

INDIANA UNIVERSITY SOUTH BEND BULLETIN 2011-2013



INTRODUCTION TO INDIANA UNIVERSITY

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

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

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

INDIANA UNIVERSITY CAMPUSES

Indiana University Bloomington
Indiana University—Purdue University Indianapolis
Indiana University East
Indiana University—Purdue University Fort Wayne
Indiana University Kokomo
Indiana University Northwest (Gary)
Indiana University South Bend
Indiana University Southeast (New Albany)

BULLETIN 2011-2013

IU SOUTH BEND



INDIANA UNIVERSITY SOUTH BEND

www.iusb.edu

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

The IU South Bend Bulletin is available online at www.iusb.edu/~sbullet or in alternate formats upon request.

Printing date: April 2011

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TABLE OF CONTENTS

INTRODUCTION TO IU SOUTH BEND

.....Inside Front Cover

IU SOUTH BEND CONTACT INFORMATION 1

Internet Address 1
Toll-Free Telephone Number 1

ADMINISTRATIVE OFFICERS 2

GENERAL INFORMATION 4

Mission Statement 4
Core Values and Campus Priorities 4
Commitments 4
Excellence in Academic Programs 5
Equal Opportunity/Affirmative Action 5
Accreditation 5

DEGREES, CERTIFICATES, MINORS 7

STUDENT AFFAIRS AND ENROLLMENT

MANAGEMENT 10

Steps to Starting Classes 10
Gateway Information Center 10
Office of Admissions 10
New Student Orientation 12
Placement Examinations 12
Office of the Registrar 12
Student IDs 12
Office of the Bursar 13
Office of Financial Aid and
Student Scholarships 13
Scholarships 16
Academic Advising 16
Academic Centers for Excellence 16
Affirmative Action 17
Alumni Association 17
Campus Police 17
Parking 18
Career Services 18
Child Development Center 19
Cultural Arts 19
Dental Clinic 19
Disability Support Services 19
Diversity Programs 19
Enrollment Options 20
Health and Wellness Center 21
Honors Program 21
Housing and Residence Life 21
Information Technologies 21

International Programs 22
International Student Services 22
Judicial Affairs 22
Library 23
Student Activities 23
Student Counseling Center 24
Veteran Student Services 24
Academic Regulations and Policies 26

UNDERGRADUATE PROGRAMS 35

General Education 35
Ernestine M. Raclin School of the Arts 41
School of Business and Economics 77
School of Education 94
Division of Extended Learning Services 107
School of Continuing Studies
General Studies 111
College of Health Sciences 116
Labor Studies Program 150
College of Liberal Arts and Sciences 155

GRADUATE PROGRAMS 211

Graduate Degrees 211
Graduate Program Contacts 211
Graduate Admission 212
Graduate Financial Aid 213
Graduate Regulations and Policies 213
Ernestine M. Raclin School of the Arts 215
School of Business and Economics 221
School of Education 227
College of Health Sciences 251
College of Liberal Arts and Sciences 258

COURSE DESCRIPTIONS 267

PURDUE UNIVERSITY COLLEGE OF TECHNOLOGY .. 404

Purdue Course Descriptions 412

RESERVE OFFICERS' TRAINING CORPS 420

ROTC Course Descriptions 422

FACULTY AND STAFF LISTINGS 425

Resident Faculty, Librarians, and
Administrative Staff 425
Faculty Emeriti 436
Associate Faculty 439

INDEX 446

INDIANA UNIVERSITY BULLETINS

.....Inside Back Cover



INDIANA UNIVERSITY SOUTH BEND

THE UNIVERSITY THAT EDUCATES MICHIANA

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

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

IU South Bend is accredited by the Higher Learning Commission. Individual schools and academic programs are also accredited (see pages 5 and 6 for details).

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

GENERAL INFORMATION

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

MISSION STATEMENT

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

Approved by the IU Board of Trustees

February 2010

CORE VALUES AND CAMPUS PRIORITIES

Priorities for Collegiate Attainment

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

Priorities for Societal Engagement

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

COMMITMENTS

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

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

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

The university strives to respond decisively to the growing demand for graduate degree programs and to assure statewide access to IU South Bend distinctions in faculty-student collaboration, programs that enhance

diversity and provide a global perspective, the arts, and in the nursing and health professions.

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

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

EXCELLENCE IN ACADEMIC PROGRAMS

DISTINCTIVENESS IN DEGREE OFFERINGS

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

DISTINCTIVENESS IN FACULTY-STUDENT COLLABORATION

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

DISTINCTIVENESS IN ENHANCING DIVERSITY AND A GLOBAL PERSPECTIVE

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

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

Administration Building 247A
(574) 520-4384
www.iusb.edu/~aaoffice

Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the university and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provides services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, gender, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

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

ACCREDITATION



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

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

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

School of Business and Economics

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

School of Education

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

COLLEGE OF HEALTH SCIENCES

Dental Hygiene Programs

The IU South Bend Dental Assisting and Dental Hygiene programs are accredited by the American Dental Association Commission on Dental Accreditation (CODA), 211 E. Chicago Avenue, Chicago, Illinois 60611-2678, (312) 440-2500.

School of Nursing

The School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle N.W., Suite 530, Washington, D.C. 20036-1135, (202) 463-6930; and the Indiana State Board of Nursing, Health Professions Bureau, 402 W. Washington Street, Room W066, Indianapolis, Indiana 46204-2298, (317) 234-2043.

