathering, organization, storage, and retrieval of complex data banks, as well as assessment of health service data needs and considerations in developing information systems. Includes many computer-based exercises.

PAHM-V 130 Current Topics in Public Affairs (1-3 cr.) Readings and discussion of current public affairs issues and problems. May be repeated for credit.

PAHM-V 171 Introduction to Public Administration (3 cr.) Broad coverage of public affairs through critical and analytical inquiry into policy making at all levels of government. Particular emphasis on intergovernmental relations as they affect policy in the federal system.

PAHM-V 221 Nonprofit and Voluntary Sector (3 cr.) This course provides a broad overview of the U.S. nonprofit sector. Topics include the sector's size and scope and its religious, historical, and theoretical underpinnings. It also examines perspectives on why people organize, donate to, and volunteer for nonprofit organizations, and looks at current challenges that the sector faces.

PAHM-V 263 Public Management (3 cr.) This course is an examination of the management process in public organizations in the United States. Special attention will be given to external influences on public managers, the effects of the intergovernmental environment, and, in particular, problems of management in a democratic, limited government system.

PAHM-V 346 Introduction to Government Accounting and Financial Reporting (3 cr.) An introduction to government accounting, including comparison with accounting for the private sector; intended as background for the use of financial administrators. The course primarily deals with municipal accounting. Not open to students with more than seven credit hours of accounting.

PAHM-V 362 Nonprofit Management and Leadership (3 cr.) Students in this course examine the management practices of nonprofit organizations. The course encourages students to take the perspectives of nonprofit managers, volunteers, board members, policy-makers, donors, and clients. Course projects expand understanding of the nonprofit sector and develop students' management skills, analytical tools, and knowledge.

PAHM-V 366 Managing Behavior in Public Organizations (3 cr.) This course provides an introduction to the management of people in public organizations. Focus is on behavioral science in management and related analytical and experiential applications.

PAHM-V 368 Managing Government Operations (3 cr.) P: PAHM-V 348. Application of analytical techniques to operating decisions in the public management sector. Cases are used extensively to illustrate the application of techniques (such as charting, capacity and demand analysis, forecasting, performance measurement, decision analysis, queuing/simulation, Markov modeling, and cost-effective analysis) to design, scheduling, and inventory assignment, transportation, and replacement decisions.

PAHM-V 370 Research Methods and Statistical Modeling (3 cr.) This course will introduce the student to the basic methods, issues, analytical techniques, and ethical considerations of evaluation research.

PAHM-V 372 Government Finance and Budgets (3 cr.) Study of fiscal management in public agencies, including revenue administration, and fiscal federalism. Examples and applications to contemporary government decisions.

PAHM-V 373 Human Resource Management in the Public Sector (3 cr.) The organization and operation of public personnel management systems, with emphasis on concepts and techniques of job analysis, position classification, training, affirmative action, and motivation.

PAHM-V 376 Law and Public Policy (3 cr.) The purpose of this course is to provide a basic understanding of the origins, process, and impact of law in the making and implementing of public policy. The course's major objective is to provide students with the substantive concepts necessary to understand the judicial system and law in its various forms.

PAHM-V 378 Policy Processes in the United States (3 cr.) Course content includes analytical perspectives of the policy process, the centers of policy, and the public interest. Selected cases involving problem analysis and decision making on public issues are included, as well as discussion of current policy issues.

PAHM-V 379 Performance Measurement and Program Evaluation (3 cr.) This course provides an overview of program evaluation as it relates to public affairs, criminal justice, health policy, and environmental science with particular emphasis on measuring program outcomes. The course is designed for students who envision themselves working in management, policy-making, or research roles.

PAHM-V 380 Internship in Public and Environmental Affairs (1-6 cr.) P: Consent of instructor. Open to interested majors upon approval of the faculty. Students are placed with public agencies or governmental units for assignment to a defined task relevant to their educational interests in public affairs. Tasks may involve staff work or research. Full-time participants may earn up to 6 credit hours. May be repeated for credit. Course is graded S/F (Satisfactory/Fail).

PAHM-V 386 Case Studies for Policy Analysis (3 cr.) This course focuses on analyzing case studies of public policies using a variety of disciplinary perspectives, including application of the principles and concepts of intermediate microeconomic theory.

PAHM-V 387 Public Administration and Emergency Management (3 cr.) An examination of the American federal system and how it affects policy making and emergency management. Topics include government programs, participation of agencies and actors from all three levels of government, the nonprofit sector, and the private sector. Administrative processes involved in managing major hazards and disasters will be presented.

PAHM-V 405 Public Law and the Legislative Process (3 cr.) This course focuses on Congress as a policy-making body in the U.S. public law system. It covers the

constitutional framework for congressional operations, as well as technical aspects of the legislative process such as bill drafting and analysis, the role of leadership, and the prerogatives of individual members.

PAHM-V 412 Leadership and Ethics (3 cr.) This course is designed to examine the complex leadership issues and challenges facing communities and to explore how citizens and government can work together to address these challenges. This includes exploration of how the problems, conflicts, and dilemmas encountered by leaders when making decisions must be considered within an ethical framework.

PAHM-V 443 Managing Workforce Diversity (3 cr.) The composition and nature of the workforce is changing. Managers must decide how to accommodate real differences among the members of their organizations. This course seeks to provide information for practitioners who hope to integrate an understanding of workforce diversity into their management style and professional behavior.

PAHM-V 444 Public Administrative Organization (3 cr.) A review of research findings and analysis of the operation of public agencies and their performance.

PAHM-V 460 Intergovernmental Relations (3 cr.) Overview of the dynamics of multi-organizational governance in the United States. Examination of federal and other systems. Structure and operations of intergovernmental programs and the role of managers within these systems.

PAHM-V 473 Management, Leadership, and Policy (3 cr.) This course seeks to integrate learning across the public affairs curriculum. Students will review and reflect about their learning in management, leadership, and policy. Experiential methods service learning, projects, cases, and exercises – will be used to help students apply theory, concepts, and skills.

PAHM-V 502 Public Management (3 cr.) Analysis of concepts, methods, and procedures involved in managing public organizations. Problems of organization, planning, decision making, performance evaluation, and management of human resources are considered. Cases are drawn from a variety of public services found at federal, state, and local levels of government.

PAHM-V 504 Public Organizations (3 cr.) This course focuses on the behavior and theory of public organizations in four areas: (1) individual and groups in public organizations; (2) the design of public organizations; (3) organization environment relations, and (4) inter organizational relations.

PAHM-V 506 Statistical Analysis for Effective Decision Making (3 cr.) Non-calculus survey of concepts in probability, estimation, and hypothesis testing. Applications of contingency table analysis and analysis of variance, regression, processing of data emphasized.

PAHM-V 509 Administrative Ethics in Public Sector (3 cr.) Ethical conduct in the public sector is examined. Topics covered could include personal ethical responsibility, deception, corruption, code of ethics, policy making, morality, politics, and whistle bowling. Case studies and media materials will be used to illustrate these and other such issues affecting the workplace.

PAHM-V 512 Public Policy Process (3 cr.) An examination of the role of the public affairs professionals in policy processes. Focuses on relationships with political actors in various policy areas.

PAHM-V 517 Public Management Economics (3 cr.) This course focuses on applications of the principles and concepts of intermediate microeconomic theory and managerial economics to public-sector management decisions and policy analysis. The course utilizes case studies with the goal of giving students opportunities to recognize the economic dimensions inherent in the public policy problems and to develop an analytical problem solving orientation.

PAHM-V 525 Management in the Nonprofit Sector (3 cr.) P: PAHM-V 521. An examination of nonprofit organizations and their role in society. Management issues and public policy affecting these organizations are discussed. Primary emphasis is upon U.S. organizations, but attention is given to the global nature of the sector.

PAHM-V 540 Law and Public Policy (3 cr.) Explanation of law in society and its influence on public-sector operations. Examination of some of the central substantive areas of the study of law, including regulatory processes, administrative adjudication, the Administrative Procedures Act, ombudsmen, and citizens' rights, among others.

PAHM-V 543 Health Services Management (3 cr.) A course that integrate theory and application with respect to management of health service organizations. Emphasis on the role of managers and management within formal health service organizations. Current management and organization theories are applied to an understanding of health care delivery settings.

PAHM-V 550 Topics in Public Affairs (3 cr.) Selected research and discussion topics organized on a semester-by-semester basis usually with significant student input in the course design.

PAHM-V 557 Proposal Development and Grant Administration (3 cr.) This course provides the opportunity for each student to develop a complete proposal through participation in the entire grant application process. The integration of case studies, visual media, printed materials, and class discussions provides students with practical knowledge for writing successful proposals.

PAHM-V 560 Public Finance and Budgeting (3 cr.) The fiscal role of government in a mixed economy; sources of public revenue and credit; administrative, political revenue and credit; administrative, political, and institutional aspects of the budget and the budgetary process; problems and trends in intergovernmental fiscal relations.

PAHM-V 561 Public Human Resources Management (3 cr.) Analysis of the structure, operations, and design of public personnel systems, including government agencies and public enterprise. Relationships between public policy and personnel concepts, values, and operations considered.

PAHM-V 562 Public Program Evaluation (3 cr.) Examination of how the program of public agencies is proposed, established, operated, and evaluated. Discussion of the role and conduct of research in the program evaluation process. In addition, techniques of effective evaluation and analysis are discussed.

PAHM-V 566 Executive Leadership (3 cr.) The course offers an in-depth examination of factors that contribute to successful executive leadership practices in a variety of organizational settings. Topics include what leadership is, what impact leadership has, and how leaders use various approaches and powers to achieve their goals.

PAHM-V 585 Practicum in Public Affairs (1-6 cr.) Students hold work assignments with public agencies. Grading is on an S/F basis.

PAHM-V 631 Health Planning (3 cr.) A workshop in analysis and use of health data in a planning context. Course deals with the planning process and methods with an emphasis on systems theory. Class project or plan is developed and presented and defended in a simulated public hearing format.

Division of Allied Health Sciences

AHLT-M 101 Introduction to Health Records (3 cr.) Focus on the role of the coding professionals as an essential part of the healthcare team.

AHLT-M 190 Coding I (3 cr.) The study of ICD-9-CM coding and classification principles and CPT coding principles, as used in acute ambulatory and long-term care facilities.

AHLT-M 191 Coding II (3 cr.) Advanced principles of the ICD-9-CM classification system; optimization; DRG's, sequencing, reimbursement; application of CPT coding principles in acute and ambulatory settings.

AHLT-M 192 Introduction to HIM and Reimbursement Methodologies (3 cr.) Introduction to health information management, health records, standards, regulations and content; overview of release of information principles, privacy and security; reimbursement methodologies including Medicare, third party payers, ambulatory settings and physician practices.

AHLT-M 285 Internship in Medical Coding (1-6 cr.) Clinical assessment in systems and processes for collecting, maintaining, and disseminating health related information; development of professional attitude for interacting with consumers and other professions in the health care industry. (P. all courses for coding certificate must be completed prior to this internship)

AHLT-M 301 Electronic Medical Records Management (3 cr.) This course is designed to introduce the student to the basics of electronic medical records (EMR) management. This course outlines the essential documents/data content required for maintaining legal medical records using electronic and paper media.

Applied Sciences

HPER-H 315 Consumer Health (3 cr.) This course is an overview or survey course of health products and services. The health system is large and complex. Therefore, the consumer needs to exercise proper discretion in selecting and properly utilizing the myriad of medical goods and services based upon personal values and decision-making skills. This course will also explore consumer issues related to proper selection of food and nutritional productions comparing different food labeling and costs. Chronic Diseases in America are discussed from a consumer health approach. (Cross-list with AHLT-H383)

AHLT-M 366 Leadership for Health Professionals (3 cr.) This course addresses the Leadership of organizations that deliver health care services such as hospitals, nursing homes, multi-specialty clinics, and home health care agencies. Students will examine principles of effective management including organizational design, motivation, leadership, conflict management, teamwork, and strategic alliances.

Health Sciences

AHLT-A 344 Strength Training and Conditioning (3 cr.) This course is intended to cover the essentials of strength training and conditioning to prepare a student who is interested in becoming a Certified Strength and Conditioning Specialist or a Certified Personal Trainer. (P: ANAT-A 215, PHYS-P 215)

AHLT-A 491 Internship in Health Sciences (1-6 cr.) Under the guidance of a Health Science faculty the student will perform an internship that is suitable to meet the learning objectives of the course. Objectives may vary depending on the specific concentration and internship facility. This is a variable credit course. (P. 30 + credit hours)

AHLT-B 352 Performance Improvement in Health Management (3 cr.) This course provides the fundamental concepts of quality management in health care systems and the essential tools, to measure and analyze a system, evaluate problems, and implement necessary changes to improve system performance. You will study system model theory in health care and utilize critical thinking to create changes in your own organization to improve client care, patient safety and essential services. Therefore, you will be utilizing your personal experience in assignments, to create a more meaningful student experience, useful in your future endeavours. (P. 30 + credit hours)

AHLT-B 371 Human Resource Management in Health Care (3 cr.) Human resource management in the health care system. Including planning, staffing, development, performance appraisal, job design development and analysis

AHLT-B 499 Health Management Capstone (1-3 cr.) The main purpose this course is to provide the culminating, integrative curricular experience for students in the Bachelor of Applied Science degree Health Management Track. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. (Senior in BAS graduating within calendar)

AHLT-C 180 Introduction to Clinical Laboratory (1 cr.) This course is an accelerated 8 week course. An overview and introduction to laboratory safety and basic skills as used in specimen processing and laboratory information systems, urinalysis, hematology, chemistry, immunology, immunohematology, and microbiology and phlebotomy. Universal precautions and proper procedures in regard to specimen processing will be taught to the

student. Laboratory quality control, and the proper use of instrumentation will be presented as used in the clinical laboratory settings. Normal human laboratory values will be discussed. Students will take field trips to local health facilities' laboratories. Attendance for these trips is mandatory for success in this course.

AHLT-C 340 Principles of Sports Officiating (1 cr.) Topics in sports officiating will include sports such as football, basketball, softball (baseball) and volleyball. Ethics of sport officiating; mastery, interpretation, and application of sports rules. Laboratory and classroom experiences.

AHLT-C 350 Theory and Technique of Coaching Basketball (2 cr.) This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of basketball at elementary, secondary, and collegiate levels.

AHLT-C 360 Philosophical Foundations of Coaching (3 cr.) A philosophical approach to coaching for various sports. Topics include, but are not limited to, different coaching styles and strategies, growth and development characteristics, legal issues and liability, pedagogical considerations, coaching relationships, and other issues and problems related to sport.

AHLT-C 354 Theory and Technique of Coaching of Volleyball (2 cr.) This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of volleyball at elementary, secondary, and collegiate levels.

AHLT-C 485 Practicum in Coaching (1-6 cr.) Under the advisement of a faculty member and supervision of a coach/ sports/ fitness specialist, the student will work or otherwise actively participate in a coaching setting. (Junior/Senior standing and admission to the Coaching Minor) CPR Certification must be completed and recorded.

AHLT-F 144 Foundations of Human Movement (3 cr.) Identification, analysis, and evaluation of fundamental motor patterns, progressions in skill development and skills for effective teaching. Analysis, evaluation and development of personal movement and sports skills.

AHLT-H 271 Grant Writing for Health Professionals (3 cr.) Developing effective grant writing skills are essential to acquire competitive funding from government agencies and private foundations. (P. 30 + credit hours)

AHLT-H 305 Food and Beverage Operations (3 cr.) Explores the management of food and beverage operations. Topics include menu selection, service styles, delivery outlet, safety and guest/ client relations.

AHLT-H 322 Epidemiology and Biostatistics (3 cr.) This course introduces the basic concepts of epidemiology and biostatistics as applied to public health. Epidemiology is known as the principal science of public health, and is the study of the distribution and determinants of health conditions or events among populations. Emphasis is placed on the methods of epidemiological investigation, appropriate summaries and displays of data and the use of statistical approaches to describe the health of populations. (P. MATH-M 118, 119, OR 125)

AHLT-H 325 Foundations of Health Education (3 cr.) The focus of this course is the study of the practice of health education in various settings, and selected historical, cultural, philosophical, professional, and ethical issues in the practice of education. Topics addressed in the course include historical perspectives, practice settings, career opportunities, professional ethics, trends, and current issues. Emphasis will also be placed on topics related to the National Commission on Health Education Credentialing (NCHEC). (P. 30 + credit hours)

AHLT-H 327 Introduction to Community Health (3 cr.) A foundational overview of the field of Community Health to include policy and functions of governmental health organizations, prevention of disease and injuries in the general population, the basic health sciences (epidemiology, behavior / social sciences and environmental health) and future directions of community health. (P. 30 + credit hours)

AHLT-H 331 Environmental Health (3 cr.) This course explores the relationship between humans and their environment; how it affects their physical well-being, and what they can do to protect and enhance their health and influence the quality of the environment. (P. 30 + credit hours)

AHLT-H 364 Stress Management in the Health Professions (3 cr.) This course examines the biology of stress and the psychological aspects of stress and its relationship to physiological/ psychological illnesses. Practical and effective stress management options such as coping strategies, time management, behavior modification, and relaxation techniques are explored. (P. 30 + credit hours)

AHLT-H 383 Consumer Health (3 cr.) This course is an overview or survey course of health products and services. The health system is large and complex. Therefore, the consumer needs to exercise proper discretion in selecting and properly utilizing the myriad of medical goods and services based upon personal values and decision-making skills. This course will also explore consumer issues related to proper selection of food and nutritional productions comparing different food labeling and costs. Chronic Diseases in America are discussed from a consumer health approach. (Cross-list with HPER – H 315); (P. 30 + credit hours)

AHLT-H 400 Topics in Health Sciences (3 cr.) Variable content course**.** This course is intended to allow the student to explore a number of topics that are typically associated with personal and community health. These will include, but not limited to Health Behaviors, Chronic Diseases and conditions such as Cancer, Diabetes and Obesity; Environmental factors that influence health around the world including America; supports groups and Recreational Therapies; Age related health topics; May be repeated once for credit. (P. 30 + credit hours or permission of instructor)

AHLT-H 411 Promoting Health Behaviors (3 cr.) Concepts, theories and applied approaches for health communications with emphasis on social marketing, media, advocacy and the process of media messages on health behaviors. (P- S121 Speech, and AHLT-H 327 Intro to Public Health or instructor permission) (P. 30 + credit hours)

AHLT-H 415 Child and Adolescent Health (3 cr.) An overview of determinants and indicators of health of children and adolescents. (P. 30 + credit hours)

AHLT-H 434 Diseases of Diverse Population (3 cr.) This course covers current information about infectious and chronic diseases from a community health perspective; including physiological, psychological, social, cultural, political, environmental, healthcare and economic aspects influencing disease of diverse populations of the world. (P. 30 + credit hours)

AHLT-H 492 Independent Research Studies in Health Sciences (1-6 cr.) Students taking the independent research study will immerse themselves in a new or ongoing research project conducted by Allied Health Science faculty. In this context, students will be given opportunities to learn practical, hands-on research skills. These skills could include, but are not limited to ethics submissions, data collection, data analysis, scientific writing and scientific presentations. For this course the formal class setting will not be used. Instead, students will meet individually or in small groups with the course instructor. These meetings will generally occur on a weekly basis, as agreed upon by the instructor and student. This will all for the course work to center on the needs of the student and the assigned project. Repeatable for credit. (P. Instructor consent)

AHLT-H 499 Senior Health Sciences Capstone (3 cr.) Demonstration of competencies and skills acquired throughout the health sciences education program. To include a professional portfolio. P. Graduating in Health Sciences in the calendar year; and four of the following five courses: (AHLT-H 325, AHLT-H 327, AHLT-H 411, AHLT-H 415 and AHLT-H 434)

AHLT-M 195 Medical Terminology (3 cr.) This course presents a study of basic medical terminology. Prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations, and symbols are included in the content. A programmed leaning, word building systems approach will be used to learn word parts that are used to construct or analyze new terms. This provides the opportunity to decipher unfamiliar terms and check their spelling. Emphasis is placed on spelling, definition, usage and pronunciation. Abbreviations will be introduced as related terms*.* This course is now an online offering.

AHLT-N 130 Introduction to Foods (3 cr.) This course examines the relationship between nourishment, lifestyle choices, and health and disease. Topics include sources and functions of nutrients and their metabolism. Investigation of eating patterns using database technology demonstrates the relationship between food consumption and nutrient adequacy. The economic, cultural and psychological implications of food choices and eating behaviors are studies.

AHLT-N 271 Cultural Gustatory Perceptions (3 cr.) Gustatory, medically, refers to the sense of taste. The sense of taste helps identify food and forms a taste preference, although the appeal of both sweet- and salty-tasting substances, in large part at least, is innately determined (Beauchamp and Cowart, 1985). Gustatory behaviors, such as neophobia and taste aversion learning, suggest that the gustatory information from the taste buds is compared to gustatory memories at all times during food intake, and thus we avoid ingesting novel or harmful food. Gustatory memories enable us to generate vivid perceptions of taste in the absence of peripheral gustatory inputs. Thus, not only signals from the peripheral gustatory nervous system but also those obtained by recalling gustatory memories play a critical role for gustatory information processing. Designed on one hand to examine food preferences, delicacies and taboos tied to some of the world's most unusual sources of sustenance, the course is also crafted to connect the simple acts of eating, no matter how unusual the product or preparation, with the supper table's intricate links to culture, identity, politics and economics. This course seeks to explore ways people are working to preserve their food cultures. In doing so, students also receive education through concepts and basic nutrition knowledge.

AHLT-N 323 Topics in Nutritional Science (3 cr.) Variable topics in nutritional sciences related to current issues in the field of nutrition/ dietetics. Possible topics for weight reduction and fad diets, food additives, diet and human performance, vegans and vegetarianism, child nutrition, diet for senior citizens and disease relations. (P. HPER-N 220 or AHLT-N 336)

AHLT-N 336 Nutrition Through the Lifecycle (3 cr.) Application of nutrition principles to the human life cycle: nutrient functions, needs from infants to mature aging.

AHLT-N 366 Community Nutrition (3 cr.) P: HPER-N 220
This course is designed to equip nutrition and dietetics students with written and oral skills to use in community nutrition programs. The purpose of health promotion and disease prevention interventions, related to food and nutrition, is to facilitate healthy changes in food behaviors. Students will learn how community-based nutrition programs focus on multiple populations in the United States and how public health nutrition policy evolves into community food and nutrition programs. Students will apply their knowledge through the development of a community nutrition assessment and the presentation of their review of successful interventions.

AHLT-N 378 Global Nutrition (3 cr.) The history of food and hunger, and the global nature of our food systems focusing on the impact of our food decisions on the environment, agricultural production, world population relative to food supply, hunger, biotechnology, and safety of our food supply. No prerequisites to this course. Also discuss community nutrition and resources for under-served populations such as meals-on-wheel and WICS.

AHLT-N 442 Exercise and Nutrition (3 cr.) Nutritional needs of individuals participating in physical activity and sport. Topics include the role of individual nutrients in metabolism, estimation of energy needs, fluid balance, food fads, meal planning and nutritional needs of the body during various stages of activity. (P. HPER-N 220 and Statistic course)

AHLT-S 280 Principles of Athletic Training (2 cr.)
P: ANAT-A 215 or consent of instructor
This course will provide the student an introduction to athletic training which will include history, injury prevention establishing a program for injury prevention and rehabilitation. Emphasis will be on preventing injuries and recognition.

AHLT-S 455 Topics in Sports and Fitness (3 cr.) The aim of this course is to explore the social psychological research and theories that facilitate understanding of personal excellence in sport. The course introduces theoretical and empirical work on participation and acquisition of expertise in sport as well as methodological issues related to developmental research in sport. Specific discussion will focus on developmental aspects and learning conditions that allow individuals to maintain participation and reach high levels of performance in sport.

AHLT-S 491 Sports and Fitness Internship (1-6 cr.) P: Declared Health Science major; junior or senior standing or permission of instructor; 30+ hours of credit. Under the advisement of a faculty member and supervision of a coach/sports/fitness specialist, the student will work or otherwise actively participate in a sports and fitness setting. May be repeated for credit.

AHLT-W 100 Careers in the Health Professions (3 cr.) This course explores many of the primary Allied Health Science professions found in health care.

AHLT-W 120 Lifetime Fitness and Wellness (3 cr.) Designed to provide students the knowledge and opportunity to develop and participate in a fitness program to include the four health-related physical fitness components: cardiovascular endurance, muscular strength & endurance, flexibility, and body composition.

AHLT-W 165 First Aid and Emergencies (3 cr.) Covers the necessary First Aid and knowledge about emergencies to proper care for someone who experiences injury or sudden illness.

AHLT-W 210 Current Issues in Health Care (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 globally.

AHLT-W 301 Intergraded and Complimentary Health (3 cr.) This course focuses on the pathophysiology and holistic health management of acute and chronic problems.

AHLT-W 310 Women's Health (3 cr.) Examines the relationship of women to health and health care. Five dimensions of health – physical, mental, emotional social and spiritual- provide a framework for comparison and contrast of health concerns unique to women and common to both sexes of all ages. (P 30 + hours of credits)

AHLT-W 314 Ethics for Health Professionals (3 cr.) Ethics for Health Professionals provides a thorough grounding in ethical theories and principles as reflected in current health care issues and policies. Students are introduced to a variety of frameworks for ethical decision-making and policy analysis. Current trends in the political, economic, and legal spheres of the contemporary health care arena are analyzed through the use of case studies, articles and video presentations. (P 30 + hours of credits)

Applied Health Sciences

AHSC-A 420 Health Care Budgeting and 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 Health Care Organization Supervision and Resource Management (6 cr.) This course is designed for those individuals with healthcare experience who are currently, or striving towards healthcare management positions. In addition, it will provide basic knowledge of many crucial aspects of healthcare organization and resource management that can be used as a foundation or course for graduates. Healthcare organizations supervision can differ from other sector management in that it is multifaceted especially in the area of generating revenue and reimbursement for services. 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 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 health care organizational management.

AHSC-A 440 Health Care Administration and Strategic Planning (6 cr.) P: ASCH H 301
This course will build on concepts introduced in ASCH 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 Community Health Assessment, Education, and Promotion (6 cr.)
Community 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, Evaluation I (6 cr.)
This course examines individual, group, and community needs assessment strategies and how these strategies are used in conjunction with a theory to develop program goals, objectives, and program evaluation mechanisms that address public health concerns through health education and health promotion programs.

AHSC-C 435 Program Assessment, Planning, and Evaluation II (6 cr.) P: AHSC-C 425
This course examines the implementation and evaluation of health education and promotion programs, population health status, and health behavior initiatives. Effective strategies for developing, implementing, and evaluating program goals, objectives and outcomes will be examined.

AHSC-H 301 Health Care Delivery and Leadership (6 cr.) (Taken in the student's first semester of major). Health care is diverse and dynamic. In this course, students examine the history and current functions of health services delivery systems in the United States. The 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 util

AHSC-H 310 Health Policy, Ethics, and Legal Issues (6 cr.) In this course, students are introduced to the concepts of health policy and policy analysis, health care ethics and contemporary ethical dilemmas, and legal issues related to health care and health care outcomes. Students will be exposed to leadership strategies for effecting changes in policy, and in resolving legal and ethical dilemmas that arise in health care. Emphasis is placed on the application of knowledge to real and simulated case problems.

AHSC-H 320 Consumer Health (3 cr.)
In this course, students are introduced to the ways consumers receive and use information to inform health practices and influence choices of health products, services, and providers. Concepts include health literacy and decision-making, internal and external influences on health care decisions and health outcomes, and effective health education. Exemplar health issues are discussed.

AHSC-H 330 Intercultural Health Communication (6 cr.) This course explores issues related to intercultural communication practices. It examines the important role of social, cultural, and historical context in human interactions related to health disparities. Students will explore the definition of health, wellness, and illness by various underrepresented groups. Students will be able to critically analyze how various groups are affected by illness, what effect this has on the community, and what health promotion specialists can do to address these concerns in a culturally and linguistically appropriate way.

AHSC-H 340 Research in the Health Sciences (3 cr.)
Research in the Health Sciences: 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.)
Economics of Health Care is a growing field and is an important aspect of public policy in developed and developing countries. This course is designed to introduce undergraduate students to the field of Health Economics. The provision and production of health care have different characteristics and incentives from other consumer goods making health related markets a unique topic for study. You will cover a number of topics including basic economic concepts important for the study in health economics, why health is different from other good, aspects of the US health care market, health care in other countries, health care reform, as well as discussing the importance of health for development and some basic economic evaluation techniques.

AHSC-H 360 Epidemiology/Biostatistics and Population Health (6 cr.) In this course, students are provided an overview of the principles and practice of population health, epidemiology, and biostatistics. Students will be introduced to the basic terms and definitions of population health and the factors that lead to disease causation, as well as disease prevention. Students will explore and discuss the concepts of social justice, health disparities, determinants of health, culture, health systems, lifespan, and health promotion as they apply to groups of people, rather than to individuals. Through an introduction to epidemiologic terminology, methods, critical thinking, and basic analysis, students will be able to describe how disease is distributed within populations and communities.

AHSC-H 370 Informatics (3 cr.)
In this course, students will explore the impact of meaningful data on health care systems. The concepts of converting data to information to knowledge in the national effort to create electronic health care records that provide privacy and security while ultimately improving patient outcomes will be discussed. Details on meaningful use in electronic health records, health care data analytics, health informatics exchange, quality improvement strategies, public health informatics, and health informatics ethics will be examined.

AHSC-H 480 Grant Writing & Internship (6 cr.) (Taken in the student's last semester).

Health, Physical Education, and Recreation

HPER-E 100 Experiences in Physical Activity (1 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. Repeatable for credit with different topic.

HPER-E 102 Group Exercise (1 cr.) A total fitness class that emphasizes cardiorespiratory conditioning, flexibility, muscular endurance. A variety of activities will be featured utilizing such equipment as steps, weights, resistance bands and music. S/F grades given. Repeatable once 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 115 Body Dynamics (1 cr.) Uses aerobic exercises to improve cardiovascular and respiratory conditioning.

HPER-E 117 Bowling (1 cr.) Beginning instruction in the fundamentals of approach, release, arm swing, methods of scoring, rules, and etiquette on the lanes. Explanation of lane construction, lane condition, and automatic machines. Fee charged.

HPER-E 119 Personal Fitness (2 cr.) Instruction in basic principles of conditioning and fitness. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance. For students without prior knowledge of conditioning methods.

HPER-E 121 Conditioning and Weight Training (1 cr.) Instruction in basic principles of conditioning and weight training. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.

HPER-E 133 Fitness and Jogging (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. Only S/F grades given.

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. Only S/F grades given.

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 190 Yoga (1 cr.) Instruction in basic principles and techniques of yoga. Emphasis on personalized training.

HPER-E 162 Tai Chi (1 cr.) Fitness class that emphasizes coordination and balance through the practice of Tai Chi. Introduction to Sun style Tai Chi. Course provides instruction to Dr. Paul Lam's Tai Chi I and II. Emphasis will be on the movements and forms.

HPER-E 219 Weight Control and Exercise (1 cr.) Instructional program of weight control and exercise plan to maintain and health weight through nutrition and fitness.

HPER-E 275 Aquatic Conditioning (1 cr.) Acquire a moderate to high level of aerobic capacity while using water, equipment and other useful techniques skills and ideas. Achieve students' desired goal through fitness utilizing the water.

HPER-F 340 Physical Fitness Appraisal and Performance (3 cr.) A study of the basic scientific components of fitness and the measurement of different indices of physical fitness common to corporate, clinical, and laboratory settings. In particular, this course focuses on 5 characteristics of fitness: muscle strength, muscle endurance, cardiovascular fitness, flexibility, and body composition. The course will include weekly lectures and weekly laboratory sessions so students can implement their knowledge in a practical setting.

HPER-H 191 Food Service Sanitation (3 cr.) The application of sanitary and public health engineering principles to food services and lodging operations.

HPER-H 310 Event Catering Management (3 cr.) Exploration of off premise and on premise catering requirement. Concept of event food management including menu planning, budget preparation, logistics management, guest relations and marketing.

HPER-H 315 Consumer Health (3 cr.) This course is an overview or survey course of health products and services. The health system is large and complex. Therefore, the consumer needs to exercise proper discretion in selecting and properly utilizing the myriad of medical goods and services based upon personal values and decision-making skills. This course will also explore consumer issues related to proper selection of food and nutritional productions comparing different food labeling and costs. Chronic Diseases in America are discussed from a consumer health approach. (Cross-list with AHLT-H383); (P. 30 + credit hours).

HPER-H 317 Topical Seminar in Health Education (1-3 cr.) The topical seminars will relate to current issues in the field of health education. (P. 30 + credit hours)

HPER-H 363 Personal Health (3 cr.) This survey course provides a theoretical and practical treatment of the concepts of disease prevention and health promotions. Covers such topics as emotional health, aging, death, alcohol, tobacco, drug abuse, physical fitness, nutrition and dieting; consumer health chronic and communicable disease; safety and environmental health.

HPER-L 310 Event Catering Management Lab (1 cr.) Students will apply their knowledge of food and catering to execute and evaluate catered events. P. HPER-H 191 and or HPER-H 310.

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 120 Introduction to Health and Fitness (3 cr.) This course is part of the freshmen learning experience for Allied Health Sciences and Nursing. For this course, students will engage in a variety of topics that relate to personal health and fitness. It is important that students understand the consequences of their and fitness decisions in order to make informed decisions. Thus, topics in this course will include nutrition, substances, stress management, the five components of fitness and self-assessments. As this is a freshman learning course it will also offer students the opportunity to create relationships with other freshmen students who plan to pursue careers in health, nutrition and exercise (sport) related professions.

HPER-P 204 Motor Development (3 cr.) This course is designed to provide students with a foundation of knowledge that will help them to understand motor development across the lifespan. Specifically, the course content will focus on theories of development, milestones, progressions, and influences on development. (P. 18 + credit hours)

HPER-P 211 Introduction to Sport Management (3 cr.) An examination of the broad spectrum of career opportunities available in the sport management profession. Special emphasis on career planning, sport management terminology, and an overview of specific

skills and courses required for professional preparation in sport management.

HPER-P 212 Introduction to Exercise Science (3 cr.) This course is a survey of the discipline of kinesiology, including knowledge derived from performing physical activity, studying about physical activity, and professional practice centered in physical activity. It includes an analysis of the importance of physical activity in daily life, the relationship between physical activity and the discipline of kinesiology, and the general effects of physical activity experiences. The course surveys the general knowledge base of the discipline as reflected in the major sub-disciplines and reviews selected concepts in each, showing how they contribute to our understanding of the nature and importance of physical activity. In addition, the course introduces students to the general characteristics of the professions, to specific types of physical activity professions typically pursued by those graduating from programs of sport and exercise sciences, and assists them in making some early career decisions.

HPER-P 280 Basic Care and Prevention of Athletic Injuries (3 cr.) This course is designed for future athletic trainers, coaches, sports and fitness majors, and anyone else who plans on working with active individuals who may encounter injury while performing physical activities. This course introduces the concepts and practical skills of athletic training, including the prevention, recognition, evaluation, and management of athletic injuries.

HPER-R 491 Internship in Sport and Recreation Management (1-6 cr.) P: Junior or Senior in SRM program or instructor permission
Under the advisement of an Allied Health Sciences faculty member and supervision of an assigned specialist at the placement site, the student will work or otherwise participate in activities associated with sport and recreation management. This is a variable credit course. One credit hour will consist of 40 hours of participation in activities associated with an internship assignment.

HPER-P 328 Issues in Intercollegiate Athletics (3 cr.) Examination of current issues in intercollegiate sport in America. This course presents the historical foundation of current issues and solutions, and examines current positions and arguments. (P 30 + hours of credits)

HPER-P 333 Sports in America (3 cr.) Study of the evolution of sport in the United States within the larger context of historical developments in society; women's sport experiences in relation to the development of sport; examination of sport as a reflection of American culture from the founding of the colonies to the present. (P 30 + hours of credits)

HPER-P 391 Biomechanics (3 cr.) A course designed to aid the student's understanding of the muscular control of the body and the mechanics of body and implement control. This course is designed to develop a basic understanding of sport mechanics and an appreciation of how superior sport techniques are based on the use of developmentally appropriate scientific concepts and natural law. (P. HPER-P 212; ANAT-A 215)

HPER-P 397 Kinesiology (3 cr.) This course is intended to teach students the basic concepts of kinesiology, particularly related to human movement in sport and physical activity settings. Concepts include, but are not limited to, internal/external forces, plasticity, motor control, and adaptations to physical movements. This course will be beneficial for students interested in biomechanics, physical therapy, rehabilitation, and sport coaching. (P. 30+ credit hours)

HPER-P 402 Ethics in Sport (3 cr.) (Required for minor in Coaching) This course will help students develop their abilities to reason morally through an examination within competitive sports of ethical theories, moral values, intimidation, gamesmanship, and violence, eligibility, elimination, winning, commercialization, racial equity, performance-enhancing drugs, and technology. Students will develop a personal philosophy of sport and learn how to apply a principled decision-making process to issues in sport. (P. 30 + credit hours)

HPER-R 418 Sport and Recreation Marketing (3 cr.) This course will examine the processes and principles involved with sport and recreation marketing and sales. Focuses on development, promotion, sponsorship, advertising, merchandising and distribution of goods and services. Also includes the decision making and planning from the sports manager's perspective in branding products and entities.

HPER-P 405 Introduction to Sports Psychology (3 cr.) The psychology of sport is the study of the interaction between psychological variables and performance in sport and physical activity. Because the multifaceted field continues to evolve, it assumes many of its theories and concepts from general, social, personality, and developmental psychology as well as exercise physiology, sport sociology, and motor learning. Thus, it is an interdisciplinary field of study in sport and exercise science rather than a sub-discipline of general psychology. This introductory course is ideal for students who wish to work with athletes in some capacity, pursue a career in physical education teaching and/or coaching, or plan on working with individuals in the health and fitness industry. (P 30 + credit hours)

HPER-P 409 Basic Physiology of Exercise (3 cr.) A survey of human physiology parameters as related to physical exercise and work and the development of physiological fitness factors. Physiological foundations will be considered. . (P. HPER-P 212; ANAT-A 215; PHSL-P 215)

HPER-P 452 Motor Learning (3 cr.) Open to juniors and seniors only. An examination of factors that affect the acquisition and performance of motor skills. Topics include perception, psychomotor learning, practice methods, and theories of neuromuscular integration. (P. HPER-P 212 and HPER-P 204)

HPER-P 490 Motor Development and Learning (3 cr.) Motor learning and development principles throughout the life span. Emphasis on observing and analyzing characteristic movement behavior, motor learning, and motor performance, with application to developmentally appropriate movement experiences. (P. HPER-P 212; HPER-P 204; ANAT-A 215; PHSL-P 215)

HPER-P 411 Legal Issues in Sport Settings (3 cr.) An introduction to legal principles involved in sport. Tort liability including intentional tort, negligence, and product

liability. Covers constitutional law issues, particularly as they relate to athletic eligibility, athletes' rights, sex discrimination, and drug testing. Discussion of sport contracts. (P 30 + credit hours)

HPER-P 415 Sport Promotions and Public Relations (3 cr.) An introduction to the theories and techniques of sport promotions, public relations and fund raising. (P 30 + credit hours)

HPER-P 445 Special Topics in Kinesiology (3 cr.) The aim of this course is to explore the social psychological research and theories that facilitate understanding of personal excellence in sport. The course introduces theoretical and empirical work on participation and acquisition of expertise in sport as well as methodological issues related to developmental research in sport. Specific discussion will focus on developmental aspects and learning conditions that allow individuals to maintain participation and reach high levels of performance in sport. (P. HPER-P 212; HPER-P 204; ANAT-A 215; PHSL-P 215)

HPER-R 355 Outdoor Recreation Consortium (3 cr.) This experiential learning course is designed to convey both practical information and direct experience to students about components of outdoor recreation. To accomplish this goal, students are taught practical skills at the Kokomo campus (e.g., basic survival, orienteering, fire-starting, etc.) and then they embark on a week-long camping trip at a state or national park (e.g. Great Smokey Mountain National Park or and Indiana State Park). On the trip, students will set up a base camp followed by daily excursions.

HPER-R 472 Youth Sport Management (3 cr.) Exploration and examination of youth sport history, philosophy, development stages of youth sport management and programming; current issues and events necessary to deliver youth sports programming within a variety of settings, agencies and organizations.

HPER-S 101 Introduction to Safety (3 cr.) Provides an overview of the variety of careers available in the safety profession. Examines the broad areas practiced by safety professionals, including regulatory compliance, environmental protection, ergonomics, industrial hygiene, emergency management, recreational safety, personal safety, healthcare, training and instruction, system safety, fire protection, and hazardous materials management.

HPER-S 151 Legal Aspects of Safety (3 cr.) Discuss legal requirements for safety, health and environmental compliance. Emphasis is given to OSHA, EPA, FDA consensus standards, as well as other applicable Federal and State regulations.

HPER-S 320 Economics of Sport (3 cr.) A study of contemporary sports using an economic approach. Issues include the wages of professional athletes, the impact of competitive balance on team profits, the alleged exploitation of student-athletes and the pricing of television rights are subjected to economic analysis. Public policy issues such as antitrust legislation and public financing of arenas and stadiums are also examined. (P. 30 + credit hours)

Radiologic Sciences

AHLT-R 100 Orientation to Radiologic Technology (2 cr.) C or P: AHLT-R 101, AHLT-R 102, and AHLT-R 181. Introduction to the field of radiology and its history. Students learned 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 Radiologic Procedures 1 (4 cr.) C or P: AHLT-R 100, AHLT-R 102, and AHLT-R 181. Concepts in radiography with emphasis on the radiographic procedures used to demonstrate the skeletal system.*

AHLT-R 102 Principles of Radiography I (3 cr.) C or P: AHLT-R 101, AHLT-R 181. Basic concepts of radiation, its production, and its interactions with matter. Includes the production of the radiographic image and film processing.

AHLT-R 181 Clinical Experience in Radiography I (4 cr.) C or P: AHLT-R 100. 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 in Radiography II (4 cr.) P: AHLT-R 101 and AHLT-R 181. 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 200 Pathology (2 cr.) P: ANAT-A 215 and PHSL-P 215. A survey of the changes that occur in the diseased state to include general concepts of disease, causes of disease, clinical symptoms and treatment, and diseases that affect specific body systems.

AHLT-R 201 Radiographic Procedures II (4 cr.) C or P: AHLT-R 101, and AHLT-R 182. Concepts in radiography with emphasis on radiographic procedures used to demonstrate the skull and those requiring the use of contrast media.*

AHLT-R 202 Principles of Radiography II (3 cr.) C or P: AHLT-R 102, R 201, and R 181. Continuation of R 102 with emphasis on the properties that affect the quality of the radiographic image.

AHLT-R 205 Radiographic Procedures III (4 cr.) C or P: AHLT-R 201 and AHLT-R 222. Concepts in radiography with emphasis on special radiographic procedures and related imaging modalities.*

AHLT-R 207 Current Topics in Radiography (2 cr.) Individual and group study focusing on the state of the art in radiography.

AHLT-R 208 Topics in Radiography (2 cr.) Prerequisites may exist for some topics. Selected topics in radiography. May be repeated for credit if topics differ.

AHLT-R 222 Principles of Radiography III (3 cr.) P: AHLT- R 202 Continuation of AHLT-R 202 with emphasis on the application of radiography principles on imaging equipment.

AHLT-R 250 Physics Applied to Radiology (3 cr.) P: MATH-M 117 Fundamentals of radiation physics, X-ray generation, and equipment quality control.

AHLT-R 260 Radiation Biology and Protection in Diagnostic Radiology (3 cr.) P: AHLT-R 250 Study of the biological effects of ionizing radiation and the standards and methods of protection. Emphasis is placed on X-ray interactions. Also included are discussions on radiation exposure standards and radiation monitoring.

AHLT-R 281 Clinical Experience in Radiography III (5 cr.) P: AHLT-R 201 and AHLT-R 182. 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 in Radiography IV (5 cr.) P: AHLT-R 201 and AHLT-R 182. 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 in Radiography V (3 cr.) P: AHLT-R 201 and AHLT-R 182. 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.

AHLT-R 290 Comprehensive Experience (5 cr.) P: AHLT-R 281, AHLT-R 282, and AHLT-R 283. 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.

AHLT-R 404 Sectional Imaging Anatomy (3 cr.) An in-depth study of sectional anatomy pertinent to ultrasound, computed tomography, and magnetic resonance imaging. Standard transverse, parasagittal, and coronal planes are included, utilizing images from all three imaging modalities. A discussion of technique, artifacts, and pathology-related alterations of cross-sectional anatomic appearances is included.

AHLT-R 405 Advanced Diagnostic Imaging I (3 cr.) Physics and imaging concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging.

AHLT-R 406 Advanced Diagnostic Imaging II (3 cr.) Procedural concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging. Image analysis of normal and abnormal studies will be presented.

AHLT-R 407 Seminar: Advanced Medical Imaging Technology (3 cr.) Seminar in advanced imaging modalities. Topics will vary.

AHLT-R 409 Senior Project in Medical Imaging Technology (3 cr.) Independent readings and research on a selected medical imaging topic written in a professional research format.

AHLT-R 408 Topics in Radiologic Sciences (3 cr.) Study of selected topics in radiologic sciences. May be repeated once for credit if topics differ.

AHLT-R 414 Sectional Imaging Pathology (3 cr.) P: AHLT – R 404 An in-depth study of general pathology concepts and disease that affect specific body systems. An emphasis is placed on the appearance of disease process on sectional anatomy images.

AHLT-R 431 Second Certification: (1-12 cr.) P: Admitted MIT majors only.
Credits in this courses are awarded as a result of successfully passing a second certification examination offered by the American Registry of Radiologic Technologists (ARRT) and /or American Registry of Diagnostic Medical Sonography (ARDMS). The credits will be awarded based on the clinical concentrations offered by the program. Proof of the second certification will be required.

AHLT-R 481 Clinical Practicum: Vascular Imaging (8-12 cr.) Clinical experience in the performance of vascular and neurological imaging studies.*

AHLT-R 482 Clinical Practicum: Computed Tomography (8-12 cr.) Clinical experience in the performance of computed tomographic imaging studies.*

AHLT-R 483 Clinical Practicum: Magnetic Resonance Imaging (8-12 cr.) Clinical experience in the performance of magnetic resonance imaging studies.*

AHLT-R 484 Clinical Practicum: Ultrasound Imaging (8-12 cr.) Clinical experience in the performance of ultrasound imaging studies.*

AHLT-R 485 Clinical Practicum (6 cr.) Clinical experience in various radiological modalities –Variable topics.*

AHLT-R 486 Clinical Practicum: Mammography/Breast Ultrasound (6 cr.) Clinical experience in the performance of mammography/breast ultrasound imaging. * P Admitted MIT majors only

AHLT-R 487 Clinical Practicum: Echocardiography (6 cr.)
Clinical experience in the performance of echocardiography imaging. * P Admitted MIT majors only

AHLT-R 490 Independent Study in Medical Imaging Technology (1-6 cr.) Prerequisite currently enrolled in MIT major or instructor consent. This course is designed to offer medical imaging technology students the ability to complete various topics of study related to this field but that are not covered in other MIT courses. Topics will vary according to the student's desired direction of study.

School of Business

Business

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. No credit toward a B.S. in Business. Credit not given for both BUS-A 200 and BUS-A 201.

BUS-A 201 Introduction to Financial Accounting (3 cr.) P: Completion of 26 credit hours. Concepts and issues of financial reporting for business entities; analysis and recording of economic transactions.

BUS-A 202 Introduction to Managerial Accounting (3 cr.) P: BUS-A 201. Concepts and issues of management accounting; budgeting; cost determination and analysis.

BUS-A 311 Intermediate Accounting (3 cr.) P: BUS-A 202. Theory of asset valuation and income measurement. Principles underlying published financial statements including consideration of enterprise assets and liabilities.

BUS-A 312 Intermediate Accounting (3 cr.) P: BUS-A 311. Application of intermediate accounting theory to problems of accounting for economic activities, including long-term liabilities, corporations, earnings per share, tax allocation, pensions, and leases. Also covered are the statement of changes in financial position, and inflation accounting.

BUS-A 325 Cost Accounting (3 cr.) P: BUS-A 202. Conceptual and technical aspects of management and cost accounting. Product costing; cost control over projects and products; profit planning.

BUS-A 328 Introduction to Taxation (3 cr.) P: BUS-A 202 or consent of instructor. Internal Revenue Code and regulations. Emphasis on the philosophy of taxation, including concepts, exclusions from income, deductions, and credits.

BUS-A 337 Accounting Information Systems (3 cr.) P: BUS-A 201; BUS-A 202 The course's primary objective is to build upon, extend, and facilitate the integration of business and technical knowledge to help students succeed as managers in a technology-intensive, corporate environment. Through the use of readings, lectures, cases, and exercises the course enables students to understand and manage information technology in order to achieve competitive advantage through improved decision making, business processes, operations, and organizational controls.

BUS-A 339 Advanced Income Tax (3 cr.) P: BUS-A 328. Internal Revenue Code and regulations; advanced aspects of income, deductions, exclusions, and credits, especially as applied to tax problems of partnerships and corporations.

BUS-A 380 Professional Practice in Accounting (3-6 cr.) P: Junior or senior standing in major area and consent of instructor. Provides work experience in a cooperating firm or agency. Comprehensive written report required. Grades of S or F are assigned by faculty.

BUS-A 422 Advanced Financial Accounting (3 cr.) P: BUS-A 312. Generally accepted accounting principles, as applied to partnerships, business combinations, branches, foreign operations, and nonprofit organizations. Particular emphasis on consolidated financial statements.

BUS-A 424 Auditing (3 cr.) P: BUS-A 312. Public accounting organization and operation; review of internal control, including EDP system; verification of balance sheet and operating accounts; statistical applications in auditing.

BUS-A 490 Independent Study in Accounting (1-3 cr.) P: Consent of instructor.

BUKO-C 555 Investments (3 cr.) P: BUS-F 301 or equivalent. 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-C 567 Issues in Financial Management (1-3 cr.) P: BUS-F 301 or equivalent. Application of financial theory to current problems and topics in financial management. The approach may include case analyses and active class discussion; emphasis on decision making in an uncertain financial environment. Topics include dividend theory, capital structure, investments and agency theory.

BUKO-C 570 Issues in Human Resource Management (1-3 cr.) P: BUS-Z 302 or equivalent. This course examines in depth selected topics in human resource management, such as strategic human resource planning and recruitment, employee rights and responsibilities, performance appraisal and training, and occupational health and safety. ("Staffing Organizations" typical topic offered).

BUKO-C 581 Advertising and Sales Promotion (3 cr.) P: BUS-M 301 or equivalent. Theories and practices of advertising, sales promotion and public relations as they relate to the overall marketing program. Emphasis is placed on policy planning, decision tools, and the legal and social environment.

BUKO-C 590 Independent Study In Business And Administration (1-3 cr.) (permission of instructor and MBA Director) The objective behind independent study is to provide an opportunity to the graduate student to study, analyze, and/or evaluate in-depth some topic of interest.

BUKO-C 599 Project Demonstrating Expertise (PDE) (3 cr.) (Permission of instructor and MBA Director) A significant project in the student's field that demonstrates expertise in applying knowledge to the benefit of the organization and student. Expectations, determined jointly by faculty and executive mentors, include the ability to effectively manage the responsibilities involved. To optimize learning, PDE may coincide with other projects and studies.

BUS-D 301 The International Business Environment (3 cr.) P: ECON-E 201, ECON-E 202, 56 credit hours. The national and international environmental aspects of international business. Examines the cultural, political, economic, systemic, legal-regulatory, trade, and financial environments; and how they affect the international business activities of firms in the United States and, selectively, in other countries.

BUS-D 302 International Business: Operations of International Enterprises (3 cr.) P: BUS-D 301. The administration of international aspects of business organizations through an examination of their policy formulation, forms of foreign operations, methods of organization and control, and functional adjustments.

BUKO-D 542 Advanced Managerial Accounting (3 cr.) P: BUS-A 201. Spring Semesters. 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.

BUS-D 496 Foreign Study in Business (3 cr.)

BUS-F 151 Personal Finances of the College Student (3 cr.) Introduction to the basic planning tools and concepts for college-age financial literacy. Emphasis on financial decisions and challenges facing a typical college student. Topics include, careers, goal setting, budgeting, tax planning and credit, including options for financing higher education. Foundation of the Financial Literacy Curriculum.

BUS-F 301 Financial Management (3 cr.) P: Admission to BUS, 56 credits, BUS-A 202, ECON-E 201, ECON-E 202, ECON-E 270. Conceptual framework of the firm's investment, financing, and dividend decision; includes working capital management, capital budgeting, and capital structure strategies.

BUS-F 302 Financial Decision Making (3 cr.) P: BUS-F 301. Application of financial theory and techniques of analysis in the search of optimal solutions to financial management problems.

BUS-F 420 Equity and Fixed Income Investment (3 cr.) P: BUS-F 301. Conceptual and analytical frameworks for formulating investment policies, analyzing securities, and constructing portfolio strategies for individuals and institutions.

BUS-F 480 Professional Practice in Finance (3-6 cr.) P: BUS-F 301, junior or senior standing in major area and consent of instructor. Work experience is offered in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by faculty.

BUS-F 490 Independent Study in Finance (1-3 cr.) P: Consent of instructor. Supervised individual study and research in a 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-F 494 International Finance (3 cr.) P: BUS-F 301 or equivalent. Covers the international dimension of both investments and corporate finance. Develop strategies for investing internationally, including lodging exchange rate risk, adjusting to client preferences and home currencies, evaluating performance, estimating a corporation's exposure to real exchange rate risk, strategies to hedge risk or to dynamically adjust to shocks, and reasons for a corporation to hedge. Also covers international capital budgeting, multinational transfer pricing, and international cash management.

BUKO-F 542 Advanced Financial Management (3 cr.) P: BUS-F 301. Spring Semesters. Study of the aggregation and distribution of financial resources. Topics include analysis of money and capital markets, financial instruments and securities, interest rate theory, and public and private institutions of the United States financial system.

BUKO-F 571 International Corporate Finance (3 cr.) P: BUS-F 301 or equivalent. 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.

BUS-J 401 Administrative Policy (3 cr.) P: BUS-F 301, BUS-M 301, BUS-P 301, BUS-Z 302. Administration of business organizations — policy formulation, organization, methods, and executive control.

BUS-J 404 Business and Society (3 cr.) P: Senior standing. Intellectual, philosophical, and scientific foundations of business. The business dynamic; its role in the evolution of enterprise and society from the small and simple to the large and complex; structure, discipline, and goals of a business society.

BUKO-J 512 Small Business Management and Entrepreneurship (3 cr.) (permission of instructor) This course integrates students' knowledge in various application of management theory and development of practical solutions for real problems necessary to formulate a business plan. Attention is given to the role of the entrepreneur or small business manager.

BUKO-J 542 Ethical and Regulatory Environment of Business (3 cr.) Recognizing that major business decisions have social and legal implications, this course builds awareness and understanding of these dimensions of managerial actions. It explores the ethical concerns of organizations and the challenges in managerial decision making.

BUKO-J 560 Global Strategic Management (3 cr.) Spring Semesters. Must have completed Phase I. This course emphasizes the integration and application of diverse knowledge and understanding to organizational strategy. Students, as top executive decision makers, study actual business cases; then test and present their ideas. Successful global commerce requires innovative strategies. Use of analytical, creative, collaborative, and teamwork skills.

BUKO-J 561 Advanced Integrated Business Simulation (3 cr.) Using computer simulation, teams will be introduced to entrepreneurial business strategies and will manage businesses within a competitive marketplace. Students will start up and run a company, and integrate marketing, human resources, operations, finance, and accounting. Repeatedly, students must analyze data and plan a business strategy to build competitive advantage.

BUS-K 201 The Computer in Business (3 cr.) Introduction to digital computers and illustrations of their use in business. Stored program concept, types of languages, instruction in a special language, utilization of Business Computing Center. Impact of computers upon business management and organization. Note: Student may receive credit for only one of BUS-K 201, CSCI-C 201, and CSCI-C 301.

BUS-K 302 Introduction to Management Science (3 cr.) P: BUS-K 201 or equivalent, ECON-E 270, MATH-M 118 or MATH-M 133 and MATH-M 134 or MATH-M 215. An introductory management science course with a forecasting component of approximately 25 percent of the course. Topics covered include multiple regression, smoothing techniques, linear programming, integer programming, statistical decision theory, simulation and network analysis; coverage may also include inventory

theory, Markov process, and goal programming. Heavy emphasis on the application of these topics to business decision making using computer.

BUS-L 200 Elements of Business Law (3 cr.) This course introduces various legal rules governing contracts, their formation, performance, breach, and legal and equitable remedies. The primary focus will be on legal and equitable remedies. The primary focus will be on legal rules applicable to business. No credit toward a B.S.in Business; no credit for both BUS-L 200 or BUS-L 201.

BUS-L 201 Legal Environment of Business (3 cr.) P: Sophomore standing. Emphasis on the nature of law by examining a few areas of general interest: duty to avoid harming others (torts), duty to keep promises (contracts), and government regulation of business (trade regulation). Credit not given for both BUS-L 201 and BUS-L 302.

BUS-L 303 Commercial Law II (3 cr.) P: BUS-L 201. Covers the law of ownership, forms of business organization, commercial paper, and secured transactions. For accounting majors and others desiring a rather broad and detailed knowledge of commercial law.

BUS-L 406 Employment Problems and the Law (3 cr.) P: BUS-L 201. Current legal problems in the area of employment. Topics include race and sex discrimination, harassment, the American with Disabilities Act, employment at ill, privacy issues such as drug testing, and limits on monitoring and testing.

BUKO-L 506 Employment Problems and the Law (3 cr.) Current legal problems in the area of employment. Topics include the hiring process, managing a diverse workforce, affirmative action, race and sex discrimination, harassment, the American with Disabilities Act, pay equity, employment at will, privacy issues such as drug testing and limits on monitoring and testing, termination issues and post-termination issues.

BUKO-L 512 Law and Ethics in Business (3 cr.) Fall Semesters. The objective is to provide the student of management with that knowledge of the American legal system--its processes and the substantive law itself--which is necessary to the making of informed and effective business decisions. Because the law develops and evolves in response to changing social, economic, political, and technological forces, and because business decisions often carry long-lasting as well as delayed effects, this course will emphasize the study of legal change. It is hoped that consideration of past legal developments will give prospective managers sufficient insight into the dynamics of this process to enable them to predict as soundly as possible the future legal environment in which their present decisions will bear fruit.

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: Admission to BUS, junior standing, ECON-E 201, ECON-E 202, BUS-A 201, BUS-A 202. Overview of marketing for all undergraduates. Marketing planning and decision making, examined from firm's and consumer's points of view; marketing concept and its company-wide implications; integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy. Marketing systems viewed in terms of both public and private policy in a pluralistic society.

BUS-M 405 Buyer Behavior (3 cr.) P: BUS-M 301. Description and explanation of consumer behavior in retail markets. Topics include demographic, socioeconomic, psychographic, attitudinal, and group influences on consumer decision making. Applications to promotion, product design, distribution, pricing, and segmentation strategies.

BUS-M 415 Advertising and Promotion Management (3 cr.) P: BUS-M 301. Basic advertising and sales-promotion concepts. The design, management, and integration of a firm's promotional strategy. Public policy aspects and the role of advertising in marketing communications in different cultures.

BUS-M 450 Marketing Strategy (3 cr.) P: BUS-M 301 BUS-M 405, and senior standing with a marketing concentration. Ideally taken in student's last semester. Elective capstone course for marketing majors. Draws on and integrates materials previously taken. Focuses on decision problems in marketing strategy and policy design, and application of analytical tools for marketing and decision making.

BUS-M 455 Topics in Marketing: Customer Relationship Marketing (3 cr.) P: BUS-M 301 and BUS-S 302. Managing customer life cycle, customer retention, understanding relationships, strategic customer relationship management, customer service, social media, and social customer relationship management.

BUS-M 480 Professional Practice in Marketing (3-6 cr.) P: BUS-M 301, junior or senior standing with a concentraton in marketing and permission of instructor. Work experience is provided in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by the faculty.

BUS-M 490 Special Studies in Marketing (3-6 cr.) P: BUS-M 301 and permission of instructor. Offers supervised individual study and research in the student's field of interest. The student will propose the investigation desired and, in conjunction with the instructor, will develop the scope of the work to be completed. Comprehensive written report required.

BUKO-M 542 Organizational Theory and Development (3 cr.) P: BUS-Z 302 or equivalent. The study of organizational theories, structure, processes, and outcomes in a dynamic environment with emphasis on achieving effectiveness through planned change. Topics include organizational and environmental diagnostic methods, organizational capacity for change, and organizational transformation strategies.

BUKO-M 560 Advanced Marketing Management (3 cr.) P: BUS-M 301. Fall Semesters. The formulation and implementation of strategic marketing plans for the development, pricing, promotion, and distribution of products and services in domestic and international markets. Topics include the role of marketing research and information systems, market opportunity analysis, market segmentation, and analytical tools for optimizing

marketing decisions. Extensive use of selected readings, cases, and research projects.

BUKO-M 570 Advanced Operations Management (3 cr.) P: BUS-K 302. Spring Semesters. An in-depth study of topics such as operations planning, material requirements, planning, capacity planning, scheduling, master production scheduling, forecasting, inventory management, the just in time inventory system, and operations control.

BUS-P 301 Operations Management (3 cr.) P: Admission to BUS, junior standing, BUS-K 201, ECON-E 201, ECON-E 202, ECON-E 270. Analysis of planning and control decisions made by the operations manager of any enterprise. Topics include forecasting, production and capacity planning, project planning, operations scheduling, inventory control, work measurement, and productivity improvement.

BUS-S 302 Management Information Systems (3 cr.) P: junior standing, BUS-K 201 or consent of instructor. Overview of management information systems (MIS) within a business context, MIS theory and practice as they relate to management and organization theories; current trends in MIS; managerial usage of information systems; computer hardware, software, and telecommunications; functional information systems; systems development process; the role of microcomputers. Experiential learning with widely used software packages.

BUS-W 100 Business Administration: Introduction (3 cr.) Business administration from the standpoint of a manager of a business firm operating in the contemporary economic, political, and social environment. No credit if taken in the junior or senior year.

BUS-W 430 Organizations and Organizational Change (3 cr.) P: BUS-Z 302. Analysis and development of organizational theories, with emphasis on environmental dependencies, socio-technical systems, structural design, and control of the performance of complex systems. Issues in organizational change such as barriers to change, appropriateness of intervention strategies and techniques, organizational analysis, and evaluation of formal change programs.

BUS-W 480 Professional Practice in Management (3-6 cr.) P: BUS-Z 302, junior or senior standing with a concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F are assigned by faculty.

BUS-W 490 Independent Study in Business Administration (1-6 cr.) P: Consent of instructor.

BUS-X 107 Freshman Seminar in Business (3 cr.) The Freshman Seminar in Business course is designed to assist freshman in their transition into college. This course provides students with the essential skills needed to succeed in college. Module I of this course focuses on student success; during the first 5 weeks, students will focus on study skills, team building, peer leadership, and interpersonal skills. Module II focuses on financial planning; students will focus on goal setting, budgeting, financial planning, cash management, and credit management. Module III focuses on career exploration; this final module allows students to begin thinking about their concentrations, their future, and what it will take to properly prepare themselves for their future careers.

BUS-X 293 Honors Seminar in Business (1-3 cr.) For student in the Business Honors Program. May be taken twice for credit.

BUS-X 410 Business Career Planning and Placement (1 cr.)

BUS-X 487 Seminar in Business Administration (3-6 cr.) Instruction of an interdisciplinary nature for student groups involved in university-related, nonprofit ventures. Interested groups must be sponsored by a School of Business faculty member, as approved by the Curriculum Management and Assurance of Learning Committee (CMALC). May be repeated up to a maximum of 6 credits. Students must have a cumulative G.P.A. of 2.0 to enroll in the course.

BUS-X 493 Honors Seminar in Business (1-3 cr.) For students in the Business Honors Program. May be repeated twice for credit.

BUS-Z 302 Managing and Behavior in Organizations (3 cr.) P: Admission to BUS, SOC-S 100, PSY-P 103, and junior standing. Integration of behavior and organizational theories. Application of concepts and theories toward improving individual, group, and organizational performance. Builds from a behavioral foundation toward an understanding of managerial processes. Credit given for only one of BUS-Z 300, BUS-Z 301, or BUS-Z 302.

BUS-Z 440 Personnel-Human Resource Management (3 cr.) P: BUS-Z 302. Nature of human resource development and utilization in American society and organizations. Government programs and policies, labor force statistics, organizational personnel departments, personnel planning, forecasting, selection, training and development. Integration of government and organizational human resource programs.

BUS-Z 480 Professional Practice in Human Resource Management (3-6 cr.) P: BUS-Z 302, junior or senior standing with a concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F assigned by faculty.

BUS-Z 490 Independent Study in Personnel Management and Organizational Behavior (1-3 cr.) P: BUS-Z 302. For senior-year students with consent of instructor. Research, analysis, and discussion of current topics. Written report required.

BUKO-Z 542 Creating, Leading, and Maintaining High Performance Organizations (3 cr.) P: BUS-Z 302. Fall Semesters. This course explores how managers create high-performance organizations by marshaling traditional and non-traditional human resource management, organization leadership and change-management practices to align those practices with organizational strategy.

Economics

ECON-E 200 Fundamentals of Economics (3 cr.) Study of the basic institutions of market economy and the role they play in defining and pursuing economic goals in the U.S. economy. Emphasis is placed upon the effects of existing economic institutions; current economic policy alternatives as they affect both the individual and the society. No credit toward a B.S. in Business; no credit for both ECON-E 200 and ECON-E 201.

ECON-E 201 Introduction of Microeconomics (3 cr.) P: MATH-M 117. Scarcity, opportunity cost, competitive market pricing, and interdependence as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as poverty, pollution, excise taxes, rent controls, and farm subsidies.

ECON-E 202 Introduction to Macroeconomics (3 cr.) P: MATH-M 117. Measuring and explaining total economic performance, money, and monetary and fiscal policy as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as inflation, unemployment, economic growth, and underdeveloped countries.

ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr.) P: MATH-M 117. Review of basic probability concepts. Sampling, inference, and testing statistical hypotheses. Applications of regression and correlation theory, analysis of variance, and elementary decision theory. Credit not given for both ECON-E 270, PSY-K 300 and MATH-K 310.

ECON-E 300 Survey of Economics (3 cr.) Provides the macroeconomic and microeconomic understanding that mangers will use throughout their careers. Microeconomic topics include supply and demand, pricing, production and costs, and applications of microeconomic theory. Macroeconomic topics include international economics, monetary and fiscal policies, aggregate demand and aggregate supply, and models of the macro economy. This course does NOT count towards an undergraduate degree in business.

ECON-E 307 Current Economic Issues: Game Theory (3 cr.) P: ECON-E 201. Current economic issues, problems, and research methods. Designed to in depth an economic issue currently before the public or to examine a particular aspect of the methodology of economics. Examples would be a study of the economic aspects of discrimination, a study of urban economic policy, or a study of simplified models in economics.

BUKO-E 542 Strategic Managerial Economics (3 cr.) P: ECON-E 201 and ECON-E 202 or equivalent. Fall Semesters. Provides the microeconomic understanding that business managers will find useful in making decisions under conditions of uncertainty. Topics include demand and cost estimations, pricing, market structure and analysis, and the organization of the firm. The course will include case analyses of situations in business using a managerial economics perspective.

ECON-H 203 Introduction to Microeconomics Honors (3 cr.) For students in the Honors Program.

School of Education

EDUC-E 325 Social Studies in the Elementary Schools (3 cr.) P: EDUC-E 339 and EDUC-M 299. Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learning of young children. Special attention given to concept learning, inquiry, decision making and value analysis.

EDUC-E 328 Science in the Elementary Schools (3 cr.) P: EDUC-E 339, EDUC-E 340, and EDUC-M 299. Objectives, philosophy, selection, and organization of science materials and methods. Concept development and use of the multidimensional materials in science experiments. Analysis of assessment techniques and bibliographical materials. Field experience arranged in public schools.

EDUC-E 339 Methods of Teaching Language Arts in the Elementary Schools I (3 cr.) P: Admission to the TEP. Describes the methods, materials, and techniques employed in the elementary language arts program.

EDUC-E 340 Methods of Teaching Reading I (3 cr.) This course describes and appraises the methods, materials and techniques employed in diagnosing learning problems in elementary language arts and reading program.

EDUC-E 341 Methods of Teaching Reading in the Elementary Schools II (3 cr.) P: EDUC-E 339. Focuses on classroom procedures and materials used to provide diagnostic and corrective instruction for learning needs in reading.

EDUC-E 343 Mathematics in the Elementary Schools (3 cr.) P EDUC-M 299, MATH-T 109, and MATH-T 110. Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child. Field experience arranged in public schools.**

EDUC-E 524 Workshop in Early Childhood Education (arr. cr.) Individual and group study of problems in nursery school and kindergarten education. Emphasis on broadening understanding of curriculum problems and their application to teaching in nursery schools and kindergarten.

EDUC-E 525 Advanced Curriculum Study in Early Childhood Education (3 cr.) Curriculum planning, guiding and evaluating learning experiences, and interpreting values of early childhood education. New approaches to teaching.

EDUC-E 535 Elementary School Curriculum (3 cr.) Social, economic, and educational forces influencing changes in the curriculum of the elementary school; observation and study of the curriculum and methods of evaluating it.

EDUC-E 536 Supervision of Elementary School Instruction (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 in the Teaching of Mathematics in the Elementary Schools (3 cr.) Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

EDUC-E 545 Advanced Study in the Teaching of Reading in the Elementary Schools (3 cr.) For experienced teachers. 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 Advanced Study in the Teaching of Social Studies in the Elementary Schools (3 cr.) For experienced teachers. Goals and functions of social studies and underlying principles that influence the teaching of social studies; content, resources, and methodology that facilitate the implementation of these.

EDUC-E 548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.) Helps experienced teachers gain proficiency in the teaching of science in the elementary school. Characteristics of good elementary school science programs.

EDUC-E 553 The Teacher and Elementary School Organization (3 cr.) The structure and organization of the elementary school and the role of the teacher in its effective operation. For classroom teachers.

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 basic communication skills and significant trends and materials.

EDUC-F 205 Study of Education and the Practice of Teaching (3 cr.) A review of the literature on various approaches to education as a discipline and a field of inquiry, and an exploration of several approaches to teacher education. Integrates scholarship and inquiry with the development of educational possibilities. Students will begin the process of constructing a set of personal and social commitments that will guide their future teaching activities.

EDUC-H 340 Education and the American Culture (3 cr.) P: EDUC-F 205, EDUC-P 251 or EDUC-P 255 and admission to TEP. The present educational system - its social impact and future implications - viewed in historical, philosophical, and sociological perspectives. Special attention is given to ethnic, minority, and cultural aspects.

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-J 500 Instruction in the Context of Curriculum (3 cr.) 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-K 205 Introduction to Exceptional Children (3 cr.) P: EDUC-F 205. An overview of the characteristics and the identification of exceptional children. The course presents the issues in serving exceptional children and the educational, recreational, and social aspects of their lives.

EDUC-K 305 Teaching Students with Special Needs in the Elementary Classroom (3 cr.) P: EDUC-K 205. Knowledge, attitudes, and skills basic to the education of exceptional learners (students who are handicapped as well as gifted and talented in the regular elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals.

EDUC-K 306 Teaching Students with Special Needs in the Secondary Classroom (3 cr.) P: EDUC-K 205. This course includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs. **

EDUC-K 343 Emotional and Behavioral Disorders I (3 cr.) P: EDUC-K 205. A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, characteristics, and diagnostic and treatment procedures are discussed from a psycho-educational point of view.

EDUC-K 344 Emotional and Behavioral Disorders II (3 cr.) P: EDUC-K 343. A survey of educational curricula, procedures, and materials for socially and emotionally disturbed children. Development of teaching skills is emphasized.

EDUC-K 352 Learning Disability Methods (3 cr.) P: EDUC-K 343; EDUC-K 370, EDUC-K 495A. Educational programs for optimum growth and development of educable mentally retarded and learning disabled children. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials.

EDUC-K 361 Assistive Technology (2 cr.) P: EDUC-K 343; EDUC-K 370, EDUC-K 495A, EDUC-K 362. Prepares future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

EDUC-K 362 Team Approaches to Educating Students with Disabilites (3 cr.) P: EDUC-K 343; EDUC-K 370, EDUC-K 495A. 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.

EDUC-K 370 Language and Learning Disorder (3 cr.) P: EDUC-K 205. Survey of historical development and current status of definitions, classifications, assessment, and treatment procedures for learning-disabled students.

EDUC-K 371 Assessment and Individualized Instruction in Reading and Math (3 cr.) P: EDUC-K 362. Emphasizes assessment and remediation procedures that address reading and math problems of mildly handicapped students.

EDUC-k 510 ASSISTIVE TECHNIQUES IN SPECIAL EDUCATION (3 cr.) Provides beginning graduate students with an overview of current trends and issues in the field. Major emphasis is on application and implication of principles mandated by PL 94-142 and Section 504 of the Rehabilitation Act of 1973.

EDUC-K 490 Topical Seminar: Assessment 1 (3 cr.) Assessment and Instruction This seminar assists students in gaining knowledge of formal and informal assessment techniques; how to link assessment to curriculum and

instruction; and how to effectively choose, construct, deliver, and evaluate curriculum and instruction to students with diverse learning needs

EDUC-K 495 Special Education Field Experience (1 cr.) Part A - P: EDUC-K 343, EDUC-K 370. Provides the student with a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/ work/community settings on a daily basis (three hours/day, five days/week). Specific assignments, which are mutually agreed upon between student, cooperating teacher, and practicum supervisor, are also required.**

EDUC-K 495 Special Education Field Experience (2 cr.) Part B - P: EDUC-K 495A. Provides the student with a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/ work/community settings on a daily basis (three hours/day, five days/week). Specific assignments, which are mutually agreed upon between student, cooperating teacher, and practicum supervisor, are also required.**

EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr.) P: Graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education.

EDUC-K 510 Assistive Technology in Special Education (3 cr.) Prepares future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

EDUC-K 535 Assessment/Remediation of Mildly Handicapped I (3 cr.)
Emphasizes the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in such academic areas as reading and mathematics.

EDUC-K 548 Families, School and Society (3 cr.)
The course focuses on the family as a system and discusses the impact of disabilities on the daily lives of family members. Historical, legal and ethical perspectives on family involvement and empowerment are explored. Approaches for providing services to families with members who are developmentally disabled, chronically ill, at risk or who have other types of impairments also are presented.

EDUC-K 553 Classroom Management (3 cr.)
Surveys principles of behavior management as they pertain to educational environments. Students will learn how to define, observe, measure, record, and change academic and social behavior.

EDUC-K 563 Diagnosis and Remediation of Learning Disabilities (3 cr.)
This course is designed to promote understanding of what constitutes a learning disability, how classroom teachers can accommodate, adapt and modify assignments to meet the needs of students with special needs, and what the presence of a learning disability means for identified students, their families, and their teachers. Causes of learning disabilities, the development of students with learning disabilities, assessment of learning disabilities, and planning appropriate instruction and behavior interventions for students with learning disabilities will be addressed.

EDUC-K 565 Collaboration & 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.

EDUC-M 199 Passing scores on PRAXIS I (0 cr.)
Beginning January 1, 2013, for admission to the Teacher Education Program (TEP) students will take the Pearson Core Academic Skills Assessment.

EDUC-M 299 Admission to Teacher Education Program (0 cr.)

EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)
P: EDUC-F 205, EDUC-P 251 or EDUC-P 255 and admission to TEP. These courses are designed to introduce the students to teaching as a profession. Students focus upon the self as teacher, learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.

EDUC-M 311 General Methods for Kindergarten/ Elementary Teachers (1 cr.) Explores individualized and interdisciplinary learning methods, measurement and evaluation, teaching process and curriculum development, and organization of the elementary schools.

EDUC-M 313 General Methods for Secondary Education (1 cr.) Explores individualized and interdisciplinary learning methods, measurement and evaluation, teaching process and curriculum development, and organization of the secondary schools.

EDUC-M 323 The Teaching of Music in the Elementary Schools (2 cr.) P: EDUC-M 299. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades.

EDUC-M 333 Art Experience for the Elementary Teacher (2 cr.) P: FINA-A 101 or FINA-A 102 and admission to TEP. The selection, organization, guidance, and evaluation of art activities, both individual and group. Laboratory experiences with materials and methods of presenting projects.

EDUC-M 425 Student Teaching in the Elementary Schools (9-15 cr.) P: FINA-A 101 or FINA-A 102 and admission to TEP. Classroom teaching and other activities associated with the work of the full-time elementary classroom teacher. Minimum of 14 weeks.**

EDUC-M 430 Foundations of Art Education and Methods II (3 cr.) Advanced study of curriculum developments in art education. Special attention is given to art teaching in secondary schools.**

EDUC-M 440 Teaching Problems and Issues (3 cr.)
Seminar taught as a co-requisite with early childhood (EDUC-M 423), kindergarten/primary (EDUC-M 424), elementary (EDUC-M 425), and/or middle/junior high school (EDUC-M 470) student teaching experiences. This

seminar will address several issues related to the process of becoming a teacher.

EDUC-M 441 Methods of Teaching Senior High/Junior High/Middle School Social Studies (3 cr.) Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and building a repertoire of teaching strategies appropriate for middle/secondary school learners.**

EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (3 cr.) P: 35 credit hours of science. Designed for students who plan to teach biology, chemistry, earth science, general science, or physics in junior high/middle school or secondary school.

EDUC-M 452 Methods of Teaching Senior High/Junior High/Middle School English (3 cr.) Methods, techniques, content, and materials applicable to the teaching of English in the secondary school. Field experiences with secondary students and teachers provided to assess ongoing programs in public schools and to study materials appropriate for these programs.**

EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (3 cr.) Study of methodology, heuristics of problem solving, curriculum design, instructional computing, professional affiliations, and teaching of daily lessons in the domain of secondary and/or junior high/middle school mathematics.**

EDUC-M 464 Methods of Teaching Reading (3 cr.) Focuses on middle, junior high, and senior high school. Curriculum, methods, and materials for teaching students to read more effectively.**

EDUC-M 480 Student Teaching: Secondary (1-14 cr.) Full-time supervised student teaching in the student's major certification area and in the grades included within a high school, or at another level if the major area permits; within the state of Indiana unless the integral program includes student teaching in an approved and accredited out-of state site. Each student assumes, under the direction of the selected supervising teacher and with university-provided supervision, responsibility for teaching in the cooperating school. Grade: S or F.**

EDUC-M 550 Practicum: (variable title) (1-8 cr.) Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting. Grade: S or F. **

EDUC-N 102 Teaching and Learning Elementary Math (3 cr.)

EDUC-P 251 Educational Psychology for Elementary Teachers (3 cr.) P: EDUC-F 205. The application of psychological concepts to school learning and teaching using the perspective of development from childhood through preadolescence. Special attention is devoted to the needs of the handicapped.

EDUC-P 255 Educational Psychology for Middle and Secondary School Teachers (3 cr.) P: EDUC-F 205. The application of psychological concepts to school learning and teaching in the perspective of development from the beginning of preadolescence adolescence. Special attention is devoted to the needs of the handicapped.

EDUC-P 290 Professional Practices: Education (2 cr.) P: Admission to the TEP. Provides students with knowledge of basic concepts in physical education and potential outcomes of preschool and elementary school motor development programs. Further, the implementation and evaluation of such programs and appropriate movement experiences for young children will be provided. Emphasis will be placed on curriculum planning and design that is developmentally appropriate.

EDUC-P 503 Introduction to Research (3 cr.) Methods and procedures in educational research.

EDUC-P 507 Testing in the Classroom (3 cr.) An introduction to the central concepts of tests and measurements, and formal and informal assessment strategies for assessing students and instructional programs.

EDUC-P 510 Psychology in Teaching (3 cr.) Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and the teacher's assumptions about human behavior and its development. This course is intended for those working toward the master's degree and who currently are or are planning to be classroom teachers.

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 for all life stages from birth to death.

EDUC-P 570 Behavior Problems in the Public Schools (3 cr.) For teachers, administrators, psychologists, case workers, and others concerned with the adjustment of children in school. Recognition of behavioral symptoms indicative of the need for special attention; role and methods used in dealing with behavioral problem children.

EDUC-Q 200 Introduction to Scientific Inquiry (3 cr.) Course provides the elementary education major with background in the science process skills needed to complete required science courses.**

EDUC-Q 528 Demonstration and Field Strategies in Science (1-6 cr.) Identification, selection, design, implementation, and evaluation of demonstrations and field trips. Strategies in science for elementary, middle school, junior high, and secondary school teachers.

EDUC-Q 540 Teaching Environmental Education (3 cr.) For elementary and secondary teachers. Basic principles of environmental/conservation education stressed in grades K-12. Methods and techniques for integrating these principles into existing curricula. Designed for the development and evaluation of new interdisciplinary teaching materials.

EDUC-S 487 Principles of SH/JR/MD School Education (3 cr.) Designed to provide an overview of the basic theories underlying the senior high/junior high/middle school in

American Education as well as an examination of the subject areas, problems, trends, challenges for the future.

EDUC-S 503 Secondary School Education (3 cr.) Designed to provide an overview for the teacher of the basic theories underlying the secondary school curriculum, as well as an examination of the subject areas, problems, trends, challenges for the future and significant research in the field.

EDUC-S 505 The Junior High and Middle School (3 cr.) Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.

EDUC-S 507 The Teacher and Secondary School Organization (3 cr.) For teachers and administrators. Functions of school personnel, organization of professional and lay people for a more effective school program, professional leadership, lay participation, and effective personnel organization.

EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School (3 cr.) The developmental reading program in junior high and secondary schools; use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for helping reluctant and retarded readers.

EDUC-S 530 Junior High and Middle School Curriculum (3 cr.) The educational program designed for the junior high and middle school. Functions, organization, planning, and evaluation of the junior high and middle school curriculum in specific areas.

EDUC-W 200 Computers in Education: An Introduction (3 cr.) Required of all students pursuing teacher certification. Introduction to instructional computing, educational computing literature, and BASIC programming. Review of and applied experience with educational software packages and commonly used microcomputer hardware. For education majors only.

EDUC-W 505 Multimedia in the Classroom (3 cr.) Intended to equip teachers and administrators with confidence when using the myriad of technology tools available for educators. Skills covered include: scanning, digital camera photography, video capture, creating slide shows, developing web pages, and audio capture.

EDUC-X 460 Books for Reading Instruction (3 cr.) P: EDUC-E 349. Examines use of trade books and non-text materials for teaching Language Arts and Reading K-8. Special sessions may focus on specific student populations.

EDUC-X 501 Critical Reading in Content Areas (3 cr.) Aids elementary and secondary teachers in the development of instructional strategies, which assist students in the comprehension, critical analysis, and integration of ideas present in print material and various subject matter areas

EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom (3 cr.) P: EDUC-E 545 or EDUC-S 514 or consent of instructor. Treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom.

EDUC-X 530 Topical Workshop in Reading (3 cr.) Individual and group study of special topics in the field of reading. Means for improving the teaching of reading. One credit hour is offered for each week of full-time work.

EDUC-Y 520 Strategies for Educational Inquiry (3 cr.) Methods and procedures in educational research. The primary purpose of this course is to introduce students to the basics of educational research, principally as it occurs in and is applied to practical, classroom settings. Course design will include lecture and discussions, independent study, individual conferences/ tutorials with the instructor, and student-led presentations related to proposed research projects.

EDUC-Y 595 Educational Inquiry: Authentic Application (3 cr.) P: Successful completion of EDUC-Y 520. Application of methods and procedures in educational research. The primary purpose of this course is to apply educational inquiry strategies and skills learned in EDUC-Y 520 Strategies for Educational Inquiry. Course design will include lecture and discussions, independent study, individual conferences/tutorials with the instructor, and student-led presentations related to completed research projects.

EDUC-G 504 Counseling Theory and Techniques II (3 cr.) Analysis of major behavioral and family counseling theories emphasizing didactic and experimental activities designed to model application of process, procedures, and techniques of behavior and family approaches to professional practice.

EDUC-G 507 Lifestyle and Career Development (3 cr.) Lifestyle and career development includes such areas as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.

School of Humanities and Social Sciences

Department of Psychology

PSY-B 421 Internship in Psychology (3 cr.) P: P381 and consent of instructor. This course completes the clinical-focus (Helping Skills-Practicum) sequence for the IU Kokomo psychology major. By completing 120 hours of supervised work at an approved practicum site, students will engage in the experiential learning needed to prepare them for meaningful work in the field of psychology after graduation.

PSY-K 300 Statistical Techniques (3 cr.) Fall and Spring. P: MATH-M 118 or MATH-M 119 or equivalent. Introduction to statistics, nature of statistical data, ordering and manipulation of data, measures of central tendency and dispersion, elementary probability. Concepts of statistical inference decision- making, estimation, and hypothesis testing. Special topics include regression and correlation, analysis of variance, nonparametric methods.

PSY-P 103 General Psychology (3 cr.) Fall, Spring, and Summer. Introduction to psychology: its methods, data, and theoretical interpretations in areas of learning,

sensory psychology, psychophysiology, individual differences, personality development, and abnormal and social psychology.

PSY-P 216 Life Span Developmental Psychology (3 cr.) Fall, Spring, and Summer. P: PSY-P 103. A survey course that integrates the basic concepts of physical, cognitive, and psychosocial development from the prenatal period to death. Throughout the life span, theories, research, and critical issues in developmental psychology are explored, with consideration of practical implications. Credit not to be given for both PSY-P 216 and PSY-P 316.

PSY-P 259 Introduction to Psychological Inquiry (3 cr.) Fall and Spring. P: PSY-P 103 and ENG-W 132. Students entering the psychology major in Fall 2012 or after are required to take this course. Credit not to be given for both PSY-P 211 Methods of Experimental Psychology, and Introduction to Psychological Inquiry. This course was taught under the course number P390 Special Topics, VT: Introduction to Psychological Inquiry, until Fall 2014. This course will provide psychology majors with an introduction to the basic processes of psychological inquiry. Students will be assisted in becoming more effective learners and critical thinkers, reading primary literature in psychology, and conducting basic survey research as well as learning about the most common methods in psychological research. This course will also include an overview of the psychology major and opportunities for graduate study and careers.

PSY-P 303 Health Psychology (3 cr.) Every Spring. P: PSY-P 103 and Sophomore standing. Focuses on 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 behavior and other psychological factors can impart health both positively and negatively.

PSY-P 316 Psychology of Childhood and Adolescence (3 cr.) Every Fall. P: PSY-P 103 and Sophomore standing. Development of behavior in infancy, childhood, and youth; factors that influence behavior. Credit not to be given for both PSY-P 216 and PSY-P 316.

PSY-P 319 Psychology of Personality (3 cr.) Every fall. P: PSY-P 103 and Sophomore standing. Methods and results of scientific study of personality. Basic concepts of personality traits and their measurements; developmental influences; problems of integration.

PSY-P 320 Social Psychology (3 cr.) P: PSY-P 103 and Sophomore standing. Every Spring. The study of psychological theories and research dealing with social influence and social behavior, including topics such as conformity, personal perception, aggression, attitudes, and group dynamics.

PSY-P 322 Psychology in the Courtroom (3 cr.) Spring, 2016. Alternate years. P: PSY-P 103 and Sophomore standing. This course considers the psychological aspects of roles and interactions in the courtroom. Topics include: definitions of “sanity” and “competency”, eyewitness testimony, jury selection, instructions, and the role of psychologists as “expert witnesses” and jury selection consultants. Emphasis will be placed on empirical law-psychology research.

PSY-P 324 Abnormal Psychology (3 cr.) Fall and Spring. P: PSY-P 103 and Sophomore standing. A first course in abnormal psychology, with emphasis on forms of abnormal behavior, etiology, development, interpretation, and final manifestations.

PSY-P 325 Psychology of Learning (3 cr.) Every Fall. P: PSY-P 103 and Sophomore standing. Facts and principles of human and animal learning, especially as treated in theories attempting to provide a framework for understanding what learning is and how it takes place.

PSY-P 326 Behavioral Neuroscience (3 cr.) Every Spring. P: PSY-P 103 and Sophomore standing. R: BIOL-L 100 or BIOL-L 105. Central nervous system functions in relation to sensory processes, motivation, and learning.

PSY-P 327 Psychology of Motivation (3 cr.) Fall 2015, then every Fall. P: PSY-P 103 and Sophomore standing. 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 335 Cognitive Psychology (3 cr.) Every Spring. P: PSY-P 103 and Sophomore standing. Introduction to human cognitive processes, including attention and perception, memory, psycholinguistics, problem solving, and thinking.

PSY-P 355 Experimental Psychology (3 cr.) Fall and Spring. P: P259 or P390 Introduction to Psychological Inquiry, PSY-K 300. Scientific methods applied to the problems of psychology. Design and execution of simple psychological experiments, treatment of results, and preparation of written reports. This course is required for students entering the psychology major in Fall, 2012 or later. Students entering the major prior to Fall, 2012 are NOT required to take this course.

PSY-P 364 Multicultural Issues in Counseling (3 cr.) P: P103 and sophomore standing. This course is meant to provide you a thorough introduction of working with diverse groups in therapy settings. We will cover the mostly likely to be treated groups but may visit others as a part of student interest and extra time. Consider this a course that will move you beyond your current understanding of diversity and allow you to consider different worldviews and issues that relate to those who are both similar and dissimilar from you. This course is designed to also increase self-awareness and facilitate appreciation of group differences as well as similarities. It will also focus on how to create system-level change in regard to racial and ethnic group relations.

PSY-P 367 Psychology of Addictions (3 cr.) P: P103 and sophomore standing. The purpose of this course is to examine both behavioral and substance-based addictions from a variety of viewpoints (e.g., historical, neurobiological, social, treatment, etc). Etiology and outcomes associated with addiction, as well as comorbidity and other addiction-related phenomena will also be reviewed.

PSY-P 381 Helping Skills and Ethics (3 cr.) Every Fall and Spring. P: 6 credit hours in psychology. Introduction to the helping relationship, including theories and strategies

of effective helping, ethical issues, and limitations of the helper role.

PSY-B 388 Human Sexuality (3 cr.) Variable scheduling. P: P103 and Sophomore standing. A survey of human sexuality to increase knowledge and comfort regarding sexuality in a variety of aspects, i.e. sexual behavior and response, influences of culture and environmental factors, psychological issues, disability effects on sexuality, sexual research, anatomy and physiology

PSY-P 391 Psychology of Gender and Ethnicity (3 cr.) Variable scheduling. P: PSY-P 103 and Sophomore standing. Basic psychological concepts and research from the perspectives of gender and ethnicity, focusing on both the similarities and differences across gender and ethnic groups. Explores the impact of social and political forces on psychological development and adjustment. Contemporary theory on ethnicity, gender, and class will also be examined.

PSY-P 407 Drugs and the Nervous System (3 cr.) Every fall. P: PSY-P 103 and Sophomore standing. Introduction to the major psychoactive drugs and how they act upon the brain to influence behavior. Discussion of the role of drugs as therapeutic agents for various clinical disorders and as probes to provide insight into brain function.

PSY-P 430 Behavior Modification (3 cr.) Variable scheduling. P: P324 and P325 or consent of instructor. Principles, techniques, and applications of behavior modification, including reinforcement, aversive conditioning, observational learning, desensitization, self-control, and modification of cognitions.

PSY-P 563 Foundations of Mental Health Counseling (3 cr.)
Foundations of Mental Health Counseling (3 cr.)
This course explores the foundations and contextual dimensions of mental health counseling. Course material will include theoretical underpinnings of mental health counseling, the counselor's role in diagnosis and intervention selection, and the contemporary trends in mental health counseling.

PSY-P 459 History and Systems of Psychology (3 cr.) Fall and Spring. P: PSY-P 103 and completion of 12 credit hours of psychology. This is the capstone course for psychology majors, and requires instructor permission for enrollment. Historical background and critical evaluation of major theoretical systems of modern psychology: structuralism, functionalism, associationism, behaviorism, Gestalt psychology, and psychoanalysis. Methodological problems of theory construction and system-making. Emphasizes integration of recent trends.

PSY-P 493 Supervised Research I (3 cr.) Scheduled with agreement of instructor, Fall, Spring, or Summer. P: consent of instructor. Active participation in research. An independent experiment of modest magnitude; course will include a research proposal submitted to the appropriate research ethics review board. Students who enroll in PSY-P 493 will be expected to enroll in PSY-P 494.

PSY-P 494 Supervised Research II (3 cr.) Scheduled with agreement of instructor, Fall, Spring, or Summer. P: PSY-P 493. A continuation of PSY-P 493. Course will include a journal-type report of the two semesters of work.

PSY-P 495 Readings and Research in Psychology (1-3 cr.) P: Consent of instructor. Participation in ongoing research in a single laboratory or independent reading and writing on a psychological topic. Variable topic currently in use: Practicum in Psychology (3 cr.). PSY-P 381 and consent of instructor. This course involves participation in a supervised field experience of at least 120 on-site hours, in an applied area. Common placements involve problems of the mentally retarded, children, the elderly, family relations, industrial relations, and mental health. Reflective writing is also required.

PSY-P 624 Principles of Psychopathology (3 cr.)
P: graduate standing and consent of instructor
Description of the phenomena of psychopathology and the principles associated with their classification.

PSY-I 501 Multicultural Counseling (3 cr.) P: graduate standing
This course explores the role of increasing diversity in the U.S. population and how it will affect 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 632 Introduction to Clinical Interventions (3 cr.)
Systematic integration of theory, research, technique, and evaluation. Based on the available research literature, time-limited and structured interventions for specific clinical problems are designed, administered, and evaluated.

PSY-P 690 Practicum in Clinical Interventions (2 cr.)
P: consent of instructor
100 service hours

PSY-P 535 Introduction to Addictions Counseling (3 cr.)
Treatments for drug and alcohol addiction, assessment of drug and alcohol conditions and related disorders, and tracking patients to monitor treatment effectiveness.

PSY-G 550 Internship in Counseling (3 cr.)
This course expands the experiential training students received in practicum. The course provides a continuing opportunity to apply theory to practice in mental health counseling under direct clinical supervision. Students will engage in a variety of professional activities performed by regularly employed counseling professionals in the setting.
Note: Lab fees apply.

PSY-P 736 Child Psychopathology (3 cr.)
Seminar on serious behavior disturbances of children. Comparisons with development of normal child interacting with family.

PSY-P 657 Topical Seminar (2 cr.)
Topics of current interest, with intensive critical examination of appropriate literature. Different staff member in charge each semester.

PSY-P 537 Program Evaluation (3 cr.)
To provide an overview of data-based strategies for assessment, planning, implementation will be presented

along with illustrative case examples: needs assessment, process evaluation, systems analysis, experimental-outcome evaluation, adversarial evaluation.

PSY-G 647 Advanced Internship (3 cr.)
This course expands the training students received in internship (PSY-G550) by providing students with supervised training that focuses and develops competencies in various areas of mental health counseling. This course satisfies the state licensure requirement for an advanced internship for Licensed Mental Health Counselors. Note: Lab fees apply.

PSY-I 669 Psychological Assessment in Rehabilitation II (3 cr.) P: I 664 and consent of instructor Presentation of psychometric foundations and the basic prediction model in personality/interest assessment. Coverage of the history of personality, assessment, personality development, and supervised clinical practice in personality/interest assessment in rehabilitation. Emphasis on prediction of everyday functioning

Department of Criminal Justice and Homeland Security

CJHS-J 101 American Criminal Justice System (3 cr.)
Introduction to elements of the criminal justice system: the police, the courts, and corrections, and how they function in contemporary American society. CJHS-J 101 is a prerequisite to all criminal justice classes.

CJHS-J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.) P: CJHS-J 101 This course examines the impact of sociological, biological, and economic theories of crime and the practice of criminal justice. Focus is upon the natural and importance of theory, context of theoretical developments, methods for the critical analysis of theoretical developments, and policy implications of the varying perspectives considered.

CJHS-J 202 Criminal Justice Data, Methods and Resources (3 cr.) P: CJHS-J 101 Course examines basic concepts of criminal justice. Students become familiar with research techniques necessary for systematic analysis of the criminal justice system, offender behavior, crime trends, and program effectiveness. Students will learn to critically evaluate existing research. Students will become familiar with existing sources of criminal justice data and will learn to assess the quality of that data.

CJHS-J 260 Topics in Criminal Justice (3 cr.) P: CJHS-J 101 This course introduces students to special topics in criminal justice.

CJHS-J 272 Terrorism and Public Policy (3 cr.)
P: CJHS-J 101 Survey of the incidence of terrorism in demorcatic societies, with particular emphasis on public policy responses designed to combat terrorism in cities. Overviews of ongoing conflicts with terrorist organizations in various countries are interspersed with analysis of significant terrorist events and public policies and responses such events create.

CJHS-J 275 Introduction to Emergency Management (3 cr.) P: CJHS-J 101 An examination of the background an nature of the profession, the central theoretical debates concerning natural and human-induced disasters, mitigating and reacting to these castastrophic events and the roles and responsibilites of emergancy managers. Current practical problems and future directions will be explored.

CJHS-J 278 Principles and Practices in Homeland Security (3 cr.) P: CJHS-J 101 An examination of the basic operations, functions, and issues involved in securing our homeland from domestic and international threats including possible threats and proactive and reactive measures against such threats.

CJHS-J 301 Substantive Criminal Law (3 cr.) P: CJHS-J 101 The development, limitations, and applications of substansive criminal law utilizing the case-study method.

CJHS-J 302 Procedural Criminal Law (3 cr.) P: CJHS-J 101 Criminal Law application and procedure from the initiation of police activity throught the correctional process utilizing the case-study method.

CJHS-J 303 Evidence (3 cr.) P: CJHS-J 101 The rules of law governing proof at trial of disputed issues of fact; burden of proof; presumptions and judicial notice; examination, impeachment, competency, and privlages of witnesses hearsay rule and exceptions. All related as nearly as possible to criminal as opposed to civil process.

CJHS-J 304 Correctional Law (3 cr.) P: CJHS-J 101 Legal problems from conviction to release: pre-sentence investigations, sentencing, probation and parole, incarceration, loss and restoration of civil rights.

CJHS-J 305 The Juvenile Justice System (3 cr.)
P: CJHS-J 101 Current developments in the legal, administrative, and operational aspects of the juvenile justice system.

CJHS-J 306 The Criminal Courts (3 cr.) P: CJHS-J 101 An analysis of the criminal justice process from prosecution through appeal. The organization and operation of felony and misdemeanor courts are examined. Topics include prosecutorial desision-making, plea bargining, judicial selection, the conduct of trials, sentencing, and appeal.

CJHS-J 310 Introduction to Administrative Processes (3 cr.) P: CJHS-J 101 Introduction to principles of management and systems theory for the administration of criminal justice agencies.

CJHS-J 320 Criminal Investigation (3 cr.) P: CJHS-J 101 Theory of investigation; crime scene procedures; interviews, interrogations, surveillance and sources of information; collection and preservation of physical evidence; investigative techniques in specific crimes.

CJHS-J 321 American Policing (3 cr.) P: CJHS-J 101 A broadly based study of the operations and interrelationships of the American police system, including discussion of the limitations of the police function, inter-juristictional matters, and intra-agency processes.

CJHS-J 322 Introduction to Criminalistics (3 cr.)
P: CJHS-J 101 R: CJHS-J 301. The broad range of physical evidence developed through the investigative process, and methods of identifying and establishing validity and relevance through forensic laboratory techniques.

CJHS-J 331 Corrections (3 cr.) P: CJHS-J 101 A survey of contempory correctional systems, including analysis of federal, state, and local corrections; adult and juvenile

facilities and programs; probation and parole. This course is not open to students who have not completed SOC-S 420 Topics in Deviance: Corrections.

CJHS-J 355 Global Criminal Justice Perspectives (3 cr.) P: CJHS-J 101 This course will survey various criminal justice systems from a variety of cultures and regions of the world. Particular attention will be given to the contrast of eastern and western systems, as well as systems that do not fit neatly into established categories.

CJHS-J 370 Seminar in Criminal Justice (3 cr.) P: CJHS-J 101 Selected contempory topics in criminal justice. May be repeted for credit.

CJHS-J 380 Internship in Criminal Justice (1-6 cr.) P: CJHS-J 101, permission of instructor, and junior or senior status. May be repeated for credit. Course grade is S/F (Satisfactory/Fail). Students are placed with a criminal justice agency for assigned tasks. Students also complete an academic component.

CJHS-J 387 Foundations of Homeland Security (3 cr.) P: CJHS-J 101 An examination of the theory and research driving homeland security and emergency management measures and an analytical look at the practices and principles of homeland security from an empirical perspective.

CJHS-J 388 Public Administration and Emergency Management (3 cr.) P: CJHS-J 101. An examination of the American federal system and how it affects policy making and emergancy management. Topics include: government programs, participation of agencies and actors from all three levels of the government, the nonprofit sector, and the private sector. Administrative processes involved in managing major hazards and disastors will be presented.

CJHS-J 439 Crime and Public Policy (3 cr.) P: CJHS-J 101 This course is an introduction to the major efforts designed to control or reduce crime. A review of existing knowledge is followed by an investigation of current crime control theories, proposals, and programs.

CJHS-J 440 Corrections in the Community (3 cr.) P: CJHS-J 101 An introduction to correctional alternatives to incarceration that focus on the reintegration of the offender while remaining in the community. Because of their extensive use, considerable attention is given to probation and parole. Other topics include diversion, community residential programs, restitution, halfway houses, and home detention.

CJHS-J 460 Police in the Community (3 cr.) P: CJHS-J 101 In-depth examination of crime as an urban policy problem; focusing on the role of police and victims in defining crime as a policy problem, and their role in seeking to reduce the incidence of crime.

CJHS-J 470 Seminar in Criminal Justice (3 cr.) P: CJHS-J 101 and senior standing. Emphasizes current developments in legal, administrative, and operational aspects of the criminal justice stystem.

CJHS-J 480 Research in Criminal Justice (1-6 cr.) P: CJHS-J 101, junior standing and consent of instructor. Individual research under guidance of faculty member.

Department of Sociology

Anthropology

ANTH-A 103 Human Origins and Prehistory (3 cr.) Humans, their biological evolution, and their archaeological history through stone and metal ages.

ANTH-A 104 Culture and Society (3 cr.) Every semester. Introduction to the comparative study of contemporary human cultures and social processes that influence behavior.

ANTH-E 329 Indians in the U.S. in the Twentieth (3 cr.) Position of the American Indian as an ethnic minority, including health, education, economy, and political consideration of proposals to change the Indian's status.

ANTH-E 445 Medical Anthropology (3 cr.) A cross-cultural examination of human biocultural adaptation in health and disease, including biocultural epidemiology; ethnomedical systems in the prevention, diagnosis, and treatment of disease; and sociocultural change and health.

ANTH-E 455 Anthropology of Religion (3 cr.) Critical evaluation of current approaches to the analysis of religious myth, ritual, and symbolism. Problems in understanding religious beliefs of other cultures. Modern development of the anthropology of religion.

ANTH-P 360 Prehistory of North America (3 cr.) Introduction to antiquity of the American Indian, principal culture areas, and field methods and techniques incident to recovery of archaeological data and materials.

Sociology

SOC-R 320 Sexuality and Society (3 cr.) P: S100 or S101 The study of social issues and problems related to human sexuality using sociological perpectives. Examines diversity with regard to in sexual practices among various cultures and categories of people. Includes sociological research about topics such as the use of sex in the media and advertising, social controversies surrounding sexual orientation, and the sexualization of children.

SOC-S 100 Introduction to Sociology (3 cr.) Every semester. Introduction to the concepts and methods of sociology with a focus on American Society as well as global issues.

SOC-S 101 Social Problems and Policies (3 cr.) Every semester. Provides an introduction to sociology through an in-depth study of major social problems; explores the policy implications of the general sociological perspective and of sociological knowledge of particular problems. Problems include population, drug use, science and technology, and poverty.

SOC-S 252 Methods of Sociological Research (3 cr.) P: S100 or S101
Offered every Fall Semester (P: 3 credit hours of sociology i.e. S100 or S101). This course is required for majors and is recommended to be completed in Sophomore or Junior year. An overview of methods and techniques used by sociologists for gathering and interpreting information about human social behavior.

SOC-S 314 Social Aspects of Health and Medicine (3 cr.) Survey of the nature of health care systems. Patient and professional role behavior are explored, as well as the

characteristics of different health care settings (P: 3 credit hours of sociology).

SOC-S 316 The Family (3 cr.) The sociological study of family relationships and the interconnections between the individual, family and wider society. Considers American families and other cultures. Emphasis on theories and empirical research explaining family patterns. (P: 3 credit hours of sociology).

SOC-S 317 Social Stratification (3 cr.) Functioning and maintenance of systems of social stratification in local communities, societies, and the global context. Correlates and consequences of social class position and mobility. (P: 3 credit hours of sociology).

SOC-S 325 Criminology (3 cr.) P: 3 credit hours of sociology or consent of instructor. Factors in genesis of crime and organization of criminal behavior from points of view of the person and the group.

SOC-S 328 Juvenile Delinquency (3 cr.) P: 3 credit hours of sociology or consent of instructor. Legal definition of delinquency, measurement and distribution of delinquency. Causal theories considered for empirical adequacy and policy implications. Procedures for processing juvenile offenders by police, courts, and prisons are examined.

SOC-S 331 Sociology of Aging (3 cr.) P: 3 credit hours of sociology or consent of instructor. Survey of the social dimensions of the aging process within a multidisplinary context. Emphasis on the empirical and theoretical findings with regard to the role of the elderly in society, problems of the elderly, and cross-cultural differences in the aging process.

SOC-S 335 Race and Ethnic Relations (3 cr.) P: 3 credit hours of sociology or consent of instructor. Relations between racial and ethnic minority and majority groups; psychological, cultural, and sociological theories of prejudice and discrimination; comparative analysis of diverse systems of intergroup relations.

SOC-S 338 Gender Roles (3 cr.) P: 3 credit hours of sociology or consent of instructor. Exploration of the research and theories explaining gender roles in contemporary societies. Emphasis on defining gender roles; tracing their historical development; considering their implications for work, marriage, parenting, and equality in society. Includes cross-cultural comparisons.

SOC-S 340 Social Theory (3 cr.) P: 3 credit hours of sociology or consent of instructor. Junior standing recommended. Sociological theory, with focus on content, form, and historical development. Relationship between theories, data, and sociological explanations.

SOC-S 344 Sociology of Childhood (3 cr.) P: 3 credit hours of sociology or consent of the instructor. Analysis of childhood as a structural form and children as social agents who contribute to societal reproduction and change. Considers the relation of childhood to other social institutions and children's contributions to society historically and cross-culturally. Examines how social policies in education, family, work, and the media affect children's lives.

SOC-S 355 Statistics for Social and Health Professionals (3 cr.)

Spring P: 3 hours of sociology and Math 118 or Math 119 or equivilent. This course replaces PSY K 300 and is the required statistics course for all sociology majors. An introduction to statistical analysis including probability, sampling, levels of measurement, descriptive statistics, bivariate analysis, and multiple regression as used in sociology and other health related professions.

SOC-S 360 Topics in Social Policy: (3 cr.)
P: 3 credit hours of sociology or consent of instructor, but some courses have additional prerequisites. Variable topics in social policy. May be repeated for credit 1-4 times with different topics. Recent topics include:

1. Drugs and Society (P: 3 hours of sociology or consent of instructor)

2. Family Violence (P: 3 hours of sociology or consent of instructor)

3. Health over the life course (P: 3 hours of sociology or consent of instructor)

4. Sustainability and Human Trafficking (P: 3 hours of sociology or consent of instructor)

5. Mental Illness (P: 3 hours of sociology or consent of instructor)

6. Body and Society (P: 3 hours of sociology or consent of instructor)

SOC-S 361 Cities and Suburbs (3 cr.) P: 3 credit hours of sociology or consent of instructor. Introduction to theory and research on the changing scale and complexity of social organization (urbanization), the quality of life in urban areas, demographic and ecological city growth patterns, and public policy concerns in contemporary urban society.

SOC-S 363 Sociology of Development (3 cr.) P: 3 credit hours of sociology or consent of instructor. An introduction to the various theoretical perspectives and empirical studies pertaining to development. Specific topics include women in development, sustainable development, and the third world within the context of the global political economy.

SOC-S 375 Issues in Human and Social Service Policy (3 cr.) P: 3 credit hours in sociology or instructor approval. Examination of theories in sociology relevant to human/social services delivery, as well as the ethical and professional issues of workers in human/social service agencies with clients from diverse populations. Application of sociological concepts, theories, and methods as they apply to the management, practice, and evaluation of human/social service agencies.

SOC-S 419 Social Movements and Collective Action (3 cr.) P: 3 credit hours of sociology or consent of instructor. Change-oriented social and political collective action and consequences for groups and societies. Resource mobilization, historical and comparative analysis of contemporary movements, and collective action.

SOC-S 420 Topics in Deviance: Variable Topics (3 cr.)
P: 3 credit hours of sociology or consent of instructor. Variable Topics.

SOC-S 431 Topics in Social Psychology (3 cr.) P: 3 credit hours of sociology or consent of instructor. Various topics in sociological social psychology. May be repeated up to 3x with variable topics.

SOC-S 470 Senior Seminar in Sociology (Traditional Track) (3 cr.) P: Completion of core requirements including S252, S340, S355 and Senior standing, and completion of a minimum of 18 credit hours in sociology or consent of instructor. Capstone course in sociology for the B.A. degree. Students conduct individual research projects under faculty supervision, make presentations, discuss sociological issues, prepare for applying to graduate school and for seeking employment with a sociology degree after graduation. May not be repeated as SOC-S471.

SOC-S 471 Senior Seminar in Sociology (Applied Sociology/Human Services Track) (3 cr.) P: Completion of core requirements including S252, S340, S355 and Senior standing, and completion of a minimum of 18 credit hours in sociology or consent of instructor. Capstone Course for the Applied Sociology/Human Services Track in the Sociology B.S. Students will investigate issues related to social service agencies, their clients, and/ or workers as well as employement strategies after graduation and graduate school options. May not be repeated as SOC-S470.

SOC-S 494 Field Experience in Sociology (3 cr.) P: Junior or Senior standing and consent of instructor. Completion of 18 or more hours in sociology including S 252, S 340 and S 355. C: for students in the Traditional Track of the Sociology B.A. or B.S. Fall only. Faculty-directed study of aspects of sociology based on field experience, in conjunction with directed readings and writings. Specifically, each intern is required to participate in 120 hours on site, keep a daily journal that is given at regular intervals to the faculty sponsor, and write an analytic paper dealing with the field experience. May not be repeated as SOC-S 497.

SOC-S 495 Individual Readings in Sociology (arr. cr.) P: Junior or Senior Standing and Consent of instructor. Prior arrangement required.

SOC-S 497 Field Experience in Human/Social Services (arr. cr.) P: Junior or Senior Standing with completion of 15 hours of upper level sociology courses including SOC-S 100 or SOC-S 101, SOC-S 252, SOC-S 340, and S-355 Statistics, and consent of instructor. C: For students in the Applied Sociology/Human Services track in the Sociology B.S. program. Fall only. Practical work in a social service agency under direction of a site supervisor and completion 120 hours of supervised internship. Student will job shadow key persons, observe client cases and assist with the usual work of the agency as approved by the site supervisor. Under direction of instructor, student will keep a journal applying sociological concepts and write a directed research paper about an issue related to the experience. May be repeated once for credit in varied setting. May not be repeated as SOC-S 494.

department of History, Political Science, and Philosophy

History

HIST-A 307 United States Cultural History (3 cr.) P: advanced writing skills recommended Course considers cultural transformations in modern United States history, including such topics as gender, race, ethnicity, social reform, and popular culture.

HIST-A 307 United States Cultural History (3 cr.) R: HIST-H 106 or completion of 56 credit hours. Course considers cultural transformations in modern United States history, including such topics as gender, ethnicity, social reform, and popular culture.

HIST-A 315 United States Since World War Two (3 cr.) R: HIST-H 106 or completion of 56 credit hours. Alternate years. Political, demographic, economic, and intellectual transformations. 1945-present: the cold war, problems of contemporary America.

HIST-A 333 History of Indiana I (3 cr.) I: The course deals with the development of a midwestern state, with emphasis on the French and British periods; the West in the American Revolution; the transition from territory to state; political, economic, and cultural patterns; and the sectional crisis.

HIST-A 334 History of Indiana II (3 cr.) The period since 1865, tracing the development of a modern industrial commonwealth—agriculture, industry, politics, society, education, and the arts.

HIST-A 346 The Crusades and Religious Violence in Medieval European History (3 cr.) P: advanced writing skills recommended
This course will explore the history of the European crusading movement from the eleventh through the fifteenth centuries, examining the familiar expeditions to Palestine and also lesser known campaigns in Spain and northeastern Europe. This course examines how the Medieval Catholic Church battled heretics and political opponents, as well as the experiences of non-Crusaders including Jews, Muslims, and invaders from the Far East.

HIST-A 375 Crime and Punishment in American History (3 cr.) R: HIST-H 106 or completion of 56 credit hours. Alternate years. This course focuses on the history of crime and punishment in the 20th-century United States.

HIST-A 382 The Sixties (3 cr.) R: HIST-H 106 or completion of 56 credit hours. Alternate years. This course focuses on the history of the United States during the 1960s and the political change and dissent; rights movements; United States foreign policy and the conflict in Vietnam; gender, exploitation, and legal change that occurred. It addresses a variety of topics, including; and the increasing diversity of expression in social values and cultural practices.

HIST-B 351 Barbarian Europe, ca. 200-1100 (3 cr.) P: advanced writing skills recommended
This course will examine the collapse of Roman authority in the West, the rise of the Germanic monarchies; the growth of the Western Catholic Church, and the development of Germany, Greek (Byzantine) and Moslem empires. It will also examine the Viking invasions, the development of feudalism and manorialism.

HIST-B 352 Western Europe in the High and Later Middle Ages (3 cr.) P: advanced writing skills recommended

This course will examine the expansion of European culture and institutions during the High and Later Middle Ages (roughly 1000-1500). Topics covered include: chivalry and elite culture, the Crusades and religious violence, rise of towns and diversification of the European economy, the founding of universities and the changing nature of education, the development of architectural styles, social change and unrest, the revival of Roman Law and the development of common law, and the centralization of governments in a variety of forms.

HIST-B 353 The Renaissance (3 cr.) P: advanced writing skills recommended
This course examines the Italian Renaissance as a political and cultural phase in the history of Western Civilization. It examines its roots in antiquity and the Middle Ages; its characteristic expression in literature, art, learning, social transformation, manners, and customs. Finally, it explores the expansion of the Renaissance into France, Germany, and England.

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.

HIST-B 362 Europe in the Twentieth Century II (3 cr.) 1930-present: Depression politics; crisis of democracy; German national socialism; World War II; Cold War; postwar reconstruction and recovery.

HIST-C 388 Roman History (3 cr.) P: advanced writing skills recommended
This course examines the history of the Roman Empire from its earliest days as a kingdom to the glory days of the Republic and early Empire, and the eventual fall of the Roman West. Finally, we will consider the Eastern continuation of the Roman state in the form of the Byzantine Empire.

HIST-D 410 Russian Revolutions and Soviet Regime (3 cr.) Alternate years. 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 former Soviet Union today.

HIST-H 105 American History I (3 cr.) Every semester. I: colonial period, revolution, confederation and constitution, national period to 1865.

HIST-H 106 American History II (3 cr.) Every semester. 1865 to present. 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.

HIST-H 113 History of Western Civilization I (3 cr.) Every semester. I: Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval church; feudalism; and national monarchies.

HIST-H 114 History of Western Civilization II (3 cr.) Every semester. Rise of middle class; parliamentary institutions, liberalism, political democracy; industrial revolution, capitalism, and socialist movements; nationalism, imperialism, international rivalries, and world wars.

HIST-H 405 Global History of Modern Sport (3 cr.) Alternate Years. Origins and development of sport in the modern world. From British public schools and ideals of fair play, through the Olympic movement, international soccer, holliganism and fandom, sport's role in identity creation and nationalism, and mass culture.

HIST-H 421 Topics: Asia, Africa, Latin America (3 cr.) Intensive study and analysis of selected historical issues and/or problems in African, Asian, or Latin American history. Topics will vary from semester to semester.

HIST-H 425 Topics in History (1-3 cr.) Intensive study and analysis of selected historical issues and problems of limited scope. Topics will vary; but will ordinarily cut across fields, regions, and periods. May be repeated once for credit.

HIST-H 495 Individual Readings in History (arr. cr.) Every semester (undergraduate). P: consent of instructor.

HIST-H 496 Internship in History (arr. cr.) Every semester (undergraduate). P: consent of instructor.

HIST-J 495 Senior Seminar for History Majors (3 cr.) Alternate years, Spring Semester. Senior Seminar for History/Political Science majors. P: consent of instructor.

Philosophy

PHIL-P 100 Introduction to Philosophy (3 cr.) Perennial problems of philosophy, including problems in ethics in epistemology and metaphysics, and in philosophy of religion. Major emphases for each section appear in the online Schedule of Classes.

PHIL-P 105 Critical Thinking (3 cr.) Development of critical tools for the evaluations of arguments through informal logic, with special attention to logical fallacies and the distinction between inductive and deductive arguments.

PHIL-P 140 Elementary Ethics (3 cr.) Philosophers' answers to ethical problems (e.g., the nature of good and evil, the relation of duty to self-interest, the objectivity of moral judgments), and the applications of ethical theory to contemporary problems.

PHIL-P 150 Elementary Logic (3 cr.) Development of critical tools for the evaluation of arguments through formal logic. A focus on translation from and from English into sentence and predicate logic, and derivations.

PHIL-P 201 Ancient Greek Philosophy (3 cr.) Selective survey of ancient Greek philosophy (pre-Socratics, Plato, Aristotle).

PHIL-P 211 Modern Philosophy: Descartes through Kant (3 cr.) Selective survey of seventeenth- and eighteenth-century philosophy, including some or all of the following: Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant.

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 the Theory of Knowledge (3 cr.) 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, relation between knowledge and evidence, and the problem of skepticism.

PHIL-P 342 Problems in Ethics (3 cr.) May concentrate on a single large problem (e.g., whether utilitarianism is an adequate ethical theory), or several more or less independent problems (e.g., the nature of goodness, the relation of good to ought, the objectivity of moral judgments).

PHIL-P 345 Problems in Social and Political Philosophy (3 cr.) Problems of contemporary relevance: civil disobedience, participatory democracy, conscience and authority, law and morality.

PHIL-P 346 Classics in Philosophy of Art (3 cr.) P: 3 cr. of Philosophy. 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 347 Contemporary Controversies in Philosophy of Art (3 cr.) Topics include the intersection of art, art criticism, philosophy, modernism and post-modernism, and the relation of aesthetic and cognitive judgment.

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 371 Philosophy of Religion (3 cr.) Topics include the nature of religion, religious experience, the status of claims of religious knowledge, the nature and existence of God.

PHIL-P 375 Philosophy of Law (3 cr.) Selective survey of philosophical problems concerning law and the legal system. Topics include nature and validity of law, morality and law, legal obligation, judicial decision, rights, justice, responsibility, and punishment.

PHIL-P 383 Topics in Philosophy (3 cr.) A variable topic course focusing on a specific area or figure of philosophy.

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.

Political Science

POLS-Y 103 Introduction to American Politics (3 cr.) Every semester. 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.

POLS-Y 215 Introduction to Political Theory (3 cr.) Every three semesters. An introduction to major ideas and theories in Western political thought, including theories of democracy and the analysis of conflict and cooperation. The course also addresses the attempts made by prominent political philosophers – from Aristotle and Plato to Locke, Marx, and Rawls – to understand and describe the nature of politics.

POLS-Y 217 Introduction to Comparative Politics (3 cr.) Every three semesters. A course that introduces students to the major political systems of the world. Students will study systems within Western and non-Western countries. Comparisons will include executive and legislative structures, elections, political parties, interest groups and key areas of public policy. Not open to students who have completed POLS-Y 107.

POLS-Y 219 Introduction to International Relations (3 cr.) An introduction to the global political system, and issues that shape relations among countries. The course looks at problems of conflict resolution, the role of international law and organizations, the challenges of poverty and development, and the other major policy issues over which nations cooperate, argue, or go to war. Not open to students who have completed POLS-Y 109.

POLS-Y 301 Political Parties and Interest Groups (3 cr.) Theories of American party activity; behavior of political parties, interest groups, and social movements; membership in groups; organization and structure; evaluation and relationship to the process of representation.

POLS-Y 304 Constitutional Law (3 cr.) Nature and function of law and judicial process; selected Supreme Court decisions interpreting the American constitutional system.

POLS-Y 311 Democracy and National Security (3 cr.) Exploration of a basic dilemma in a democratic polity: How can demands for national security be reconciled with democratic practices and values? Concepts of civil-military relations, national security structure, professional and political commitments of the military, human resource utilization, popular control of policy, and the nature of individual liberty.

POLS-Y 338 African Politics (3 cr.) Politics in contemporary sub-Saharan Africa. Topics include processes of nation building, dependency and underdevelopment; role of political parties, leadership, ideology, and military rule; continuing relevance of colonial heritage and traditional culture; network of international relations; and special situation of South Africa.

POLS-Y 360 United States Foreign Policy (3 cr.) Analysis of institutions and processes involved in the formation and implementation of United States foreign policy. Emphasis is on post-World War II policies.

POLS-Y 480 Undergraduate Readings in Political Science (arr cr.) Every semester. Individual readings and research. May be taken only with consent of the instructor.

POLS-Y 481 Field Experience in Political Science (arr cr.) P: junior or senior standing and approval of instructor. Faculty-directed study of aspects of the political process through internship experience in local, state, or national government.

POLS-Y 490 Senior Seminar in Political Science (3 cr.) Alternate years, Spring Semester. Senior Seminar for History/Political Science majors. P: consent of instructor.

Religion

REL-R 152 Introduction to Religions of the West (3 cr.) Origins, development, institutions, beliefs, and current status.

REL-R 153 Introduction to Religions of the East (3 cr.) Human ideas and value systems in the religions of India, China, and Japan.

REL-R 212 Comparative Religions (3 cr.) Approaches to the comparison of recurrent themes, religious attitudes, and practices found in selected Eastern and Western traditions.

REL-R 233 Introduction to the Hebrew Bible (Old Testament) (3 cr.) A critical examination of the literary, political, cultural, and religious history of Israel from the period of the Patriarchs to the Restoration, with emphasis on the growth and formation of the major traditions contained in the Hebrew Bible.

REL-R 243 Introduction to the New Testament (3 cr.) An examination of the history, culture, and literature of the New Testament period, with special emphasis on the emergence of early Christian beliefs.

Department of New Media, Art, and Technology

Fine Arts

Fine Arts

FINA-A 101 Ancient and Medieval Art (3 cr.) A survey of major styles and monuments in art and architecture from prehistoric times to the end of the Middle Ages.

FINA-A 102 Renaissance Through Modern Art (3 cr.) A survey of major artists, styles, and movements in European and American art and architecture from the fifteenth century to the present.

FINA-A 200 Topics in Art History (3 cr.) Various topics in the history of art will be offered depending upon instructors and their area of expertise. May be repeated with a different topic for a maximum of 6 credit hours.

FINA-A 262 Introduction to Japanese Art and Culture (3 cr.) P: FINA-A101, FINA-A102. Awaiting Approval. A historical survey of Japanese art in the context of culture, society, and politics; the arts of traditional Buddhism; ink painting and other arts associated with the Zen sect; the created landscape, in painting and garden design; historical narratives and scenes of ordinary life; and decorative and useful things, e.g., ceramics, lacquer, textiles, and “golden screens.”

FINA-A 280 Art of the Comics (3 cr.) Analysis of the visual and narrative language of comics from the earliest newspaper strips to the graphic novels of today.

FINA-A 333 From Van Eyck to Vermeer (3 cr.) P: FINA-A101, FINA-A102. Survey of major artists and themes in Netherlandish painting from the fifteenth to the seventeenth century.

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. May be repeated with different topics for a maximum of 6 credits.

FINA-A 449 Contemporary Art 1925-present (3 cr.) A study of contemporary art from 1925-preset.

New Media, Art, & Technology

NMAT-D 207 Intro to Visual Communication (3 cr.) P: ENG-W 131. This course looks at the visual aspects of print and electronic communication. It deals with issues of page design, visuals and other graphics, from practical, historical, and theoretical perspectives. Students will produce visual designs, including flyers and brochures.*

NMAT-D 216 Studio in Digital Media I (3 cr.) Introductory work in the use of digital media tools, including video, animation, image manipulation, and digital illustration in the creation of art.*

NMAT-D 217 Typography I (3 cr.) This course is an introduction to the aesthetics, mechanics, history, terminology, specifications, and use of type in design. Typefaces will be evaluated and rendered in a variety of studio assignments using both hand written and computer techniques.

NMAT-D 257 Graphic Design I (3 cr.) Emphasis on visual communication through the perceptive use of line, form, and color. Elementary study of letter forms and typography. Introduction to basic tools, drawing disciplines of graphic design, and computer graphics.*

NMAT-D 277 Design Center: Introduction to Graphic Design Production and Practice (3 cr.) P: Instructor permission required. This course introduces and focuses on the interaction graphic designers have with clients & printers and gaining professional graphic design skills. D 277 and D 377 run concurrently, serving real client (non profit) needs, each semester.

NMAT-D 316 Studio in Digital Media II (3 cr.) P: NMAT-D 216 Intermediate work in the use of digital media tools, including video, animation, image manipulation, and digital illustration in the creation of art.*

NMAT-D 317 Typography II (3 cr.) P: NMAT-D 217 This is an advanced course in type design. Typefaces will be created and evaluated in a variety of studio assignments using both hand written and computer techniques. In this course you will learn to produce work that is conceptual and/or practical, for physical and/or digital media. Exploration will be driven by a combination of larger studio/lab projects and a series of smaller lecture/demos. Projects and assignments will require reading, research, writing, design work and critique.*

NMAT-D 326 Digital Illustration I (3 cr.) Course explores basic development of digital illustrations for use in graphic design.*

NMAT-D 336 Sound in Context: Audio for Film, Video & Interaction (3 cr.) P: NMAT-D 216. Sound in Context is a lecture/lab course designed to introduce students to concepts of music and sound for a variety of media with a primary focus on creating original audio and/or sound tracks. Topics include music structures, production and editing, film and video synchronization, game audio, sound art, and other related topics.

NMAT-D 357 Graphic Design II (3 cr.) P: NMCM-N 250 or NMAT-D 257. Further studies exploring design principles. Students utilize both hand and digital methods

to solve design problems creatively and effectively. Course includes typographic exploration.*

NMAT-D 367 Identity Design & Branding (3 cr.) P: NMCM-N 250 or NMAT-D 257. Teaches how to create a visual identity that communicates the essential qualities desired by the particular business.*

NMAT-D 377 Design Center: Graphic Design Production & Practice (3 cr.) P: NMCM-N 250 or NMAT-D 257 and instructor approval. Graphic Design Production and Practice is a unique community outreach learning opportunity, providing design services to the greater Kokomo area. The students will work in a design studio environment, invest in their community and gain vast knowledge and experience. The aim here is to develop a strong portfolio that moves beyond consisting of solely hypothetical assignments into being a showcase of actual/ published client based projects that a student developed from concept to actualization/production.*

NMAT-D 416 Advanced Digital Media Studio (3 cr.) P: NMCM-N 330 or NMAT-D 316 or instructor consent. This course will explore the creative use of the digital image in still and moving formats. Emphasis will be on the possibilities provided by this advanced technology and the growing sets of delivery options available. Students will learn to think and adopt creative approaches to photography and cinematography/videography through a set of challenging class projects, exercises, demonstrations, and presentations.*

NMAT-D 426 Advanced Digital Illustration (3 cr.) P: NMCM-N 312 or NMAT-D 326. Using the pre-requisite D 326 Introduction to Digital Illustration (formerly N 312) as a springboard, this course will encourage self expression and diversity while primarily focusing on illustrative work that is directly tied to Graphic Design based creative briefs. The aim here is to develop strong portfolio pieces.*

NMAT-D 467 Publication & Editorial Design (3 cr.) P: NMCM-N 250 or NMAT-D 257. A publication and editorial design course that tackles multiple paged printed and bound documents, beginning with magazines and transitioning to focus upon the book format for the bulk of the course. It currently operates primarily within InDesign, while utilizing other software from the Adobe suite, such as Photoshop and Illustrator.*

NMAT-F 101 Core Foundations: Tier 1--Block 1 (3-3 cr.) Each block consists of three five week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and digital skills a long with the critical thinking that is relevant to a contemporary practice in art and design. no

NMAT-F 103 Core Foundations: Tier 1--Block 3 (3-3 cr.) Each block consists of three five week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and digital skills a long with the critical thinking that is relevant to a contemporary practice in art and design. no

NMAT-F 102 Core Foundations: Tier 1--Block 2 (3-3 cr.) Each block consists of three five week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and digital skills a long with the critical thinking that is relevant to a contemporary practice in art and design. no

NMAT-F 201 Core Foundations: Tier 2--Block 1 (3-3 cr.) P: NMAT F103 Each block consists of three five week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and digital skills a long with the critical thinking that is relevant to a contemporary practice in art and design. no

NMAT-F 202 Core Foundations: Tier 2--Block 2 (3-3 cr.) P: NMAT F103 Each block consists of three five week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and digital skills a long with the critical thinking that is relevant to a contemporary practice in art and design. no

NMAT-F 203 Core Foundations: Tier 2--Block 3 (3-3 cr.) P: NMAT F103 Each block consists of three five week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and digital skills a long with the critical thinking that is relevant to a contemporary practice in art and design. no

NMAT-F 250 Connected Foundations (3-3 cr.) P: NMAT F201 Connected Foudations is the capstone of the core foundations program. The course will help students synthesize the foundation learning to help build the momentum, awareness, and confidence for majors to excel in their junior and senior years. The course is one week long and involves experiences at a retreat center off campus. no

NMAT-G 341 Independent Study In New Media, Art & Technology (1-6 cr.) In-depth projects and studies of special topics closely related to existing areas of concentration within New Media, Art & Technology.* May be repeated.

NMAT-G 398 Internship In New Media, Art & Technology (1-6 cr.) P: Consent of the instructor. Internship focusing on producing and managing new media communication projects. Apply during semester prior to desired internship. Must represent a minimum of 40 hours of experience per credit hour. May be repeated once for credit, but no more than 6 credits total may be earned.

NMAT-G 405 Concepts and Images (3 cr.) This advanced study course covers the understanding and use

of critical theory in the contemporary world. Questions such as, in what ways does theory help in thinking and understanding the world. This course will explore, through the visual arts, contemporary critical theory and how we use it to be better thinkers, writers, students, and citizens of the world.*

NMAT-G 411 New Media Theory (3 cr.) P: ENG-W 131. This course examines various theories of new media communication and its effects on the world. Theories of design, criticism and computer-mediated communication will be explored. After taking this course, students should be able to critique new media and their societal effects.

NMAT-G 491 Professional Practices (3 cr.) P: Junior or higher status or instructor approval. Senior Seminar is the culminating capstone course for students majoring in New Media, Art, and Technology. This course marks the end of your undergraduate experience and, as such, asks you to reflect upon your undergraduate experience, demonstrate the academic abilities you have gained over the course of your academic career, and prepare for the next stages of your professional and educational life.*

NMAT-H 258 History of Graphic Design (3 cr.) Explore how the technologies used in graphic design have evolved, and research the consequences of those changes.

NMAT-S 100 Fundamental Studio Drawing (3 cr.) This course is designed to introduce the drawing student to the foundation principles of drawing from observation. Through direct observation of objects, interiors, and figures students will explore different materials. Proportion, structure and composition will be covered. Students in this class work with graphite pencils, charcoal, conte crayon and pen. Students will be encouraged to find their own personal expressive creativity through various assignments.

NMAT-S 110 Fundamental Studio-2D (3 cr.) This course will involve a comprehensive study of design elements and principles as basic means of organizing two-dimensional space. There will be an emphasis on inventiveness and an exploration of many media.

NMAT-S 112 Fundamental Studio-3D (3 cr.) Volume, space, material, and physical properties studies provide the basis for exploration of three-dimensional form; includes carving, construction, modeling and casting. Materials that will be used are wood, plaster, metal and found objects.

NMAT-S 200 Drawing II (3 cr.) P: S 100 Fundamental Studio Drawing. This course is designed to expand upon the drawing student's knowledge of foundation principles of drawing from observation. Through the exploration of materials and direct observation of objects, interiors, and figures students will create advanced drawing projects. Students in this class work with colored pastels, pen and ink and colored pencils Students will be encouraged to find their own personal expressive creativity through various assignments.

NMAT-S 230 Painting I (3 cr.) In this course you will work throughout the semester learning and practicing observational painting techniques using acrylic paint, discovering how the artist creates and composes a well-rounded painting. It is the goal of this course to provide, in addition to the skill and knowledge necessary to make dynamic paintings, a background in aesthetics and history. Each student is expected to build upon a good foundation of drawing, design and color theory, with interest in the craft of materials, and the challenge to creatively express yourself through painting.

NMAT-S 240 Introduction to Printmaking Media (3 cr.) This course will provide an introduction to the basic techniques of Monotype, Relief, Intaglio, and Silkscreen Printmaking. The course will provide the beginning student with the basic terminology of printmaking and an understanding of contemporary prints.

NMAT-S 260 Ceramics I (3 cr.) This course is designed to introduce students to the basic skills of ceramics. You will learn how to manipulate clay in various ways to create 3D works of art. Projects are designed to introduce skills with allowance for creative thought and personal input.

NMAT-S 270 Spatial Art I: Theory and Practice (3 cr.) By using both conventional and unconventional materials and by reading theories across disciplines, we will delve into the creation of spatial art. In doing so, each student will build a critical and conceptual approach, develop their own artistic voice, and portray their subject in a thought-provoking manner.

NMAT-S 280 Metalsmithing & Jewelry Design I (3 cr.) This course is designed to introduce students to the basic skills of metalworking. You will learn how to fabricate, solder, and finish non-ferrous metal pieces. Projects are designed to introduce these skills with allowance for creative thought and personal input.

NMAT-S 300 Drawing III (3-6 cr.) P: S 200. This course is designed to advance the drawing student's knowledge of materials and principles through experimentation and investigation of one's own research. Through the exploration of materials and research of subject matter the student will create advanced drawing projects. Students in this class work with non-traditional drawing materials and tools. Students will be encouraged to find their own personal expressive creativity through various assignments. May be repeated once.

NMAT-S 302 Advanced Drawing (3-6 cr.) This course is designed to train the advanced art student the foundation of drawing from the human figure. Through direct observation of live models and anatomical drawing aids will help the students learn to sight and translate. Proportion and structure will be stressed. Gesture, line quality, value, composition, and human anatomy will be studied. A variety of techniques and approaches to drawing will allow each student to find their own personal expressive creativity. Conceptual figurative issues will be considered in the work in the last part of the semester.* May be repeated once.

NMAT-S 322 Exploration of Materials and Process (3-6 cr.) P: NMAT F203 This course will explore diverse art mediums and ways of working. The student may use printmaking, clay, metal, plastics, sculpture, photography and drawing in mixed media projects. The projects will involve different methods of working including intentional and intuitive methods of planning as well as collaborative works. The elements and principles of design will be

infused within the objectives of the projects. May be repeated once.

NMAT-S 340 Intaglio Printmaking (3-6 cr.) This course will provide intermediate studies in Intaglio Printmaking. The course will build on the basic terminology and techniques of printmaking studied in S 240. There will be a continued focus on the study of contemporary prints. May be repeated once.

NMAT-S 342 Relief Printmaking (3-6 cr.) P: NMAT-S 240. This course will build on the basic printmaking techniques studied in the Introduction to Printmaking Media. It will provide advanced studies in Relief Printmaking with a focus on multiple block printing and color reduction printing with linoleum and wood. The course will build on the basic terminology of printmaking studied in the introductory course and will include a focus on contemporary prints. May be repeated once.

NMAT-S 344 Silkscreen Printmaking (3-6 cr.) This course will provide intermediate studies in Printmaking with an introduction to the techniques of Silkscreen Printmaking. The course will build on the basic terminology and techniques of printmaking studied in S 240, but it could be taken without previous printmaking experience. There will be a focus on the study of contemporary prints and printmaking. May be repeated once.

NMAT-S 360 Ceramics II (3-6 cr.) P: S 260. This course is designed to introduce students to the basic skills of wheel throwing. You will learn how to manipulate clay on the wheel to make vessels. Handles and learning how to trim and cut a foot are also a major skill that will be perfected in this semester. Projects are designed to introduce skills with allowance for creative thought and personal input.* May be repeated once.

NMAT-S 370 Spatial Art II: Theory and Practice (3-6 cr.) P: NMAT S270 By using both conventional and unconventional materials and by reading theories across disciplines, we will delve into the creation of spatial art. In doing so, each student will build a critical and conceptual approach, develop their own artistic voice, and portray their subject in a thought-provoking manner. May be repeated once.

NMAT-S 380 Metalsmithing & Jewelry Design II (3-6 cr.) P: S 280 Metalsmithing & Jewelry Design I. This course is designed to further introduce students to more advanced skills of metalworking. You will learn how to form non-ferrous metal pieces in various techniques. The techniques covered will be raising, forging & fold forming, chasing and repousse and various mechanisms. Projects are designed to introduce these skills with allowance for creative thought and personal input.* May be repeated once.

NMAT-S 330 Painting II (3-6 cr.) In this course you will work throughout the semester learning and practicing observational painting techniques discovering how the artist creates and composes a well-rounded painting using oil paints. It is the goal of this course to provide, in addition to the skill and knowledge necessary to make dynamic paintings, a background in aesthetics and history. Each student is expected to build upon a good foundation of drawing, design and color theory, with interest in the craft of materials, and the challenge to creatively express yourself through painting.* May be repeated once.

NMAT-S 430 Painting III (3-12 cr.) P: S 230 Painting I, S 330 Painting II. In this course you will work throughout the semester advancing your observational painting skills while combining abstract images and practicing how the artist creates and composes a well-rounded painting. It is the goal of this course to provide, in addition to the skill and knowledge necessary to make dynamic paintings, a background in aesthetics and history. Each student is expected to build upon a good foundation of drawing, design and color theory, with interest in the craft of materials, and the challenge to creatively express your ideas through painting.* Repeatable.

NMAT-S 432 Advanced Painting (3-12 cr.) P: S 230 Painting I, S 330 Painting II, S 430 Painting III. This is an advanced course in the use of photography and cinematography. The recent developments in digital cameras and the inclusion of video capabilities are compelling. The ability to use still and moving images are at the core of the cultural communications milieu and require our attention. This course will explore the creative use of the digital image in still and moving formats. Emphasis will be on the possibilities provided by this advanced technology and the growing sets of delivery options available. Students will learn to think and adopt creative approaches to photography and cinematography/videography through a set of challenging class projects, exercises, demonstrations, and presentations.* Repeatable.

NMAT-S 442 Advanced Printmaking (3-12 cr.) P: S 240 Basic Printmaking Media, 300-level printmaking course. This course will build on the basic printmaking techniques studied in the Introduction to Printmaking Media. It will provide advanced studies in Relief Printmaking with a focus on multiple block printing and large scaled prints. The course will build on the basic terminology of printmaking studied in the introductory course and will include a focus on contemporary prints.* Repeatable.

NMAT-S 444 Advanced Silkscreen Printmaking (3-12 cr.) P: S 240 Basic Printmaking Media, S 344 Silkscreen Printmaking. This course will provide advanced studies in Printmaking with a focus on the techniques of Silkscreen Printmaking. The course will build on the basic terminology and techniques of printmaking studied in S 240 and S 344. There will be a focus on the study of contemporary prints and printmaking.* Repeatable.

NMAT-S 460 Ceramics III (3-12 cr.) P: S 260 Ceramics I, S 360 Ceramics II. This course is designed to advance students in skills of the ceramic arts. You will learn how to incorporate molds into your body of work. Slip casting will also be a major focus in this class and how you transform these casts into a body of work will make up the majority of the projects. Projects are designed to introduce skills with allowance for creative thought and personal input.* Repeatable.

NMAT-S 470 Spatial Art III: Theory and Practice (3-12 cr.) P: NMAT S270, NMAT S370 By using both conventional and unconventional materials and by reading theories across disciplines, we will delve into the creation of spatial art. In doing so, each student will build a critical and conceptual approach, develop their own artistic voice,

and portray their subject in a thought-provoking manner. Repeatable.

NMAT-S 472 Advanced Sculpture (3-12 cr.) (previously FINA-S 472) P: S 270, S 370, S 470. This is an advanced course in object making and contemporary practices. This is an advanced course for juniors and seniors who are specializing in sculpture/object making in there degree and thesis for graduation.* Repeatable.

NMAT-S 480 Metalsmithing & Jewelry Design III (3-12 cr.) P: S 280 Metalsmithing & Jewelry Design I. In this class you will learn the advanced techniques in jewelry and metalsmithing including enameling, marriage of metals and the lost wax vacuum casting process. Various projects will be given to advance skill in these area. Samples will be required.* Repeatable.

NMAT-S 482 Advanced Metalsmithing & Jewelry Design (3-12 cr.) P: NMAT-S480 This course is designed to introduce students to new materials to create wearable art. You will learn about properties of different materials and how to manipulate them. Projects are designed to introduce these skills with allowance for creative thought and personal input on how materials can relate to, transform or compliment the body.* Repeatable.

NMAT-W 201 Introduction to New Media (3 cr.) P: ENG-W 131. This course is an introduction to New Media. Through readings and projects, students learn basic principles of web sites and other online communication, focusing on creating content, developing designs, and producing graphics. Particular attention is paid to learning web site creation and management software.*

NMAT-W 235 Web Design I (3 cr.) This course introduces web site design and development covering high level concerns along with hands-on activities. Topics range from infrastructure and page design to XHTML and Javascript.*

NMAT-W 265 JavaScript I (3 cr.) This course introduces students to fundamental programming concepts and techniques. Students will develop a solid foundation that can be used to learn other programming languages. Using the JavaScript programming language as a basis for instruction, this course focuses on client-side Web programming and teaches students how to create highly dynamic and interactive Web pages.*

NMAT-W 305 Physical Computing (3 cr.) P: NMAT-W 201. This course will explore human computer interaction through the intersection of physical and software based art. Students will work with contemporary issues and problems in the arts and technology through the investigation into the digital nature of the computing object. once

NMAT-W 315 Web Usability and Information Architecture (3 cr.) (previously NMCM-N 315) P: ENG-W 131. This course covers designing professional web sites. It focuses on learning principles to make web sites both well-structured and usable. Activities include web site analysis, design, and usability testing.*

NMAT-W 345 Programming for Artists (3 cr.) P: NMCM-N 245 or NMAT-W 245. Teaches intermediate principles of web design and gives students practice creating sites using these principles and common website creation tools. Students should learn to produce professional-quality websites.*

NMAT-W 365 JavaScript II (3 cr.) (previously NMCM-N 362) This course discusses server-side Web programming using the PHP programming language. Through a detailed discussion of programming fundamentals, students will develop a comprehensive understanding of the server-side aspects of developing interactive Web applications. This course also offers an introductory overview of interfacing web applications with relational databases. Students are expected to develop real-world server-side Web applications.*

department-of-communication-performing-arts

Communication Arts

COMM-C 394 Communication and Conflict (3 cr.) Analyzes conflict as a form of interaction. Examines approaches/perspectives to the study of conflict, the nature of power, face saving and contentious behaviors. Specific contexts include relational, marital, group and organizational. Special attention to bargaining and mediation.

Humanities

HUMA-U 102 Introduction to Modern Humanities: The Live Performances (3 cr.) This course examines the approach to attending live performances including opera, symphony, theatre, and dance. Topics include protocol and traditions of the audience, criteria for critical listening, and discrimination of basic elements of performance. Students will attend live performances, engage in discussions of performances by genre, and develop critical listening skills.

HUMA-U 103 Introduction to Creative Arts (3 cr.) An interdisciplinary course that brings together music, art, dance, theatre, cinema, and storytelling into a cohesive, comprehensive, and thematic study of the interrelationships of the fine arts.

Journalism

JOUR-C 200 Introduction to Mass Communications (3 cr.) Survey of functions, responsibilities, and influence of various mass communications media. Directed toward the consumer and critic of mass media in modern society.

JOUR-J 200 Reporting, Writing, & Editing I (3 cr.) Working seminar stressing the creation of journalistic stories for diverse audiences. Students will learn to develop story ideas, gather information, combine visual and verbal messages, and to write and edit news.

JOUR-J 343 Broadcast News (3 cr.) Techniques of gathering, analyzing, and writing news and features for broadcast. Practice in interviewing, observation, and use of documentary references that include computer information retrieval and analysis skills.

JOUR-J 201 Reporting, Writing, & Editing II (3 cr.) P: JOUR-J 200. Working seminar focused on the strengthening of basic journalism skills, including in-depth reporting, editing, and multimedia presentations. Creativity, cooperation and critical thinking are used to shape effective messages for diverse audiences.

JOUR-J 344 Photojournalism Reporting (3 cr.) This is an intermediate photojournalism course focusing on the basics of light, camera operation, and the use of the digital

darkroom. It includes instruction in spot news and feature photography as well as instruction in ethics, privacy, and law.

Music

MUS-M 174 Music for the Listener (3 cr.) How to listen to music, art of music and its materials, instrument and musical forms.

MUS-T 110 Rudiments of Music (3 cr.) Entry level class for students interested in how music works. The class deals with the fundamentals of notation, ear training, and music reading. Melody and harmony are explored.

MUS-U 110 Special Topics in Music (2 cr.) Various topics from semester to semester.

MUS-X 070 University Choral Ensemble (1 cr.)

MUS-X 040 Instrumental Ensemble: Band (2 cr.) This course may be taken for up to 8 credit hours with different topics.

MUS-Z 201 History of Rock 'n' Roll Music (3 cr.) A history and appreciation of rock's classic era. The course begins with the 1964 British Invasion, which signaled the arrival of rock's second generation. Examines the major musical figures and social issues (civil rights struggle, the war in Vietnam) of the 1960s.

MUS-Z 373 The American Musical: Context and Development (3 cr.) The origins of the American Musical: its societal impact and its development from vaudeville and European operetta to the rock musicals of today.

Speech

SPCH-C 205 Introduction to Oral Interpretation (3 cr.) Basic principles and practice in analysis and reading of selections from prose, poetry, and drama. Public presentation of programs. Lecture and recitation.

SPCH-C 321 Persuasion (3 cr.) P: SPCH-S 121 or equivalent. Motivational appeals in influencing behavior, psychological factors in speaker-audience relationship, principles and practice of persuasive speaking. Lecture and recitation.

SPCH-C 325 Interviewing Principles and Practices (3 cr.) P: SPCH-S 121 or equivalent. Study and practice of methods used in business and industrial interviews, emphasis on the logical and psychological bases for the exchange of information-attitudes. Lecture and recitation.

SPCH-C 380 Organizational Communication (3 cr.) The application of communication theory and research to the study of communication within the formal organization. Communication behavior is examined in a variety of organizational settings: interpersonal, small group, and inter-organizational units.

SPCH-C 391 Topics Course (1-8 cr.) Current topics in use include: **Seminar** (1–3 cr.) P: consent of instructor. Topic announced in prior semester; oriented to current topics in communication and theatre; readings, projects, and papers as indicated by the topic and instructor. May be repeated up to a total of 8 credit hours.Topics currently in use are: **Public Relations Campaigns** (1–3 cr.) This course teaches students public relations theories, methods, and practice. Working in teams, students design and place three media messages for community-based public relations clients; **Organizational Training and Development** (3 cr.) Provides experience in the design, development, presentation, and evaluation of instructional communication training programs.

SPCH-C 393 Communication Research Methods (3 cr.) P: ENG-W 131 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-C 437 Creative Dramatics (3 cr.) Laboratory course in informal dramatics that emphasizes the child rather than the production; includes methods of stimulating the child to imaginative creation of drama with the materials of poetry, stories, choral readings, and music.

SPCH-C 444 Political Communication (3 cr.) Examination of communication in political campaigns and social movements. Campaign topics include speech-making, advertising, news coverage, and debates. Case studies in social movements, including anti-war, civil rights, feminism, and others.

SPCH-S 121 Public Speaking (3 cr.) Theory and practice of public speaking; training in thought processes necessary to organize speech content, personality, components of effective delivery, and language.

SPCH-S 122 Interpersonal Communication (3 cr.) Practical consideration of spontaneous human interaction in face-to-face situations. Special attention to perception, language, and attitudes, in dyads and small groups.

SPCH-S 201 Communicating in Public (3 cr.) R: SPCH-S 121. Theory and advanced practice of public speaking. Designed primarily for, but not limited to, majors in communication-related fields.

SPCH-S 205 Introduction to Speech Communication (3 cr.) Overview of the theories and principles of effective communication in interpersonal, group, organizational, and public settings.

SPCH-S 223 Business and Professional Speaking (3 cr.) P: SPCH-S 121. Preparation and presentation of types of speeches and oral reports appropriate to business and professional occupations; group discussion and parliamentary procedures.

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 322 Advanced Interpersonal Communication (3 cr.) P: SPCH-S 122. Advanced consideration of communication in human relationships. Emphasis given to self-concept; perception; language; nonverbal interaction; listening; interpersonal conflict; and communication skills in family, social, and work situations.

SPCH-S 333 Public Relations (3 cr.) Principles of contemporary public relations, including ethics of public relations; impact on society; and uses by government, business, and social institutions for international and external communication. Public relations as a problem solving process utilizing theoretical and application strategies.

SPCH-S 336 Current Topics in Communication (3 cr.) Extensive analysis of selected problems in contemporary speech communication. Topics vary each semester and are listed in the Schedule of Classes. May be repeated once for credit.

SPCH-S 398 Independent Study in Speech Communication (1-6 cr.) P: junior standing and approval of instructor. Independent study or practicum experience. Projects must be approved by faculty member before enrolling. May be repeated up to a total of 6 credit hours.

SPCH-S 427 Cross-Cultural Communication (3 cr.) A survey study of national, cultural, and cross-cultural persuasion in theory and practice.

SPCH-S 233 Introduction to Public Relations (3 cr.) A survey of the historical antecedents and contemporary practice of public relations in the U.S. Emphasis is on the nature of day-to-day tasks and the communication responsibility of public relations practitioners in a variety of professional settings.

SPCH-S 302 Rhetoric and Society (3 cr.) Examination of sources and functions of symbolic influence in contemporary society. Emphasis will be placed on the development of skills necessary for understanding and analyzing instances of rhetoric occurring in a variety of social contexts.

SPCH-C 480 Communication Theory (3 cr.) A critical evaluation of theories in the field of human communication. Consideration is given to theories which explain communication behavior between pairs of people, within groups, in organizations, and in societies.

SPCH-S 400 Senior Seminar in Speech (3 cr.) Study of problems and issues in rhetoric and communication. Topic varies.

SPCH-C 394 Research Seminar (3 cr.) Practice conducting research in the discipline of communication. Examination of the theoretical foundations of various forms of communication research.

SPCH-C 255 Social Media Strategies (3 cr.) This course provides students with an introduction to the history, theory, technology, and uses of social media. Students will explore the possibilities and limitations of social media and will have hands-on experience with several forms of social media technology.

SPCH-C 382 Social Media Campaigns (3 cr.) P: SPCH-C 255. Working seminar stressing the development and application of social media strategies. Students work with community organizations to design and implement a social media campaign.

SPCH-S 228 Argumentation and Debate (3 cr.) Reasoning, evidence and argument in public discourse. Study of forms of argument. Practice in argumentative speaking.

SPCH-C 315 Internship in Communication (3 cr.) Internship in communication, arranged between the student, the student's faculty mentor, and an internship supervisor.

May be repeated once for credit.

SPCH-C 354 Cyberculture and Community (3 cr.) Advances in communication technology have altered our social landscape. This course explores how emerging technologies form new types of social networks while also changing the rules of communication in existing social units.

Telecommunications

TEL-R 309 Television Production (3 cr.) Introduction to the production process in the studio and in the field.

TEL-R 407 Field Television Production (3 cr.) P: TEL-R 309 and consent of instructor. Planning, writing, producing, and editing program inserts and segments for television using portable video equipment.

TEL-R 424 Advanced Production Workshop (3 cr.) P: TEL-R 407 or TEL-R 409 or consent 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. May be repeated once with different topic.

TEL-T 283 Introduction to Production Techniques and Practices (3 cr.) Introduction to audio, field, and studio production bridges the theoretical and practical aspects of production through written hands-on exercises.

TEL-T 337 Video Field Production (3 cr.) P: TEL-T 283 or TEL-R 309. Advanced course in video production. Students will apply their knowledge of visual aesthetics, production, and communication to produce a corporate video campaign.

Theatre

THTR-C 130 Introduction to Theatre (3 cr.) An introduction to the study of theatre; the wide range of critical, historical, aesthetic, and practical interests necessary to a well-rounded view; emphasis on theatre as an art form; elements of dramatic construction.

THTR-T 120 Acting I (3 cr.) Introduction to theories, methodology and skills; body movement, voice and diction, observations, concentration, imagination. Emphasis on improvisation exercises.

THTR-T 149 Introductory Speech and Theatre Practicum (1-2 cr.) Introductory directed projects in speech and theatre.

THTR-T 220 Acting II (3 cr.) P: THTR-T 120 or consent of instructor. Textual analysis and techniques of communicating with body and voice. Study and performance of characters in scenes from Shakespeare and modern realistic and nonrealistic dramas.

THTR-T 226 Readers Theatre I (3 cr.) Exploration of theory and techniques, Practical experience materials; fiction and nonfiction, poetry, prose, dramatic dialogue.

THTR-T 236 Readers Theatre I (3 cr.) Exploration of theory and techniques. Practical experience with a variety of materials: fiction and nonfiction, poetry, prose, dramatic dialogue.

THTR-T 245 Living Theatre (1-2 cr.) Attendance at eight selected productions in the community during the semester, lecture and discussion of each production, short written analyses, and term paper. No withdrawal permitted after second week of class. For 1 credit hour: attend

lectures and productions. For 2 credit hours: complete course as described. May be repeated for a maximum of 4 credit hours.

THTR-T 345 Theatre for Children (3 cr.) Purposes, principles, and problems of staging plays for children.

THTR-T 483 Topics in Theatre and Drama (1 cr.) This is a Capstone course for students in the Creative Arts-Theatre Concentration. For 1 credit hour, students will be involved in the production of a play or musical from planning stages to completion.

department-of-hss

Afro-American Studies (AFRO)

AFRO-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.

AFRO-A 210 The Black Woman in America (3 cr.) A historical overview of the black woman's role in American society, including family, social, and political relationships.

Humanities and Social Sciences

HSS-S 200 Introduction to Leadership Studies (3 cr.) This course provides an overview of leadership theories and practices. It is offered in the hybrid format, meeting once per week on campus and once per week online.

HSS-S 300 Leadership Practicum - Leadership in Action (1-2 cr.) This course provides hands-on experiences with leadership activities and events that provide a leadership opportunity. Students will take this class for three credits--either as three one-credit modules or as a one credit/two credit sequence.

HSS-S 400 Leadership Capstone (3 cr.) This course is an applied, experiential learning course where students can practice the knowledge gained in other courses. It serves as a capstone for the minor and students will complete a semester-ling project

HSS-E 103 Topics in Arts and Humanities (3 cr.) Specific topics will vary by section and over time, but all versions of E 103 will meet the objectives of the HSS TOPICS curriculum. The curriculum is open to freshmen who will learn how scholars from the arts and humanities distribution area frame questions, propose answers, and assess the validity of competing approaches. Writing and communication skills are integrated in the course.

HSS-E 104 Topics in Social and Historical Studies (3 cr.) Specific topics will vary by section and over time, but all versions of E 104 will meet the objectives of the HSS TOPICS curriculum. The curriculum is open to freshmen and sophomores, who will learn how scholars from the social and historical studies distribution area frame questions, propose answers, and assess the validity of competing approaches. Writing and communication skills are integrated in the course.

HSS-I 100 Intro to International Studies (3 cr.) This introductory, interdisciplinary course is required for all students in the International Studies Program. It will expose students to various academic and disciplinary approaches (representing the social sciences, humanities, and natural sciences) essential to international studies. Students will analyze critical global issues and gain a fuller understanding of the international system.

Women and Gender Studies

WOST-W 350 Women: Images and Perspectives (3 cr.) Fall or spring. This interdisciplinary course studies how women's lives in America are shaped by social values; by cultural beliefs, traditions, and ideology; and by social, political, and economic institutions or policies. It also considers how these are reflected in imaginative literature as well as social reality.

Department of English and Language Studies

Classical Studies

CLAS-C 209 Medical Terms from Greek and Latin (2 cr.) This course introduces students to the process by which technical medical terms are formed.

Comparative Literature

CMLT-C 190 Introduction to Film (3 cr.) History of film and growth of cinematic techniques from Melies and the Lumiere brothers to the present. Topics such as adaptation, the visual image, genres, and the film as social document, and how they relate to the history and development of film art. Students will become familiar with the basic terminology and technical aspects of film study.

CMLT-C 390 Film and Society (3 cr.) P: CMLT-C 190 or consent of instructor. Film and politics; censorship; social influences of the cinema; and rise of the film industry.

CMLT-C 392 Genre Study in Film (3 cr.) P: CMLT-C 190 or consent of instructor. Problems of definition; the evolution of film genres such as criminal or social drama, comedy, the western, science fiction, horror, or documentary film; themes, subject matter, conventions, and iconography peculiar to given genres; relationship of film genres to literary genres. Focus is on one specific genre each time the course is offered. May be repeated once with different topic.

Versions of this course offered: "Summer Blockbusters," and "Film Noir."

East Asian Languages and Cultures

EALC-E 100 East Asia: An Introduction (3 cr.) Basic introduction to China, Japan, and Korea. Intended to help students understand the unique character of each of these three cultures within the general framework of East Asian civilization, comprehend the historical importance of the three countries, and appreciate the crucial role they play in the world today.

English

ENG-E 205 Introduction to the English Language (3 cr.) Acquaints the student with contemporary studies of the nature of language in general and of the English language in particular.

ENG-E 301 Literatures in English Medieval to 1600 (3 cr.) Representative study of British and American literature from Medieval through the 1600s

ENG-E 302 Literatures in English 1600-1800 (3 cr.) Representative study of British and American literature of the sixteenth through the eighteenth centuries in the context of transatlantic cultural developments.

ENG-E 303 Literatures in English 1800-1900 (3 cr.) 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.) 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 such as multiculturalism, gender, and identity.

ENG-G 301 History of the English Language (3-3 cr.) P: W131, W132 A study of the English Language from linguistic percursors to modern usage. 0

ENG-L 101 Western World Masterpieces I (3 cr.) Literary masterpieces from Homer to Chaucer. Aims to teach thoughtful, intensive reading and to introduce students to the aesthetic values of the classical literary heritage of Western literature.

ENG-L 102 Western World Masterpieces II (3 cr.) Literary masterpieces from Shakespeare to the present. Introduces the student to the literature of the modern world and its aesthetic and philosophical values. May be taken before ENG-L 101.

ENG-L 202 Literary Interpretation (3 cr.) Close analysis of representative texts (poetry, drama, fiction) designed to develop the art of lively, responsible reading through class discussion and writing of papers. Attention to literary design and critical method.

ENG-L 203 Introduction to Drama (3 cr.) Representative significant plays to acquaint students with characteristics of drama as a type of literature. Readings will include plays from several ages and countries.

ENG-L 204 Introduction to Fiction (3 cr.) Representative works of fiction; structural techniques in the novel. Novels and stories from several ages and countries. A recent offering of this course was: "Monsters and the Monstrous."

ENG-L 205 Introduction to Poetry (3 cr.) Kinds, conventions, and elements of poetry in a selection of poems from several historical periods.

ENG-L 207 Women and Literature (3 cr.) Issues and approaches to the critical study of women writers and their treatment in British and American literature.

ENG-L 209 Topics in American Literature and Culture (3 cr.) Selected works of American literature in relation to a single cultural problem or theme. Topics will vary from semester to semester.

Previous versions of this variable topics class includes: "American Southern Literature," "Modern American Drama," "American Horror Story," and "The Great American Novel."

ENG-L 220 Introduction to Shakespeare (3 cr.) Rapid reading of at least a dozen of Shakespeare's major plays and poems. May not be taken concurrently with ENG-L 313 or ENG-L 314.

ENG-L 225 Introduction to World Masterpieces (3 cr.) Representative masterpieces in all genres from world literature of any period.

ENG-L 230 Science Fiction (3 cr.) Study of the kinds, conventions, and theories of science fiction. Course may include both literature (predominantly British and American) and film.

ENG-L 295 American Film Culture (3 cr.) Film in relation to American culture and society. Topic varies. Works of literature may be used for comparison, but the main emphasis will be on film as a narrative medium and as an important element in American culture.

Recent versions of this variable topics course include: "The Art of Adaptation," and "The Great Directors."

ENG-L 315 Major Plays of Shakespeare (3 cr.) A close reading of a representative selection of Shakespeare's major plays.

ENG-L 331 Studies in 19th Century British Literature (3 cr.) British authors; groups of authors; genres and modes. Topic varies.

ENG-L 332 Romantic Literature (3 cr.) 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.) Major poetry and prose, studied against social and intellectual background of the period.

ENG-L 346 Twentieth-Century British Fiction (3 cr.) Modern fiction and its techniques and experiments. Particular emphasis is on Joyce, Lawrence, and Woolf; some later novelists may be included.

ENG-L 347 British Fiction to 1800 (3 cr.) 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.) 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.) Broad survey of American writers in Colonial, Revolutionary, and Republican periods.

ENG-L 351 Critical and Historical Study of American Literature I (3 cr.) American writers to 1865. Emerson, Hawthorne, Melville, Whitman, and two or three additional major writers.

ENG-L 352 Critical and Historical Study of American Literature II (3 cr.) American writers 1865-1914: Twain, Dickinson, James, and two or three additional major writers.

ENG-L 553 Studies in Literature (3 cr.) Variable topics at the graduate level related to the study of literature.

ENG-L 354 American Literature Since 1914 (3 cr.) American writers since 1914: Faulkner, Hemingway, Eliot, Frost, and two or three additional major writers.

ENG-L 355 American Fiction to 1900 (3 cr.) Survey of representative nineteenth century American novels,

with emphasis on works of Cooper, Hawthorne, Melville, Twain, James, and Dreiser.

ENG-L 357 Twentieth-Century American Poetry (3 cr.) American poetry since 1900, including such poets as Pound, Eliot, Frost, Stevens, Williams, and Lowell.

ENG-L 358 Twentieth-Century American Fiction (3 cr.) American fiction since 1900, including such writers as Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, and Bellow.

ENG-L 366 Modern Drama: English, Irish, American, and Post-Colonial (3 cr.) Shaw, Synge, O'Neill, and other significant dramatists, such as Harold Pinter, Edward Albee, August Wilson, Athol Fugard, and Wole Soyinka.

ENG-L 369 Studies in British and American Authors (3 cr.)
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. May be repeated once for credit.

Previous versions of this variable topics class include: Kurt Vonnegut, What Hitchcock Saw: Stories That Inspired the Films, Love and Marriage in Jane Austen and Oscar Wilde, WWII and Asian American Films, Performing Shakespeare, and Wit and Humor in Literature.

ENG-L 371 Critical Practices (3 cr.) P: ENG-L 202. Study of and practice in critical methodologies; can be focused on specific topics; may be repeated once for credit by departmental permission.

ENG-L 378 Studies in Women and Literature (3 cr.) British and American authors such as George Eliot, Gertrude Stein; groups of authors such as the Brontë sisters, recent women poets; or genres and modes such as autobiography, film, and criticism. Topics will vary from semester to semester.

ENG-L 379 American Ethnic and Minority Literature (3 cr.) A survey of representative authors and of works of American ethnic and minority literature, with a primary focus on African-American, Hispanic, and American-Indian literature.

ENG-L 381 Recent Writing (3 cr.)
Selected writers of contemporary significance. May include groups and movements such as black writers, poets of projective verse, new regionalist, para-journalists and other experimenters in pop literature, folk writers, and distinctly ethnic writers; several recent novelists, poets, or critics; or any combination of groups. May be repeated once for credit.

Recent versions of this variable topic class includes "Recent Hispanic Literature," and "Modern Irish Literature."

ENG-L 388 Studies in Irish Literature and Culture (3 cr.) An intensive classroom and on-site study of Irish culture and the literature it has produced. A recent version of this course was "Ireland in Film."

ENG-L 390 Children's Literature (3 cr.) Historical and modern children's books and selections from books. Designed to assist future teachers, parents, or others in selecting the best in children's literature for each period of the child's life.

ENG-L 391 Literature for Young Adults (3 cr.)
Study of books suitable for junior high and high school youths. Special stress on works of fiction dealing with contemporary problems; but also including modern classics, biography, science fiction, and other areas of interest to young adults.

ENG-L 395 British and American Film Stds (3 cr.)
Intensive study of specific topics related to film narratives; emphasis on American or British film as a cultural phenomenon. Topic varies. A recent version of this course was "Film Scores."

ENG-L 406 Topics in African-American Literature (3 cr.) Focuses on a particular genre, time, and period. Topics may include 20th-century African- American women's novels, black male identity in African-American literature, or African-American autobiography. May be repeated once for credit with different focus.

ENG-L 431 Topics in Literary Study (3 cr.) Studies in individual authors, groups of authors, movements, themes, modes, or genres. A recent version of this variable topics class was: "Graphic Novels."

ENG-L 433 Conversations with Shakespeare (3 cr.) An interdisciplinary and intertextual study of Shakespeare's work and its influence to the present day. Students will compare Shakespeare texts with latter day novels, plays, poems, and films that allude to or incorporate some aspect of Shakespeare's art.

ENG-L 450 Seminar: British and American Authors (3 cr.) Intensive study of a major author or a school, or closely-related authors.

ENG-L 495 Individual Reading in English (1-3 cr.)
P: Consent of instructor and department chair. May be repeated once for credit.

ENG-W 131 Reading, Writing, Inquiry 1 (3 cr.) Offers instruction and practice in the reading, writing, and critical thinking skills required in college. Emphasis is on written assignments that require summary, synthesis, analysis, and argument.

ENG-W 132 Elementary Composition II (3 cr.) P: ENG-W 131. Continuation of ENG-W 131, with emphasis on writing from secondary sources: research, evaluation of evidence, and documentation. Introduces both MLA and APA documentation styles.

ENG-W 202 English Grammar Review (1 cr.) Provides basic understanding of grammatical terms and principles sufficient to enable students to edit their own prose with confidence. No prior knowledge of grammar is assumed or required.

ENG-W 206 Creative Writing (3 cr.) P: Sophomore standing and consent of the instructor in advance of registration. Exploratory course in imaginative writing: fiction, poetry, and drama.

ENG-W 210 Literacy and Public Life (3 cr.) P: W 131 C: W 132 This multidisciplinary survey course explores the intersections between different conceptions of literacy (i.e., cultural, political, technological) and the significant, formative narratives of American public life both past and

present. Past topics include "The American Dream: A Multidisciplinary Journey from Jay Gatsby to Jay-Z."

ENG-W 231 Professional Writing Skills (3 cr.) P: ENG-W 131. This course helps students in any field develop writing skills appropriate for situations and tasks encountered in workplace and organizational settings. Course assignments and activities emphasize the role of professional writing and the importance of developing professional writing skills, emphasizing documents done in the world of work, such as letters, memos, reports, proposals, etc. Credit will not be given for both ENG-W 231 and ENG-W 321.

ENG-W 301 Writing Fiction (3 cr.) P: Consent of instructor. Writing workshop. May be repeated once for credit.

ENG-W 303 Writing Poetry (3 cr.) P: Submission of acceptable manuscript to instructor in advance of registration. R: W 103 or W 203.

ENG-W 321 Advanced Technical Writing (3 cr.) P: ENG-W 131. Instruction in preparing engineering and other technical proposals and reports, with an introduction to the use of graphics. Credit will not be given for both ENG-W 231 and ENG-W 321.

ENG-W 311 Creative Nonfiction (3 cr.) P: completion of 100-level writing requirements. Study and practice of the essay utilizing creative writing techniques. Genres such as memoir, personal essay, nature essay, segmented essay, critical essay, and literary journalism will be studied.

ENG-W 350 Advanced Expository Writing (3 cr.) P: Completion of English composition requirement. Close examination of assumptions, choices, and techniques that go into a student's own writing and into the writing of others.

ENG-W 365 Theories and Practices of Editing (3 cr.) P: ENG-W 131. Students examine the workplace roles of editors while developing their own editing skills. Topics include editorial practices, style, grammar, ethics, and resources for editing.

ENG-W 368 Research Materials and Methods (3 cr.) P: ENG-W 131. Introduction to information sources and research methods in English studies, textual studies, and digital humanities. Explores databases, concordances, bibliographies, archives, electronic text editing, text encoding and analysis, and other online and library sources. Emphasis on locating, analyzing, and evaluating relevant and credible sources as the basis for effective research.

ENG-W 395 Individual Study of Writing (3 cr.) This class is a variable topics course focusing on creative writing in a wide variety of forms. A recent version of this course was "Writing Novels."

ENG-W 398 Internship in Writing (0-3 cr.) P: Consent of instructor. Internship in the Writing Center, designated IU Kokomo offices, or other arranged settings. Focus on writing, the teaching of writing, and writing-related tasks. Apply during semester prior to desired internship.

ENG-W 400 Issues in Teaching Writing (3 cr.) Focuses on the content of rhetoric and composition and considers fundamental theoretical and practical issues in the teaching of writing. Reviews rhetorical and compositional principles that influence writing instruction, textbook selection, and curriculum development.

ENG-W 411 Directed Writing (1-3 cr.) Individualized project assigned by instructor consenting to direct it. Individual critical projects worked out with director. Credit varies with scope of project.

ENG-L 498 Internship in English (0-3 cr.) P. Major standing, minimum GPA of 3.0, 12 credit hours in English at 200 level or above (including ENG-L 202), prior arrangement with faculty member or editor. Supervised experience in various English department positions, in editing, or in approved work setting. May be repeated once for a maximum of 6 credit hours; only 3 credit hours may count toward the major.

Folklore

FOLK-F 101 Introduction to Folklore (3 cr.) A view of the main forms and varieties of folklore and folk expression in tales, ballads, myth, legends, beliefs, games, proverbs, riddles, and traditional arts and crafts. The role of folklore in human society.

French

FREN-F 111 Elementary French I (4 cr.) Drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary. Includes elements of French culture.

FREN-F 112 Elementary French II (3 cr.) P: FREN-F 111 or equivalent. Continuation of FREN-F 111. Drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary. Includes elements of French culture.

FREN-F 203 Second Year French I (3 cr.) P: FREN-F 112 or equivalent. Composition, conversation, and grammar coordinated with the study of expository and literary texts.

FREN-F 204 Second Year French II (3 cr.) P: FREN-F 203 or equivalent. Continuation of FREN-F 203. Composition, conversation, and grammar coordinated with the study of expository and literary texts.

FREN-F 260 French Lit & Civilization (3 cr.) Readings of representative literature from period chosen, their political, social and philosophical background, and parallel trends in the arts and music. Lectures in English. Readings in English.

German

GER-G 111 Elementary German I (4 cr.) Intensive introduction to present-day German with drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary.

GER-G 112 Elementary German II (4 cr.) P: GER-G 111 or equivalent. Continuation of GER-G 111. Intensive introduction to present-day German with drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary.

GER-G 203 Second Year German I (3 cr.) P:GER-G 112 or equivalent. Intensive review of important structural problems and vocabulary primarily through the reading and discussion of modern German fiction and nonfiction.

GER-G 204 Second Year German II (3 cr.) P: GER-G 203 or equivalent. Continuation of GER-G 203 Intensive

review of important structural problems and vocabulary primarily through the reading and discussion of modern German fiction and nonfiction.

GER-G 306 Introduction to German Literature (3 cr.) P: GER-G 204 or equivalent. Study of a single literary theme (such as music, generational conflict, love, revolution) as represented in two or more periods. Conducted in German.

GER-G 363 Introduction to German Cultural History (3 cr.) P: GER-G 204 or equivalent. A survey of the cultural history of German-speaking countries, with reference to its social, economic, and political context.

Spanish

SPAN-S 111 Elementary Spanish I (4 cr.) Intensive introduction to present-day Spanish, with drills for mastery or phonology, basic structural patterns, and functional vocabulary.

SPAN-S 112 Elementary Spanish II (4 cr.) P: SPAN-S 111 or equivalent. Continuation of SPAN-S 111. Intensive introduction to present-day Spanish, with drills for mastery or phonology, basic structural patterns, and functional vocabulary.

SPAN-S 160 Spanish for Health Care Personnel (3 cr.) This course examines the approach to attending live performances including opera, symphony, theatre, and dance. Topics include protocol and traditions of the audience, criteria for critical listening, and discrimination of basic elements of performance. Students will attend live performances, engage in discussions of performances by genre, and develop critical listening skills.

SPAN-S 203 Second-Year Spanish I (3 cr.) P: SPAN-S 112 or equivalent. Intensive drill reviewing important structural and vocabulary problems, coordinated with literary readings.

SPAN-S 204 Second-Year Spanish II (3 cr.) P: SPAN-S 203 or equivalent. Continuation of SPAN-S 203. Discussions in Spanish of contemporary Spanish literature. Practice in composition both semesters.

SPAN-S 275 Hispanic Culture and Conversation (3 cr.) Practice of language skills through reading and discussion of Hispanic culture. Discusses facets of popular culture, diversity of the Spanish speaking world, and themes of social and political importance. Prior knowledge of Spanish not required.

SPAN-S 311 Spanish Grammar (3 cr.) P: SPAN-S 204 or equivalent. This course is designed to integrate the four basic language skills into a review of the major points of Spanish grammar. Course work will combine grammar exercises with brief controlled compositions based on a reading assignment and class discussion in Spanish. Sentence exercises will be corrected and discussed in class.

SPAN-S 312 Written Composition in Spanish (3 cr.) P: SPAN-S 204 or equivalent. This course integrates the four basic language skills into a structured approach to composition. Some review of selected points of Spanish grammar will be included. Each student will write a weekly composition, increasing in length as the semester progresses. Emphasis will be on correct usage, vocabulary building, and stylistic control.

SPAN-S 317 Spanish Conversation and Diction (3 cr.) P: SPAN-S 204 or equivalent. Practice of conversation in Spanish with emphasis on pronunciation, vocabulary development, and fluency.

SPAN-S 325 Spanish for Teachers (3-4 cr.) Focuses on major problem areas of teaching Spanish. Includes review, exercises, and work in pronunciation accompanied by intensive individual practice.

SPAN-S 360 Introduction to Hispanic Literature (3 cr.) Study of literature in Spanish.

School of Nursing

NURS-B 222 Comprehensive Health Assessment and Practicum (5 cr.) This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed. Students will have the opportunity to use techniques of interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

NURS-B 223 Promoting Healthy Populations and Practicum (4 cr.) This course focuses on preventative health care and health promotion in individuals, families, and communities, considering the influence of culture and lifespan development. Using biophysical, environmental, sociocultural and economic determinants of health, students focus on improving health outcomes with individuals, families, and communities. Students assess individuals, families, and communities, providing needed education, preventative services, and support. Students provide individual and population-based care in community-based settings, giving consideration to the perspective of those being served.

NURS-B 253 Professionalism in Collaborative Practice (3 cr.) Students practice communication skills for working with health team members and clients, including self-awareness, interpersonal communication, team skills, and technological communication. Students are introduced to the scope and standards of nursing practice, roles of health team members, and components of professional practice. Students are introduced to leadership and ethical standards.

NURS-B 260 Fundamentals of Nursing Practice (5 cr.) This course focuses on the fundamentals of nursing from a theoretical evidence base. Students will gain a knowledge base for, and have an opportunity to apply fundamental nursing concepts, skills and the nursing process. The evidence-based knowledge gained forms a basis for clinical reasoning and decision-making as students develop their nursing skills.

NURS-B 261 Pathophysiology and Pharmacology for Nursing Practice (4 cr.) This course provides a foundation in the pathophysiology of key disease processes and pharmacological therapies. Principles of pathophysiology and pharmacology are presented in an integrated manner to provide a basis for study of selected

medications that are used to treat or manage disease with an application to nursing practice.

NURS-B 304 Health Policy (3 cr.) This course focuses on CORE theoretical concepts of professional nursing practice, including health, wellness, illness, self care and caring, disease prevention and health promotion. Students will be expected to explore theoretical premises and research related to the unique wellness perspectives and health beliefs of people across the life span in developing care outcomes consistent with maximizing individual potentials for wellness. Students will complete a needs assessment as part of the practicum.

NURS-B 331 Transition to Baccalaureate Nursing Practice (3 cr.) This course bridges the nurse to the essential elements of baccalaureate professional practice. Students examine inter- and intra-professional communication, collaboration, and teamwork to enhance quality patient care. Students explore nursing professional organizations, issues in professional practice, and the impact of lifelone learning on career development.

NURS-B 334 Transitional Care of Families and Populations (5 cr.) P: All nursing sophomore-level and junior 1-level courses. (3 cr. didactic/2 cr. clinical) This course uses the childbearing family as an extensive exemplar and focuses on community health: community assessment, epidemiology, and intervention with individuals, families, communities and populations. Students address prenatal care, normal and high risk pregnancy and childbirth, newborn care, genetic counseling, care coordination, complementary care, and environmental health.

NURS-B 344 Comprehensive Health Assesment (3 cr.) This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of diseases across the lifespan. Students learn the skills of interview, inspection/palpation, percussion, and auscultation in assessing clients across the lifespan and comparing normal from abnormal findings.

NURS-B 403 Gerontological Nursing (3 cr.) 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. Note: some sections of this course are restricted to RN to BSN students.

NURS-B 404 Informatics (3 cr.) This course focuses on the application of nursing theory and research findings in restoring and maintaining individual and family functioning for those dealing with multi-system alterations. Students will explore the ethical, legal and moral implications of treatment options and identify tactics to maintain nursing effectiveness in facilitating individuals and families through the health care system students will complete a scholarly analysis as part of their practicum experience.

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. (Instructor consent required)

NURS-F 578 Primary Health Care of Families (6 cr.) (2 cr. didactic, 4 clinical for FNP majors [375 practice hours at a medical practice for the semester to be scheduled based on practice site availability]) This course enables the FNP student to develop a practice base for clinical decision making in the assessment and management of health care of families. The course includes identification of health needs, nursing interventions for the prevention of illness, and health promotion. (Admission to the FNP program required)

NURS-F 580 Primary Care I: Acute Illness Processes (3 cr.) (3 cr. hrs.--2 didactic, 1 clinical for FNP majors [75 practice hours at a medical practice for the semester to be scheduled based on practice site availability]) This course examines theory-guided, evidence-based advanced nursing practice approaches to health promotion and common acute illness processes of individuals across the lifespan within primary care. Individual health-illness processes are applied within the context of family and community. (Admission to the FNP program required)

NURS-F 581 Primary Care II: Acute and Stable Chronic Illness Processes (3 cr.) (3 cr. hrs.--2 didactic, 1 clinical for FNP majors [75 practice hours at a medical practice for the semester to be scheduled based on practice site availability]) This course examines theory-guided, evidence-based advanced nursing practice approaches to acute and stable chronic illness processes of individuals across the lifespan within primary care, 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. (Admission to the FNP program required)

NURS-F 582 Primary Care III: Chronic and Complex Illness Processes (3 cr.) (3 cr. hrs.--2 didactic, 1 clinical for FNP majors [75 practice hours at a medical practice for the semester to be scheduled based on practice site availability]) This course examines theory-guided, evidence-based advanced nursing practice approaches to chronic and complex illness processes of individuals across the lifespan within primary care. Individual health-illness processes are applied within the context of health promotion for the family and community. (Admission to the FNP program required)

NURS-H 355 Data Analysis in Clinical Practice and Health Care Research (3 cr.) This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health-care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real-world situations in client care. Note: some sections of this course are restricted to RN to BSN students.

NURS-H 356 Clinical Nursing Care 1: Biophysical Processes (5 cr.) P: All nursing sophomore-level courses. (3 cr. didactic/2 cr. clinical) This course focuses on providing nursing care for individuals and families with acute and chronic biophysical illnesses across the lifespan. Particular attention is focused on developing

clinical reasoning and competent nursing practice at a beginning level.

NURS-H 360 Clinical Nursing Care 2: Interactive Processes (5 cr.) P: All nursing sophomore-level courses. (3 cr. didactic/2 cr. clinical) This course focuses on nursing care management of individuals and families experiencing acute and chronic problems related to interaction with the environment and others: sensory, motor, cognitive, affective, and interpersonal processes. Using a holistic approach this course addresses health problems occurring across the lifespan.

NURS-H 361 Alterations in Health II (3 cr.) P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354, all sophomore-level courses. C: NURS-H 362. This course builds on Alterations in Health I and continues to focus on pathophysiology and holistic nursing care management of clients experiencing acute and chronic health problems and their associated needs.

NURS-H 362 Alterations in Health II: Practicum (2 cr.) P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354 and all sophomore courses. C: NURS-H 361. Students will continue to apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning.

NURS-H 363 The Developing Family and Child (4 cr.) C: NURS-H 364. This course focuses on the needs of individuals and their families who are facing the phenomena of growth and development during the childbearing and child raising phases of family development. Factors dealing with preserving, promoting, and restoring health status of family members will be emphasized.

NURS-H 364 The Developing Family and Child: Practicum (2 cr.) C: NURS-H 363. Students will have the opportunity to work with childbearing and child raising families, including those experiencing alterations in health.

NURS-H 365 Nursing Research (2 cr.) This course is 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. (C: NURS-H 361, NURS-H 362, NURS-H 363, NURS-H 364). For RN to BSN students this is a 3 credit course.

NURS-H 371 Clinical Nursing Care 3: Adaptive Processes (5 cr.) P: All nursing sophomore-level and junior 1-level courses. (3 cr. didactic/2 cr. clinical) This course builds on H356 Biophysical Processes. The primary focus is on the nursing care management of individuals and families experiencing acute and chronic health problems using an adaptive and holistic approach. Particular attention is focused on developing clinical reasoning and competent nursing practice at an intermediate level.

NURS-K 301 The Art and Science of Complementary Health (3 cr.) This course will serve as an introduction to a variety of complementary therapies, including healing touch, guided imagery, hypnosis, acupuncture, aromatherapy, reflexology, and massage. The class will critically examine each therapy through assigned readings, literature reviews, presentations, guest lecturers, and optional experiential activities. Note: some sections of this course are restricted to RN to BSN students.

NURS-K 304 Nursing Specialty Elective (3 cr.) This course allows the RN to BSN student to apply nationally recognized specialty nursing knowledge and skills to the BSN degree, through a portfolio or independent study approach. National specialty standards will be used to devise learning objectives, implementation and evaluation plan. This course is restricted to RN to BSN students only.

NURS-K 305 New Innovation in Health and Health Care (3 cr.) This course explores emergent trends in health and health care, including technological advances in health care, developing approaches to care based on new knowledge and/ or research findings, and trends in health care delivery in a themed, survey or independent study format. Note: some sections of this course are restricted to RN to BSN students.

NURS-K 415 Special Needs Children in the Community (2-4 cr.) This course focuses on children with special health needs in the community setting. Concepts of growth and development will be explored in relationship to the identified health needs. Principles of health education, health maintenance, and health promotion will be integrated in the experiential component of the course.

NURS-K 432 Korean Culture and Healthcare (1 cr.) This course provides a forum for students to explore Korean culture in terms of history, culture, language, business, foods, traditions, perspectives, and healthcare. Students interact with their peers from a Korean University.

NURS-K 433 Korean Culture and Healthcare: Practicum (2 cr.) P: Must be a student in good standing in the IU School of Nursing, successful completion of NURS-K 432, and be selected to participate. This 2-week cultural immersion experience is based at a school of nursing in South Korea. Students will participate in classroom, laboratory, clinical, cultural and leisure time activities with Korean students.

NURS-K 434 Global Health Issues in Nursing (3 cr.) This course is designed to provide learning opportunities to acquire knowledge about global health issues, the diverse conditions that contribute to health and global health disparities, and an understanding of nursing's role in addressing these health problems. Issues addressed include infectious and chronic illness, reproductive and womens health issues, politics and public health policy, economics and health care, and health in conflict environments. Conceptual models and health equity concepts, evidence-based practice, and health care delivery systems are analyzed to explore strategies for addressing global health issues. Learning opportunities emphasize the knowledge and skills needed to use technology to investigate global health issues, advocate for health justice from a human rights perspective, and critically appraise global health issues.

NURS-K 435 A Multidisciplinary Approach to Rehab (3 cr.) This course is designed to introduce the student to a multidisciplinary approach to rehabilitation that can be used across all settings. The class will highlight the role of each discipline, including the physiatrist, nurse, physical

therapist, occupational therapist, speech/language therapist, respiratory therapist, dietician, psychologist, chaplain, program director, patient care technician and discharge planner as well as demonstrate how using a multidisciplinary approach will lead to better patient outcomes. The course will challenge the critical thinking of the student to consider this approach in common rehab diagnoses including but not limited to stroke, brain injury, spinal cord injury, joint replacements, etc.

NURS-K 440 Critical Care Elective (2 cr.) P: Sophomore and junior level courses. Students will hear presentations and participate in discussions related to critical care concepts and hemodynamic monitoring.

NURS-K 441 Critical Care Clinical (2 cr.) Students will participate in a preceptored critical care clinical experiences and simulations to promote critical thinking. Students are selected for this practicum.

NURS-K 490 Clinical Nursing Elective (1-6 cr.) P: Consent of instructor. Planned and supervised clinical experience in an area of concentration. Course is S/F graded.

NURS-K 492 Nursing Elective (1-6 cr.) P: Consent of instructor. Opportunity for the student to pursue study in an area of interest.

NURS-K 499 Genetics and Genomics (3 cr.) This course introduces a basic knowledge of genetics in health care, including genetic variation and inheritance; ethical, legal, and social issues in genetic health care; genetic therapeutics; nursing roles; genetic basis of selected alterations to health across the life span; and cultural considerations in genetic health care are all considered. Note: some sections of this course are restricted to RN to BSN students.

NURS-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.

NURS-L 530 Legal Environment of Health Care (3 cr.) This course further develops the ability to analyze, synthesize, and utilize knowledge related to the complex and interdependent legal environment of health care. This is accomplished through a variety of experiences including formal lecture, seminars, clinical experiences, and independent study.

NURS-L 574 Administrative Management (3 cr.) This course encompasses concepts, theories, perspectives, and research relevant to administration of nursing services. Emphasis on management principles and organizational processes related to patient care delivery systems. Examines contemporary literature in nursing and business.

NURS-L 579 Nursing Administration Practicum (3 cr.) This course is a practicum experience designed for synthesis of theory and practice. Agency observation and activities are independently planned. Includes Web-supported communication. P: Must complete all core and administration track courses except NURS-R 590 Scholarly Project which can be taken concurrently to after completion of the practicum.

NURS-I 630 Introduction to Nursing Informatics (3 cr.) This course provides an introduction to the field of nursing informatics, the current state of the science, and major issues for research, development, and practice. It includes clarification of the concepts of nursing, technology, and information management. In addition, the course also explores the theoretical underpinnings of nursing informatics and the practice of nursing informatics.

NURS-L 671 Financial Management (3 cr.) This course is designed to inform nurses of the concepts and principles related to budget preparation and fiscal management of a nursing unit or division. Constructs to be examined include the following: methods of obtaining personnel input, estimating costs, and cost justification.

NURS-N 502 Nursing Theory (3 cr.) This course focuses on evaluating the factors and issues influencing the development of theory in nursing. Theoretical terminology and criteria for the evaluation of theories are examined. Linkages applied between theory, practice, and research are explored.

NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.) This course addresses competencies essential to influcing nursing practice and health care in complex systems and diverse social and physical environments.

NURS-P 216 Pharmacology (3 cr.) This course focuses on basic principles of pharmacology. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process.

NURS-P 345 Pharmacology (3 cr.) This course focuses on principles of pharmacology for professional nursing practice. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process.

NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr.) This course focuses on nursing research and evidence-based practice. Students develop skills in retrieving and appraising literature relevant to clinical problems, understanding the research process, and critiquing evidence from research publications and other sources to inform evidence-based nursing practice.

NURS-R 470 Clinical Baccalaureate Nursing Capstone (3 cr.) This course allows students to synthesize knowledge 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 (3 cr.) This course provides a survey of research in nursing, including critique of research literature, research designs, sampling, data collection and measurement strategies, relation of research and theory, development of researchable problems, and theory utilization.

NURS-R 505 Measurement and Data Analysis (3 cr.) This course analyzes principles and application of data analysis, descriptive, inferential, and multivariate statistics. Considers the research purpose and phenomenon under study as determinants of measurement techniques and data analysis. The purpose, assumptions, and limitations of statistics will be presented. Tools and techniques for data presentation and analysis will be utilized. Introductory Item Response Theory will be explored. These topics will be considered from the perspective of research in nursing and health care.

NURS-R 590 Scholarly Project (3 cr.) This course is a guided experience in identifying a researchable nursing problem and in developing and implementing a research proposal.

NURS-S 470 Restorative Health Related to Multi-System Failures (3 cr.) P: All Sophomore and Junior level courses. C: NURS-S 471, NURS-S 472, NURS-S 473. This course focuses on the pathophysiology and nursing care management of clients experiencing multisystem alterations in health status. Correlations among complex system alterations and nursing interventions to maximize health potential are emphasized.

NURS-S 471 Restorative Health Related to Multi-System Failures: Practicum (2 cr.) C: NURS-S 470, NURS-S 472, NURS-S 473. The students will apply the nursing process to the care of clients experiencing acute multi-system alterations in health.

NURS-S 472 A Multi-System Approach to the Health of the Community (3 cr.) P: All junior level courses. C: NURS-S 470, NURS-S 471, NURS-S 473. This course focuses on the complexity and diversity of groups or aggregates within communities and their corresponding health care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political issues in local and global communities, the student will be able to determine effective interventions for community-centered care.

NURS-S 473 A Multi-System Approach to the Health of the Community: Practicum (2 cr.) C: NURS-S 470, NURS-S 471, 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.

NURS-S 474 Applied Healthcare Ethics (3 cr.) Building on the ANA Code of Ethics for Nurses, 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 of ethical dilemmas are applied. Note: some sections of this course are restricted to RN to BSN students.

NURS-S 475 A Multi-System Approach to the Health of the Community: RN to BSN (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. This course is restricted to RN to BSN students only.

NURS-S 481 Nursing Management (2 cr.) P: All Sophomore, Junior, and First Semester Senior level courses. C: NURS-S 481, NURS-S 482, NURS-S 483, NURS-S 485. This course focuses on the development of management skills assumed by professional nurses, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, leadership, case management and collaboration. Concepts addressed include organizational structure, change, managing quality and performance, workplace diversity, budgeting and resource allocation, and delivery systems.

NURS-S 482 Nursing Management: Practicum (2 cr.) C: NURS-S 481, NURS-S 483, NURS-S 485. Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles.

NURS-S 483 Clinical Nursing Practice Capstone (3 cr.) C: NURS-S 481, NURS-S 482, NURS-S 485. Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NURS-S 485 Professional Growth and Empowerment (3 cr.) C: NURS-S 481, NURS-S 482, NURS-S 483. This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Students will discuss factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to life-long learning.

NURS-S 487 Nursing Management: RN to BSN (3 cr.) This course focuses on development of management skills assumed by professional nurses, including delegation of responsibilities, networking, and facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, delivery systems, change, managing quality and performance, budgeting and resource allocation, staffing, scheduling, evaluation and career development. This course is restricted to RN to BSN students only.

NURS-T 615 Curriculum in Nursing (3 cr.) This course is designed for persons who are or will be engaged in teaching within nursing education settings. The primary focus is the process of curriculum development; philosophical, social, political, economic, and professional issues that need to be considered in planning curricula, evaluating existing curricula, and changing curricula are examined.

NURS-T 617 Evaluation in Nursing (3 cr.) This course integrates concepts of assessment and evaluation into a nursing framework. Students analyze assessment/evaluation concepts, models, and frameworks for applicability for students, faculty, curricula, and programs.

NURS-T 619 Computer Technologies for Nurse Educators (3 cr.) This course provides nurse educators an opportunity to acquire knowledge and skills for using computer technologies to support the teaching/learning process. Emphasis is given to theoretical frameworks that guide the selection, use, and integration of computer technologies in nursing education programs.

NURS-T 670 Teaching in Nursing (3 cr.) This course provides seminar and guided experiences in teaching of nursing, including planning, developing, implementing, and evaluating classroom and clinical instruction.

NURS-T 675 Nursing Elective (3 cr.) This course is an intensive study and discussion of a specific topic of current interest in the theory and/or practice of nursing education.

NURS-T 679 Nursing Education Practicum (3 cr.) This course is a capstone 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 in classroom and/or clinical health care practice settings. P: Must complete all core and education track courses except NURS-R 590 Scholarly Project which can be taken concurrently or after completion of the practicum.

NURS-Y 510 Advanced Practice Concepts 1 (3 cr.) This course analyzes selected nursing concepts and related research with a focus on ethics, human diversity and social issues including genomics and genetics as well as health promotion and disease prevention including select pathophysiology, pharmacology, and health assessment. Course investigates the advanced practice nurse role in population health and public health science. Relationship of concepts to advanced practice models is explored.

NURS-Y 515 Advanced Pathophysiology Across the Lifespan (3 cr.) P: Acceptance to MSN. This course provides advanced knowledge of pathophysiology as the foundation for nursing management in the health care of adults. (Instructor consent required)

NURS-Y 520 Advanced Practice Concepts 2 (3 cr.) This course analyzes selected nursing concepts and related research with a focus on health care policy, organization of health care delivery systems, health care financing and health care economics and the impact of quality and safety on these concepts. Relationship of concepts to advanced practice models is explored.

NURS-Y 535 Dynamics of Family Health Care (3 cr.) This course 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. (Admission to the FNP program required)

NURS-Y 612 Advanced Pharmacology Across the Lifespan (3 cr.) P: Acceptance to MSN. This course focuses on pharmaceutics, pharmacokinetics, pharmacodynamics, pharmacoeconomics, and pharmacotherapeutic decision making for advanced practice nursing. This course builds on and advances understanding of anatomy, physiology, pathophysiology, physical assessment, microbiology, and pharmacology. Additionally, it emphasizes the history and foundational concepts related to pharmacotherapeutics, application of pharmacotherapeutic principes, and synthesis of pharmacotherapeutics for advanced practice nursing. (Instructor consent required)

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. (Admission to the FNP program required)

NURS-Z 490 Clinical Experience in Nursing (1-6 cr.) P: Consent of instructor. Planned and supervised clinical experiences in the area of the student's major interest. S/F graded.

NURS-Z 492 Individual Study in Nursing (1-6 cr.) P: Consent of instructor. Opportunity for the student to pursue independent study of topics in nursing under the guidance of a selected faculty member.

School of Sciences

Anatomy

ANAT-A 215 Basic Human Anatomy (5 cr.) Fall, Spring. Structure of cells, tissues, organs, and systems and their relationship to function.*

Astronomy

AST-A 100 The Solar System (3 cr.) Celestial sphere and constellations, measurement of time, astronomical instruments, earth as a planet, the moon, eclipses, planets and their satellites, comets, meteors, theories of origin of solar system.

AST-A 110 Introduction to Astronomy (3 cr.) Spring. This course presents a survey of modern astronomy including planetary science, stellar and galactic astrophysics and cosmology.

Biology

BIOL-L 100 Humans and the Biological World (5 cr.) Fall, Spring. Principles of biological organization, from molecules through cells and organisms, with special reference given to humans. Credit given for only one 100-level biology course. For non-majors.*

BIOL-L 105 Introduction to Biology (5 cr.) P: High school or college chemistry. Fall, Spring. Integrated picture of manner in which organisms at diverse levels of organization meet most problems in maintaining and propagating life. Credit given for only one 100-level biology course.*

BIOL-L 203 Evolution and Diversity of Life (3 cr.) P: BIOL-L 105. To provide an understanding and overview over the concept of evolution and how it shaped the diversity of life.

BIOL-L 211 Molecular Biology (3 cr.) P: BIOL-L 105. C: BIOL-L 213. Spring. Introduction to molecular biology, including mechanisms and regulation of gene expression as well as mechanisms of mutation, repair, and recombination of DNA.

BIOL-L 213 Molecular Biology Laboratory (2 cr.) C: BIOL-L 211. Spring. Accompanying laboratory for

BIOL-L 211. Introduction to basic techniques in molecular biology.

BIOL-L 270 Humans and Microorganisms (3 cr.) Beneficial and harmful activities of bacteria, fungi, protozoa, viruses. Production of fermented foods, food poisoning and foodborne infections. Introduction to epidemiology, microbial diseases, antibiotics and immunization. Water and wastewater microbiology and waterborne infections.

BIOL-L 321 Principles of Immunology (3 cr.) P: BIOL-L 105, CHEM-C 101 or CHEM-C 105. An introduction to the basic principles of immunology and its applications. Topics covered include the inflammatory response, complement, cell-mediated and humoral immunity, cell interactions, genetics of the immune response, immunization and immunological methods.

BIOL-L 329 Biochemistry I: Proteins and Enzymes (3-5 cr.) P: BIOL-L 211, BIOL-l 213, CHEM-C 341, CHEM-C 343 This course focuses on protein structure and function, enzyme kinetics and mechanisms. Topics in bioinformatics are covered. The laboratory studies methods to isolate, purify, and identify enzymes and proteins. Determination of enzyme kinetics.

BIOL-L 336 Evolutionary Medicine (3 cr.) P: BIOL-L 100 or BIOL-L 105 or permission of the instructor. An introduction and overview of the evolutionary perspectives of health and disease, with emphasis on human diseases.

BIOL-L 345 Vertebrate Biology (3 cr.) P: BIOL-L 105. Alternate years. A general overview of the biology of vertebrate animals including aspects of their evolutionary history, taxonomy, anatomy, physiology, ecology, behavior and natural history.

BIOL-L 350 Environmental Biology (3 cr.) P: Junior or Senior standing. Not open to biology majors. Interactions of human beings with other elements of the biosphere with emphasis on population, community, and ecosystem levels of ecology.

BIOL-L 364 Principles of Genetics (3 cr.) P: BIOL-L 105, BIOL-L 211/213, BIOL-L 367 or MICR-M 310. Analysis of genetic mechanisms and processes, recombination, genetic interaction, gene regulation, biotechnological applications, genomics, cancer genetics and evolution.

BIOL-L 367 Cell Physiology (3 cr.) P: An introductory biology and chemistry course, BIOL-L 211/213. Alternate years. Introduction to biochemical structure and metabolic activities of plant, animal, and microbial cells; physiology of membranes; locomotion and response; growth, division, and differentiation of cells.

BIOL-L 377 Biology of Amphibians and Reptiles (3 cr.) P: BIOL-L 105 or permission of the instructor An extensive study of amphibians and reptiles including behavior, physiology, ecology, and evolution. Course will include a survey of world diversity, comparative dissections, field exercises, behavioral experiments, and review of the primary literature.

BIOL-L 379 Principles of Ornithology (3 cr.) P: One introductory biology course or permission of the instructor. Summer This course will cover bird evolution, taxonomy, biology, ecology and behavior with emphasis on Indiana birds.

BIOL-L 391 Special Topics in Biology (3 cr.) Study and analysis of selected biological issues and problems. Topics vary from semester to semester.

BIOL-L 403 Biology Seminar (3 cr.) P: Junior or Senior standing. Alternate years. A seminar course concerned with current topics and issues in the biological sciences.

BIOL-L 473 Ecology (3 cr.) P: BIOL-L 105, BIOL-L 211/213, and BIOL-L 364. Alternate years. Major concepts of ecology for science majors; relation of individual organisms to their environment, population ecology, and structure and function of ecosystems.

BIOL-L 474 Laboratory in Ecology (2 cr.) P: BIOL-L 473 or C: BIOL-L 473. Introduction to research problems and techniques in the ecology of individuals, populations, and ecosystems.

BIOL-L 490 Individual Study (1-12 cr.) P: Overall GPA of 2.5 or above and written consent of faculty member supervising research. Arr. Must complete a written assignment as evidence of each semester's work. Must present oral report to complete more than 6 credit hours.

BIOL-L 498 Internship in Professional Practice (1-6 cr.) Designed to provide opportunities for students to receive credit for career-related, full-time work. Evaluation by employer and faculty supervisor. Course credit may count as elective hours in the Biology B.A./B.S. and Biological and Physical Sciences B.A./B.S. degree requirements.

Chemistry

CHEM-C 100 The World of Chemistry (3 cr.) C: CHEM-C 120. Fall, Spring. For students requiring only one semester of chemistry. Descriptive course, including inorganic, organic, and biological chemistry, with illustrations of scientific reasoning. Credit given for only one of the following: CHEM-C 100, CHEM-C 101, or CHEM-C 105.

CHEM-C 101 Elementary Chemistry I (3 cr.) C: CHEM-C 121. Fall, Spring. Introduction to chemistry. The two sequences, CHEM-C 101-C 121 and CHEM-C 102-C 122, usually satisfy programs that require only two semesters of chemistry. Admission to advanced courses on basis of CHEM-C 101, 121, 102, 122 granted only in exceptional cases. May be taken without credit in preparation for CHEM-C 105. Credit given for only one of the following: CHEM-C 100, 101, or 105.

CHEM-C 102 Elementary Chemistry II (3 cr.) P: CHEM-C 101. C: CHEM-C 122. Spring. Continuation of CHEM-C 101. The chemistry of organic compounds and their reactions, followed by an extensive introduction to biochemistry. Credit not given for both CHEM-C 102 and CHEM-C 106.

CHEM-C 105 Principles of Chemistry I (3 cr.) P: Two years of high school algebra or MATH-M 125, which may be taken concurrently; one year of high school chemistry. C: CHEM-C 125. Fall. Basic principles, including stoichiometry, thermochemistry, atomic and molecular structure, gases, solutions, and selected topics in descriptive chemistry. Credit given for only one of the following, CHEM-C 100, CHEM-C 101, or CHEM-C 105-125.

CHEM-C 106 Principles of Chemistry II (3 cr.) P: CHEM-C 105. C: CHEM-C 126. Spring. Chemical

equilibrium with emphasis on acids, bases, solubility and electrochemistry, elementary thermodynamics, chemical kinetics, and selected topics in descriptive chemistry. Credit not given for both CHEM-C 102, and CHEM-C 106-C 126.

CHEM-C 109 Introductory Chemistry for Health and Nursing Sciences (3 cr.) Fall, Spring. Designed for students with no prior chemistry background. Students will learn the role of chemistry in physiological, health, and nursing applications. Topics include the structure of matter, chemical reactions, structural characteristics of carbohydrates, lipids, and proteins.

CHEM-C 120 Chemistry Laboratory (2 cr.) C: CHEM-C 100. Fall, Spring. For non-majors. An introduction to techniques and reasoning of experimental chemistry. Experiments and projects illustrate topics studied in CHEM-C 100. Credit given for only one of the following: CHEM-C 120, 121 or 125*.

CHEM-C 121 Elementary Chemistry Laboratory (2 cr.) C: CHEM-C 101. Fall. An introduction to the techniques and reasoning of experimental chemistry. Credit not given for both CHEM-C 121 and 125.*

CHEM-C 122 Elementary Chemistry Laboratory II (2 cr.) P: CHEM-C 101, CHEM-C 121. C: CHEM-C 102, Spring. Continuation of CHEM-C 121. Emphasis on organic and biochemical experimental techniques. Credit not given for both CHEM-C 122 and 126.*

CHEM-C 125 Experimental Chemistry I (2 cr.) C: CHEM-C 105. Fall. Introduction to laboratory experimentation, with particular emphasis on the collection and use of experimental data, some properties of solutions, stoichiometry, thermochemistry, and synthesis. Credit given for only one of the following: CHEM-C 121, or 125.*

CHEM-C 126 Experimental Chemistry II (2 cr.) P: CHEM-C 125. C: CHEM-C 106. Spring. A continuation of CHEM-C 125 with emphasis on equilibria; qualitative analysis; acids and bases; oxidation-reduction reactions including electrochemistry, chemical kinetics, and synthesis. Credit given for only one of the following: CHEM-C 126, or 122.*

CHEM-C 250 Introduction to genomics, proteomics and transcri (3 cr.) P: BIOL-L 211, BIOL-L 213, CHEM-C 106, CHEM-C 126 The aim of this course is to explain the molecular basis of the control of gene expression and to provide a comprehensive picture of the recent field of genomic sciences. Topics will include an advanced investigation of regulation of gene expression at RNA and protein level; functional and comparative genomics; and molecular biotechnology techniques. Computer exercises will involve learning genome annotation, sequence alignment and analysis using bioinformatics tools.

CHEM-C 300 Energy and Green Chemistry - A Natural Science Perspective (3-4 cr.) P: CHEM-C 106. An introduction to topics in existing and potential renewable sources of energy, including hydroelectric, geothermal, tidal, wind and solar energy.

CHEM-C 310 Analytical Chemistry (3 cr.) P: CHEM-C 106. Spring. Fundamental analytical processes including solution equilibria, theory and applications of electrochemistry and spectrophotometry, and chemical methods of separation.

CHEM-C 311 Analytical Chemistry Laboratory (2 cr.) C: CHEM-C 310. Spring. Laboratory instruction in the fundamental analytical techniques discussed in CHEM-C 310.*

CHEM-C 329 Biochemistry I: Proteins and Enzymes (3 - 5 cr.) P: BIOL-L 211, BIOL-L 213, CHEM-C 341, CHEM-C 343 This course focuses on protein structure and function, enzyme kinetics and mechanisms. Topics in bioinformatics are covered. The laboratory studies methods to isolate, purify, and identify enzymes and proteins. Determination of enzyme kinetics.

CHEM-C 340 Biochemistry II: Bioenergetics and Metabolism (5 cr.) P: CHEM-C 329. This course focuses on bioenergetics, oxidative phosphorylation, and metabolic pathways for sugars, fatty acids, and amino acids. Topics covered will include current resereach in biochemistry, bioinformatics, and a discussion about the role of biochemistry in understanding cellular functions. The lab exercises focus on methods to determine the types of and the concentration of a variety of metabolic compounds. The topics covered will include enzymatic conversion of moleculaes and separation of molecules by chromatography.

CHEM-C 341 Organic Chemistry I: Lecture (3 cr.) P: CHEM-C 106. C: CHEM-C 343. Fall. Chemistry of carbon compounds; nomenclature; qualitative theory of valence; structure and reactions. Syntheses and reactions of major classes and monofunctional compounds.

CHEM-C 342 Organic Chemistry II: Lecture (3 cr.) P: CHEM-C 341. C: CHEM-C 344. Spring. Syntheses and reactions of polyfunctional compounds, natural and industrial products, physical and chemical methods of identification.

CHEM-C 343 Organic Chemistry I: Laboratory (2 cr.) C: CHEM-C 341. Fall. Laboratory instruction in the fundamental techniques of organic chemistry and the use of general synthetic methods.*

CHEM-C 344 Organic Chemistry II: Laboratory (2 cr.) P: CHEM-C 343. C: CHEM-C 342. Spring. Preparation, isolation, and identification of organic compounds. Emphasis on modern research methods.*

CHEM-C 361 Physical Chemistry I (3 cr.) P: CHEM-C 106, PHYS-P 202, MATH-M 216. Fall. Alternate years. Chemical thermodynamics and kinetics, introduction to statistical thermodynamics.

CHEM-C 362 Physical Chemistry II (3 cr.) P: CHEM-C 361. Introduction to quantum mechanics. Structure and spectra of atoms, molecules, and solids.

CHEM-C 390 Special Topics (3 cr.) “Environmental Science” topic (3 cr.): For non-majors. Exploration of the complex interrelationships among the physical, chemical, biological, cultural, economic, and political forces that shape the global environment. “Sustainability” topic (3 cr.): For non-majors. A broad consideration of the impact of past and current human endeavor on the challenges being created for future generations, with an emphasis on the consequences of climate change, energy source choices, resource availability, the role of science in

political decisions, and human rights. Note: CHEM-C 390 will not count toward a Bloomington or Kokomo chemistry degree. Can be repeated for credits with different topics.

CHEM-C 400 Chemical Information Sources and Services (1 cr.) P: CHEM-C 341. Techniques for the storage and retrieval of chemical information in both printed and computer-readable formats; sources of chemical information, including Chemical Abstracts; development of search strategies; online searching of chemical databases.

CHEM-C 409 Chemical Research (1-3 cr.) For outstanding students. To be elected only after consultation with the faculty research advisor. Cannot be substituted for any course required in the chemistry major. A research thesis is required.

CHEM-C 410 Principles of Chemical Instrumentation (2-4 cr.) P: CHEM-C 310/311. Modern methods of instrumental analysis, including spectroscopy, chromatography, and electrochemistry.

CHEM-C 430 Inorganic Chemistry (3 cr.) P: CHEM-C 106. CHEM-C 342. Alternate years. Structure and bonding of inorganic compounds, survey of chemistry of nonmetal and metal elements, coordination compounds, organometallic compounds, mechanisms and reactions.

CHEM-C 443 Organic Spectroscopy (3 cr.) P: CHEM-C 344. Elucidation of molecular structures by use of IR, UV, NMR, mass spectroscopy, and other methods.*

CHEM-C 483 Biological Chemistry Lecture (3 cr.) P: 18 credit hours of chemistry including, CHEM-C 341. Introduction to structure, chemical properties, and interrelationships of biological substances.

CHEM-C 487 Biochemistry Laboratory (2 cr.) P: CHEM-C 341, CHEM-C 343 C: CHEM-C 483 Laboratory instruction in the fundamental techniques of biochemistry, including separation of macromolecules by electrophoresis and chromatography; isolation, purification and analysis of enzymes; recombinant DNA procedures; and polymerase chain reaction (PCR).

CHEM-C 495 Capstone in Chemistry (1-3 cr.) P: Senior standing. Independent study or regular class, under the supervision of a chemistry faculty member or appropriate academic advisor can be earned by completion of (a) a chemical research project; (b) a library research project in an area of current scientific investigation; (c) a research investigation in industry; (d) a service activity in university, government, public schools, or other science-related groups or organizations; or (e) a current topics class concerned with various issues in biochemistry and chemistry. Students will report the results of their activities in both a formal written report and oral presentation, prepare portfolios of undergraduate work in chemistry, discuss recent scientific literature, and explore chemistry in society. Enrollment in the Capstone in Chemistry requires approval.

CHEM-Y 398 Professional Practice in Chemistry (1-6 cr.) Designed to provide opportunities for students to receive credit for career-related, full-time work.

Computer Information Systems

CSCI-B 100 Problem Solving Using Computers (4 cr.) This course introduces problem solving techniques, critical thinking skills, algorithm development, and computer programming, using real world problems. Topics include: computer literacy, hardware, data representation, structured and object oriented programming techniques, modularity and reusability, and testing and debugging techniques.

CSCI-B 401 Fundamentals of Computing Theory (3 cr.) P: CSCI-C 201 and CSCI-C 250 Fundamentals of formal language theory, computation models and computability, the limits of computability and feasibility, and program verification.

CSCI-B 438 Fundamentals of computer networks (3-4 cr.) P: CSCI-C 201, CSCI-C 335 History, theory, and design of data communication 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-C 100 Computing Tools (1 cr.) An introduction to computing applications useful in college work. Microcomputer systems, word processing, spreadsheets, graphics, e-mail and Web browsers are used.

CSCI-C 101 Computer Programming 1 (4 cr.) P: MATH-M 125 or permission of the instructor Fundamental concepts of computer programming, algorithm development, and data structuring.

CSCI-C 106 Introduction to Computers and Their Use (3 cr.) Introduction to computers and data processing. Includes the historical and current status of data processing and digital computers, a survey of computer applications, foundations of computer programming, survey of programming languages, and the fundamentals of a programming language such as Visual Basic.

CSCI-C 201 Computer Programming 2 (4 cr.) P: CSCI-C 101 Introduction to computer science, introduction to algorithm design, programming, and analysis. Using Java and/or other programming languages, this course covers procedural and data abstractions, and use of several programming paradigms including functional, imperative, and object-oriented.

CSCI-C 250 Discrete Structures (3 cr.) P: MATH-M 125 Mathematical foundations of computing including: set theory, propositional and predicate logic, arguments and patterns of inference, proofs of correctness, and mathematical induction. Formal logic, argumentation and verification (proof) are also examined in the context of 'every day' critical thinking.

CSCI-C 308 System Analysis & Design (3 cr.) P: CSCI-C 201 and CSCI-C 250 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.

CSCI-C 311 Programming Languages (3 cr.) P: CSCI-C 201 and CSCI-C 250 Systematic approach to programming languages. Relationships among languages, properties, and features of languages, and the computer environment necessary to use languages. Lecture and laboratory.

CSCI-C 335 Computer Structures (4 cr.) P: CSCI-C 201 Computer architecture and machine language, internal data representation, assembly systems, macros, program segmentation and linking, I/O devices, and serial communication. Projects to illustrate basic machine structure and programming techniques.

CSCI-C 343 Data Structures (3-4 cr.) P: CSCI-C 201 or INFO-I 211, CSCI-C 250 or INFO-I 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.

CSCI-C 400 Client-Server Programming for the Web (3-4 cr.) P: CSCI-C 101 or INFO-I 210 This course teaches students how to develop interactive and dynamic client-server applications for the World Wide Web. Using a client-side web programming language such as JavaScript and a server-side language such as PHP, students will learn the fundamentals of front-end and back-end web programming.

CSCI-C 436 Operating Systems (4 cr.) P: CSCI-C 201 or INFO-I 211 Organization and construction of computer systems that manage computational resources. Topics include specification and implementation of concurrency, process scheduling, storage management, device handlers, and mechanisms for event coordination such as interruption, exclusion and synchronization. Extensive laboratory exercises.

CSCI-C 442 Database Systems (3 cr.) P: CSCI-C 308 Study of fundamental concepts, theory and practices in design and implementation of database management systems. Topics include data independence, data modeling, entity-relationship 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.

CSCI-C 455 Analysis of Algorithms 1 (3-4 cr.) P: CSCI-C 201, CSCI-C 250, MATH-M 215 Algorithm design methodology. General methods for analysis of algorithms. Analysis of the performance of specific algorithms, such as those for searching and sorting.

CSCI-C 490 Seminar in Computer Science (3 cr.) P: Senior status or permission of the instructor. Special topics in computer science and/or a capstone course.

Geography

GEOG-G 107 Physical Systems of the Environment (3 cr.) Physical environment as the home of humans, emphasizing the distribution and interaction of environmental variables (landforms, vegetation, soils, and climate). Note: Business majors may count GEOG-G 107 only as a social science.

GEOG-G 250 Computing in the geospatial sciences (3 cr.) P: One of MATH-M 118, M 119, M 215, or an equivalent; or consent of the instructor. A first course in scientific computing that emphasizes practical applications in the geospatial and environmental sciences. Requires high-level programming using MATLAB for visualization, data analysis, and modeling. Teaches problem solving through analysis and interpretation of a wide range of environmental and geographic data.

GEOG-G 315 Environmental Concervation (3 cr.) 3 credit hours of geography or junior standing. Conservation of natural resources including soil, water, wildlife, and forests as interrelated components of the environment, emphasizing an ecological approach. Current problems relating to environmental quality.

Geology

GEOL-G 100 General Geology (5 cr.) Broad study of the earth. The earth in the solar system, earth's atmosphere. Formation and modification of earth materials, landforms, continents and oceans through geologic time.*

GEOL-G 133 Geology of the United States (5 cr.) Introduction to physical and historical geology with applications to United States geology. Study of the geologic events (and their associated rocks and structures) that have shaped the continent, including mountain building, earthquakes, volcanoes, plate tectonics, intercontinental seaways, sedimentary environments, glacial geology and modern processes.*

GEOL-G 300 Environmental and Urban Geology (3 cr.) GEOL-G 100, GEOL-G 133, or GEOG-G 107. Significance of regional and local geologic features and processes in land use. Use of geologic factors to reduce conflict in utilization of mineral and water resources and damage from geologic hazards.

GEOL-G 400 Energy: Sources and Needs (3 cr.) 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.

GEOL-G 421 United States Geology: Field Experience 1 (5 cr.) A six week lecture/field trip course incorporating a 2-3 week field experience in the western United States. Students will explore the geologic events (and their associated rocks and structures) that have shaped the continent, including mountain building, earthquakes, volcanoes, plate tectonics, intercontinental seaways, sedimentary environments and glacial geology. Possible destinations include (but are not limited to) the Black Hills, Yellowstone, Grand Tetons, Mt. Rainier, Mt. St. Helens and the Glacier National Park.*

GEOL-G 440 Professional Practice in Geosciences (1-6 cr.) P: At least 9 credit hours of coursework in geology/geography or instructor permission. The course is designed to provide opportunities for students to receive credit for career-related, full-time work.

GEOL-T 312 Geology of Indiana (3 cr.) P: GEOL-G 100. Study of the physiography and bedrock structure of Indiana, first with topographic and geologic maps, and then with field trips to selected areas. Rock and fossil specimens will be collected for study.

Informatics

INFO-C 100 Informatics Foundations (3 cr.) Introduction to informatics, basic problem solving and elementary programming skills. This course also provides a survey of computing tools in the context of selected disciplines (cognates).

INFO-C 112 TOOLS FOR INFORMATICS: PROGRAMMING AND DATABASES (3 cr.) This course is an introduction to programming and databases, two basic means of creating, changing, and storing information on a computer. Computational thinking, basic programming, and basic debugging methods will be covered in a high-level language. Data modeling, schemas, SQL queries, and data-entry forms will also be emphasized.

INFO-C 201 MATHEMATICAL FOUNDATIONS OF INFORMATICS (3 cr.) An introduction to methods of analytical, abstract, and critical thinking, deductive reasoning, and logical and mathematical tools used in information sciences. The topics include propositional and predicate logic, natural deduction proof system, sets, functions and relations, elementary statistics, proof methods in mathematics, and mathematical induction.

INFO-C 203 Social Informatics (3 cr.) Introduction to key ethical, privacy and legal issues as related to informatics, and social research perspectives and literatures on the use of information and communication technologies. Topics include: intellectual property, legal issues, societal laws, ethical use of information, information privacy laws, personal code of ethics, principles for resolving ethical conflicts, and popular and controversial uses of technology. This course also outlines research methodologies for social informatics.

INFO-C 210 Problem Solving and Programming (3 cr.) First in a two-course sequence of intensive computer programming. In this course, students will design, develop, test, and debug software solutions using a given programming language.

INFO-C 211 Problem Solving and Programming 2 (3 cr.) Second course in the two-course sequence of intensive computer programming. In this course, students will learn and apply object oriented computer programming concepts and techniques. The course will also provide a brief introduction to data structures and files.

INFO-C 300 Human Computer Interaction (3 cr.) This course will provide an introduction to the core topics, approaches and developments in the field of Human Computer Interaction (HCI). The course introduces the process involved in designing and evaluating interactive technologies. Topics include interaction design, evaluation, usability, user psychology, web design, prototyping, requirements and analysis, and other related issues.

INFO-C 307 Data Representation and Organization (3 cr.) This course will provide an introduction to ways in which data can be organized, represented and processed from low level to high level. Topics include construction of memory based structures and algorithms using arrays (single, multidimensional), lists (single, double, circular), stacks, queues, binary trees, and hash tables, and basic file manipulation.

INFO-C 399 Database Systems (3 cr.) This course will provide an in-depth discussion of database system 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, relational database modeling and querying, and basic XML database modeling and querying.

INFO-C 413 Web Design and Development (3 cr.) This course introduces website design and development. Topics include client-side technologies such as Hypertext Markup Language (HTML, XML), the document object model (DOM), Cascading Style Sheet (CSS), JavaScript and jQuery, AJAX, front-end framework, and server-side technologies.

INFO-C 450 System Design (3 cr.) This course introduces the concepts of large scale system design and development. Topics include: the software development life cycle, specification, analysis, design, modeling, use cases, user interface design, planning, estimating, reusability, portability, working in teams, introductory project management and CASE tools. Student teams will present their final project design.

INFO-C 451 System Implementation (3 cr.) This course introduces the concepts of large scale system implementation. Topics include: implementation of data models, user interfaces, and software systems, working in teams, software testing, planning, estimating, and post-delivery maintenance. The students will work in teams and will utilize project management tools and revision control and source code management systems. Student teams will present their final project design.

INFO-C 452 Project Management (3 cr.) This course will provide an in-depth discussion of project management in an Informatics setting. Students will become conversant in the tools and techniques of project management, such as project selection methods, work breakdown structures, network diagrams, critical path analysis, critical chain scheduling, cost estimates, earned value management, motivation theory and team building.

INFO-I 100 First Year Experience (1 cr.) This course introduces specific survival skills for success in college and beyond, while reconciling personal learning skills with instructor-based teaching styles. Master the art of inquiry and elevate your sense of integrity while sharpening your personal edge by exploring critical thinking, project managements and current/future job market trends.

INFO-I 101 Introduction to Informatics (4 cr.) P: Computer literacy. Problem solving with information technology; introductions to information representation, relational databases, system design, propositional logic, cutting-edge technologies: CPU, operation systems, networks; laboratory emphasizing information technology including Web page design, word processing databases, using tools available on campus.

INFO-I 105 Computer Concepts for Health Information (3 cr.) This course provides an overview of applications for the health and medical professionals. Topics include: audit trails, generating, quantifying and analyzing medical records, word processing, computer hardware, medical software, copyright and fair usage. Students retrieve and present medical data.

INFO-I 201 Mathematical Foundations of Informatics (4 cr.) P: INFO-I 101 and MATH-M 118. An introduction to methods of analytical, abstract and critical thinking, deductive reasoning, and logical and mathematical

tools used in information sciences. The topics include propositional and predicate logic, natural deduction proof system, sets, functions and relations, proof methods in mathematics, mathematical induction, and graph theory. Credit given for either INFO-I 201 or CSCI-C 250.

INFO-I 202 Social Informatics (3 cr.) P: INFO-I 101. Introduction to key social research perspectives and literatures on the use of information and communication technologies. Discusses current topics such as information ethics, relevant legal frameworks, popular and controversial uses of technology (e.g., peer-to-peer file sharing), digital divides, etc. Outlines research methodologies for social informatics.

INFO-I 210 Information Infrastructure I (4 cr.) P: INFO-I 101. INFO-I 101 can be taken concurrently. The software architecture of information systems. Basic concepts of systems and applications programming. Credit given for only one of the following: INFO-I 210, CSCI-C 101.

INFO-I 211 Information Infrastructure II (4 cr.) P: INFO-I210. The systems architecture of distributed applications. Advanced programming techniques, including event-driven programming, elementary data structures, and entry-level mobile programming. Credit given for only one of the following: INFO-I 211, CSCI-C 201.

INFO-I 213 Web Site Design and Development (3 cr.) Introduction to web 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, accessibility and others. Technologies covered include: HTML5, Cascading Style Sheets, and Web authoring tools such as Dreamweaver. This course runs concurrently with NMCM-N 213.

INFO-I 300 Human Computer Interaction (3 cr.) P: INFO-I 101. The analysis of human factors and the design of computer application interfaces. A survey of current Human Computer Interaction designs with an eye toward what future technologies will allow. The course will emphasize learning HCI based on implementation and testing interfaces.

INFO-I 303 Organizational Informatics (3 cr.) P: INFO-I 101. 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, sociotechnical structures, and the rise and transformation of information-based industries.

INFO-I 308 Informatics Representation (3 cr.) P: INFO-I 101, INFO-I 201, and INFO-I 210. 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.) The study of the evolution of media arts and underlying principles of communication. Application development paradigms in current practice.

INFO-I 356 Globalization: Where we fit in (3 cr.) Globalization, increasingly enabled by information technology, changes how we work, what we buy and who we know. Learn about the past, present, and future of globalization from an information technology perspective, and what it means for you, your career, and your community.

INFO-I 399 Current Topics in Informatics (1 - 3 cr.) Emphasis is on new developments and research in informatics. For example, issues such as bioinformatics and medical informatics will be explored.

INFO-I 400 Topics in Informatics (1 - 3 cr.) Variable topic. Emphasis on new developments and research in informatics.

INFO-I 450 Systems Design and Development (3 cr.) P: Junior/senior status in the informatics major Students work on capstone projects in supervised teams. They select an appropriate project (preferably based on cognate), then learn to develop a plan that leads to success. Teamwork, communication, and organizational skills are emphasized in a real-world-style environment.

INFO-I 451 Systems Development (3 cr.) P: INFO-I 451. Continuation of INFO-I 450. Students work on capstone projects in supervised teams. They select an appropriate project (preferably based on cognate), then learn to develop a plan that leads to success. Teamwork, communication, and organizational skills are emphasized in a real-world-style environment.

INFO-I 490 Internship in Informatics Professional Practice (1-3 cr.) P: Approval and junior/senior status in informatics. Students gain professional work experience in an industry or research organization setting using skills and knowledge acquired in informatics course work. May be repeated for a maximum of 3 cr. hours. S/F grading.

Mathematics

MATH-K 310 Statistical Techniques (3 cr.) P: MATH-M125 or MATH-M118 or MA 15300 or MA15800. Fall, Spring. Introduction to probability and statistics; elementary probability theory, conditional probability, independence, random variables, discrete and continuous probability distributions, measurement 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, nonparametric methods. Credit given for only one of the following: PSY-K 300, ECON-E 270, MATH-K 310 or STAT 30100.

MATH-M 104 Foundations of College Algebra (3 cr.) P: SSCI-S100 or Mathematics Placement Exam. Fall, Spring. Students will develop critical problem solving skills, acquire an understanding of the core concept of functions and learn appropriate technology skills while strengthening their mastery of linear equations and inequalities, systems of linear equations, polynomial operations and graphing techniques for linear equations.

MATH-M 105 College Algebra (3 cr.) P: MATH-M 104 or Mathematics Placement Exam. Fall, Spring. Students will deepen their understanding of functions, acquire non-

linear problem solving skills and develop the algebraic skills necessary for precalculus and general education mathematics courses: factoring; quadratic, polynomial, rational and radical equations and applications; and operations with rational expressions, radicals, and rational exponents.

MATH-M 118 Finite Mathematics (3 cr.) P: Two years of high school algebra or MATH-M 105. A grade of C- or better in MATH-M 105 or equivalent. Fall, Spring. Set theory, linear systems, matrices and determinants, probability, linear programming. Applications to problems from business and the social sciences.

MATH-M 119 Brief Survey of Calculus I (3 cr.) P: Two years of high school algebra or MATH-M 125. A grade of C- or better in MATH-M 125 or equivalent. Fall, Spring. Introduction to calculus. Primarily for students in the social sciences. Not open to those who have had MATH-M 211 or MATH-M 215. Credit not given for both MATH-M 215 and MATH-M 119.

MATH-M 120 Brief Survey of Calculus II (3 cr.) P: MATH-M 119. A grade of C- or above in MATH-M 119. Spring. A continuation of MATH-M 119, covering topics in elementary differential equations, calculus of functions of several variables and infinite series. Intended for non-physical science students. Credit not given for both MATH-M 216 and MATH-M 120. Knowledge of trigonometry required.

MATH-M 125 Precalculus Mathematics (3 cr.) P: MATH-M 105. A grade of C- or better in MATH-M105 or equivalent. Fall, Spring. Designed to prepare students for calculus. Algebraic operations, polynomials, functions and their graphs, conic sections, linear systems of equations.

MATH-M 126 Trigonometric Functions (3 cr.) P: MATH-M 125. Spring. Designed to develop the properties of the trigonometric, exponential, and logarithmic functions and to prepare for courses in calculus (MATH-M 211 or MATH-M 215).

MATH-M 133 Topics in Probability and Statistics (2 cr.) P: MATH-M 105 or equivalent. Topics in set theory, probability, descriptive statistics, binomial and normal distributions, and confidence intervals.

MATH-M 134 Topics in Mathematics (2 cr.) P: MATH-M 105 or equivalent. Variable topics in mathematics such as graph theory, logic, mathematics of personal finance, mathematics in music and art, modeling using regression, matrices and Markov chains, geometry, governmental mathematics, game theory and linear programming.

MATH-M 215 Calculus I (5 cr.) P: MATH-M 125 and MATH-M 126 or two years of high school algebra and trigonometry. Fall, Spring. Coordinates, functions, limits, continuity, derivatives, definite and indefinite integrals, and applications. A student cannot receive credit for more than one of MATH-M 215, MATH-M 119, and MATH-M 211.

MATH-M 216 Calculus II (5 cr.) P: MATH-M 215 or MATH-M 211. Spring. Techniques of integration, improper integrals, applications of integrations, infinite series. A student cannot receive credit for more than one of MATH-M 216, MATH-M 120, and MATH-M 212.

MATH-M 303 Linear Algebra for Undergraduates (3 cr.) P: MATH-M 216 or Instructor Consent. Introduction to theory of real and complex vector spaces. Coordinate systems, linear dependence, bases. Linear transformations and matrix calculus. Determinants and rank. Credit not given for both MATH-M 301 and MATH-M 303.

MATH-M 311 Calculus III (4 cr.) P: MATH-M 216 or Instructor Consent. Elementary geometry of 2, 3, and n-space; functions of several variables; partial differentiation; minimum and maximum problems; and multiple integration.

MATH-M 313 Elementary Differential Equations with Applications (3 cr.) P: MATH-M 216 or Instructor Consent. Ordinary differential equations of first order and linear equations of higher order with applications, series solutions, operational methods, Laplace transforms, and numerical techniques. A student may not receive credit for both MATH-M 313 and 343.

MATH-M 347 Discrete Mathematics (3 cr.) P: MATH-M 216 or MATH-M 212. 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 360 Elements of Probability (3 cr.) P: MATH-M 216. C: MATH-M 311. Introduction to mathematical theory of probability. Probability models, combinatorial problems, conditional probability and independence, random variables, discrete and continuous distributions, repeated Bernoulli trials, gambler's ruin problems, moments, moment generating functions, law of large numbers, central limit theorem, and applications.

MATH-M 366 Elements of Statistical Inference (3 cr.) P: MATH-M 360. Sampling distributions (Chi square, t and F distributions), order statistical decisions, and inference. Hypothesis-testing concepts, Neyman-Pearson Lemma, likelihood ratio tests, power of tests. Point estimation, method of moments, maximum likelihood, Cramer-Rao bound, properties of estimators. Interval estimation, applications. Regression, correlation, analysis of variance, nonparametric methods.

MATH-M 403 Introduction to Modern Algebra I (3 cr.) P: MATH-M 301 or MATH-M 303. Study of groups, rings, fields (usually including Galois theory), with applications to linear transformations.

MATH-M 404 Introduction to Modern Algebra II (3 cr.) P: MATH-M 403. Study of groups, rings, fields extensions, with applications to linear transformations.

MATH-M 413 Introduction to Analysis I (3 cr.) P: MATH-M 301 or MATH-M 303, and MATH-M 311 or instructor consent. Modern theory of real number system, limits, functions, sequences and series, Riemann-Stieltjes integral, and special topics.

MATH-M 415 Elementary Complex Variables with Applications (3 cr.) P: MATH-M 311. Algebra and geometry of complex numbers, elementary functions of a

complex variable, power series, integrations, calculus of residues, conformal mapping. Application to physics.

MATH-M 447 Mathematical Models and Applications I (3 cr.) P: MATH-M 301 or MATH-M 303, MATH-M 311, and MATH-M 360 which may be taken concurrently or with instructor consent. Formation and study of mathematical models used in the biological, social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth. Suitable for secondary school teachers.

MATH-M 448 Mathematical Models and Applications II (3 cr.) 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 471 Numerical Analysis I (3 cr.) P: MATH-M 301 or MATH-M 303, MATH-M 313 or MATH-M 343, and MATH-M 311 or instructor consent. INFO-I 101 and INFO-I 210. 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.

MA 15300 Algebra and Trigonometry I (3 cr.) P: MATH-M105 or MATH-M 117 or equivalent. Prerequisite course must receive a grade of C- or better. Fall, Spring. Algebra for students with inadequate preparation for calculus. This is the first half of a two-semester version of MA 15100. Not open to students with credit for MA 15100.

MA 15400 Algebra and Trigonometry II (3 cr.) P: MA 15300 or equivalent. Spring. Trigonometry for students with inadequate preparation for calculus. This is the second half of a two-semester version of MA 15100. Not open to students with credit for MA 15100.

MA 16010 Calculus for Technology I (3 cr.) P: MA 15300 or equivalent. A grade of C- or better in MA 15300 or MA 15400 or equivalent. **MA 22100 Calculus for Technology I (3 cr)**. Spring. Not open to students with credit in MATH-M 119. First course in techniques of calculus for students enrolled in certain technical curricula.

MA 16020 Calculus for Technology II (3 cr.) P: MA 16010 or equivalent. A grade of C- or better in MA 16010 or equivalent. Spring. Not open to students with credit in MA 22400 or MATH-M 120. Continuation of MA 16010. Knowledge of trigonometry required.

SSCI-S 100 Strategies for Success in College Mathematics (3 cr.) P: Mathematics Placement Exam. Students will develop strategies for learning and retaining college level mathematical concepts and procedures. Techniques for overcoming math anxiety and test anxiety will also be learned. Appropriate mathematical content will be taught to provide the students the opportunity to practice their new learning strategies and test-taking techniques. Upon completion of this course students will be well equipped for success in their first college credit mathematics course.

MATH-T 109 Mathematics for Elementary Education I (3 cr.) P: MATH-M118 or MATH-M 125. Fall, Spring. Introduction to problem-solving, including use of patterns and Venn diagrams; study of various numeration systems; whole numbers, fraction, and decimal algorithms with manipulatives; ratio; percent; logic. Open only to elementary education majors. Does not count towards divisional distribution requirement.

MATH-T 110 Mathematics for Elementary Education II (3 cr.) P: MATH-M 118 or MATH-M 125. Fall, Spring. Emphasis on geometry with use of manipulatives; study of plane figures and solids. Discussion of area, volume, symmetry, perimeter, tesselation, constructions with mira and compass, congruence, similarity, probability, statistics. Open only to elementary education majors. Does not count toward divisional distribution requirement.

MATH-T 336 Topics in Euclidean Geometry (3 cr.) P: MATH-M 303 or equivalent. Axiom systems for the plane, the parallel postulate and non-Euclidean geometry, classical theorems. Geometric transformation theory, vectors and analytic geometry, convexity, theory of area and volume.

MATH-Y 398 Internship in Professional Practice (1 - 3 cr.) P: Junior or Senior standing. Internship with businesses requiring applied mathematics (or pure mathematics) projects.

Microbiology

MICR-J 200 Microbiology and Immunology (3 cr.) P: ANAT-A 215 and PHSL-P 215 or equivalent. C: MICR-J 201. Fall, Spring. For students of the baccalaureate curricula in the School of Nursing and in the Division of Allied Health Sciences; others by consent of instructor. Concurrent or previous registration in MICR-J 201 Microbiology Laboratory is recommended. Basic principles of microbiology, cell biology and epidemiology. Consideration of pathogenic bacteria, viruses, fungi, and parasites in human disease; immunology and host-defense mechanisms.

MICR-J 201 Microbiology Laboratory (1 cr.) C: MICR-J 200. Fall, Spring. Bacteriological techniques of microscopy, asepsis, pure culture, and identification of unknown bacteria. Biology of microorganisms; action of antimicrobial agents and disinfectants, food microbiology and bacterial agglutination reactions.

MICR-M 310 Microbiology (3 cr.) P: Two semesters of college chemistry; BIOL-L 105. C: MICR-M 315. Application of fundamental biological principles to the study of microorganisms. Significance of microorganisms to humans and their environment. Topics covered include bacterial growth and metabolism, microbial genetics, microbial diversity, mechanisms of pathogenicity, epidemiology and environmental microbiology.

MICR-M 315 Microbiology Laboratory (2 cr.) C: MICR-M 310. Laboratory exercises and demonstrations to yield proficiency in principles and techniques of cultivation and utilization of microorganisms under aseptic conditions. These principles will include microscopy, asepsis, pure culture, bacterial metabolism, genetic transformation and identification of unknown bacteria.

MICR-M 320 Environmental and Public Health Microbiology (3 cr.) BIOL-L 105 and BIOL-L 211/213;

MICR-M 310 is recommended. Introduction to basic concepts in environmental microbiology and epidemiology. Significance of waterborne pathogenic microorganisms and indicators. Importance of drinking water treatment and wastewater treatment. Introduction to foodborne pathogens and foodborne infections.

Physics

PHYS-P 100 Physics in the Modern World (5 cr.) Fall, Spring. This course develops concepts in physics and places them in the context of our modern, technological world. Topics include motion, gravity, sound, optics, electricity and magnetism, thermodynamics and elements of quantum phenomena. Cannot be substituted for physics courses explicitly designated in specified curricula. No credit in this course will be given for students who have already passed PHYS-P 201-202 or PHYS-P 221-222.

PHYS-P 201 General Physics I (5 cr.) P: MATH-M 125 or high school equivalent. Fall alternate years. Newtonian mechanics, oscillations and waves, bulk properties of matter and thermodynamics.*

PHYS-P 202 General Physics II (5 cr.) P: PHYS-P 201. lab fee Spring alternate years. Electricity and magnetism, geometrical and physical optics, and modern physics.

PHYS-P 221 Physics I (5 cr.) P: MATH-M 215. Alternate years. This course is the first semester of a two semester sequence of calculus-based, introductory physics. In PHYS-P 221, we will explore Newtonian mechanics, fluid dynamics, oscillations and waves, thermodynamics, and elementary kinetic energy.

PHYS-P 222 Physics II (5 cr.) P: MATH-M215, PHYS-P 221. Spring Alternate years. This course is the second semester of a two semester sequence of calculus-based, introductory physics. In PHYS-P 222, we will focus primarily on electricity and magnetism. We will also learn about geometrical and physical optics, the special theory of relativity and elements of contemporary physics.

PHYS-P 301 Contemporary Physics (3 cr.) P: PHYS-P 202 or PHYS-P 222; MATH-M 215, which may be taken concurrently with consent of instructor. Arr. Introduction to modern physics. Atomic and nuclear physics, kinetic theory, relativity, elementary particles.

PHYS-P 310 Environmental Physics (3 cr.) P: PHYS-P 201 or consent of instructor. Relationship of physics to current environmental problems. Energy production, comparison of sources and by-products; nature of and possible solutions to problems of noise; particulate matter in atmosphere.

PHYS-S 406 Research Project (1 - 6 cr.) P: Permission of the 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.

Physiology

PHSL-P 215 Basic Human Physiology (5 cr.) MATH-M 104, ANAT-A 215, introduction to chemistry. Fall, Spring. Functional aspects of cells, tissues, organs, and systemes in mammalian organisms. Designed for pre-professional students in allied health, nursing, and health science.*

PHSL-P 416 Comparative Animal Physiology (3 cr.) P: CHEM-C 106, two college biology courses and one college mathematics course. Alternate years. Physiological principles of the respiratory, circulatory, excretory, and related systems in a variety of invertebrate and vertebrate animals.

PHSL-P 418 Laboratory in Comparative Animal Physiology (2 cr.) C: PHSL-P 416. Laboratory experiments using a variety of animals to illustrate physiological principles.*

Physical and Life Sciences

PLSC-B 203 Survey of the Plant Kingdom (5 cr.) Survey of various groups of plants, including their structure, behavior, life histories, classification, and economic importance.*

PLSC-B 364 Summer Flowering Plants (5 cr.) P: One introductory biology course. Summer A course for students desiring a broad, practical knowledge of common wild and cultivated plants.*

Statistics

STAT 30100 Elementary Statistical Methods I (3 cr.) P: MATH-M 125 or MATH-M 118 or MA 15300. Fall, Spring. A basic introductory statistics course with applications shown to various fields and emphasis placed on assumptions, applicability, and interpretations of various statistical techniques. Subject matter includes frequency distribution, descriptive statistics, elementary probability, normal distribution, applications, sampling distribution, estimation, hypothesis testing, and linear regression.

School of Sciences

SSCI-S 100 Strategies for Success in College Mathematics (3 cr.) P: Mathematics Placement Test. Fall, Spring. Students will develop strategies for learning and retaining college level mathematical concepts and procedures. Techniques for overcoming math anxiety and test anxiety will also be learned. Appropriate mathematical content will be taught to provide the students the opportunity to practice their new learning strategies and test-taking techniques. Upon completion of this course students will be equipped for success in their first college credit mathematics course.

SSCI-S 105 Freshman Seminar in Natural and Mathematical Sciences (1 cr.) Fall. Small-class experience with faculty instructor. Introduction to college-level projects in thinking, research, and writing in a small-group context. Topics will vary. Open only to freshmen.

SSCI-S 430 Professional Practice for General Studies (1 - 6 cr.) P: Junior or Senior standing. This course is designed to provide opportunities for students to receive credit for career-related, full-time work. Evaluation by employer and instructor or school dean. The course may be repeated for a maximum of 6 credit hours.

Sustainability

SUST-S 400 Energy Sources and Needs (3 cr.) 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 491 Internship in Sustainability (3 cr.)
Involves placement in a business, not-for-profit agency or governmental unit to give student hands on experience working with sustainability in a practical setting.

Zoology

ZOOL-Z 315 Developmental Anatomy (5 cr.) P: BIOL-L 105. Alternate years. Comparative study of the structure and development of vertebrates, including humans.*