Radiography Program

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

School of Social Work

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

COLLEGE OF LIBERAL ARTS AND SCIENCES

Department of Chemistry

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

Master of Public Affairs

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

DEPARTMENT OF PROFESSIONAL DEVELOPMENT AND LIFELONG LEARNING

Montessori Teacher Academy

The Montessori Teacher Academy is affiliated with the American Montessori Society (AMS). Montessori Teacher Academy courses hold accreditation through the Montessori Accreditation Commission for Teacher Education (MACTE), 524 Main Street, Suite 202, Monument Square, Racine, Wisconsin 53403, (262) 898-1846.



DEGREES, CERTIFICATES, AND MINORS

IU South Bend offers the following academic programs. Programs offered as minors are listed on pages 8-9 in this publication.

Ernestine M. Raclin School of the Arts

Communication Arts		
Mass Communications, with concentrations in—		44
Electronic Media	B.A.	45
Journalism	B.A.	45
Public Relations	B.A.	45
Speech Communication, with concentrations in—		44
Interpersonal Communication	B.A.	46
Organizational Communication	B.A.	46
Public Advocacy	B.A.	46
Fine Arts	B.A.	71
Fine Arts, with concentrations in—		72
Drawing and Painting	B.F.A.	73
Photography	B.F.A.	73
Printmaking	B.F.A.	74
Sculpture	B.F.A.	74
Integrated New Media Studies, with concentrations in—		62
Music	B.F.A.	63
Design	B.F.A.	63
Video and Motion Media	B.F.A.	63
Graphic Design	B.F.A.	63
Informatics	B.F.A.	64
Music, with concentrations in—		49
Music Composition	B.A.	51
Music History	B.A.	51
Music Technology	B.A.	51
Music Theory	B.A.	51
Music, with concentrations in—		48
Composition	B.M.	53
Orchestral Instrument	B.M.	55
Organ	B.M.	56
Performance	B.M.	53
Piano	B.M.	56
Voice Performance	B.M.	56
Music	M.M.	217
Music, Artist Diploma	Diploma	221
Music Education	B.M.E.	44
	Licensure	98
Music, with concentrations in—		51
Instrumental—General	B.M.E.	53
Choral—General	B.M.E.	53
Music and an Outside Field	B.S.	58
Music, Performer Diploma	Diploma	219
Theatre, with specialization in—		66
Design/Technical	B.A.	69
Performance	B.A.	69
Theatre Studies	B.A.	68
Theatre, with concentrations in—		68
Design/Technical	B.F.A.	67
Performance	B.F.A.	67

School of Business and Economics

Accounting	M.S.A.	224
Business, with concentrations in—		79
Accounting	B.S.	84
Advertising	B.S.	84
Banking	B.S.	84
Finance	B.S.	86
General Business	B.S.	87
Health Care Management	B.S.	87
Human Resource Management	B.S.	87
International Business	B.S.	88
Management Information Systems	B.S.	89
Marketing	B.S.	89
Small Business and Entrepreneurship	B.S.	90
Business Administration	M.B.A.	223
Economics	B.S.	92
Management of Information Technologies	M.S.—MIT.	225

School of Continuing Studies

General Studies	A.A.G.S.	112
General Studies, with concentrations in—		113
Arts and Humanities	B.G.S.	113
Science and Mathematics	B.G.S.	113
Social and Behavioral Sciences	B.G.S.	113
Montessori Early Childhood	Certificate	110

School of Education

Alcohol and Drug Counseling	Certificate	244
Counseling and Human Services, with tracks in—		
Addictions Counseling	M.S.	241
Clinical Mental Health Counseling	M.S.	242
School Counseling	M.S.	242
Elementary Education	B.S.	96
	M.S.	233
Elementary or Secondary, with educational leadership	M.S.	
	Licensure	243
Secondary Education, with certification in—		97
English/Language Arts	B.S.	97
Mathematics	B.S.	97
Science	B.S.	97
Social Studies	B.S.	97
World Languages	B.S.	97
Secondary Education	M.S.	235
	Licensure	98
Special Education	M.S.	239
	Licensure	98
Teaching Special Education (pending final approval)	M.A.T.	231

College of Health Sciences

Dental Hygiene	A.S.	121
	B.S.	123
Nursing	B.S.N.	132
	M.S.N.	251
Accelerated B.S.N. Program Track	B.S.N.	139
Medical Imaging Technology	B.S.	146
Radiography	A.S.	145
(For information on preprofessional allied health programs, refer to page 149)		
Social Work	M.S.W.	255

Labor Studies Programs

Labor Studies	A.S.	151
	B.S.	151
	Certificate	151

College of Liberal Arts and Sciences

Actuarial Science	B.S.	191
Anthropology	B.A.	200
Applied Informatics	Certificate	185
Applied Mathematics	B.S.	190
Applied Mathematics and Computer Science	M.S.	259
Basic Applied Behavior Analysis	Certificate	198
Biochemistry	B.S.	166
Biological Sciences	B.A.	162
	B.S.	163
Chemistry	B.A.	165
	B.S.	165
Computer Applications	Certificate	171
Computer Programming	Certificate	172
Computer Programming, Advanced	Certificate	172
Computer Science	B.S.	170
Correctional Management and Supervision	Certificate	174
Criminal Justice	B.S.	163
English	B.A.	175
	M.A.	260
French	B.A.	205
German	B.A.	205
Health Systems Management	Certificate	265
History	B.A.	183
Informatics	B.S.	183
International Studies	Certificate	186
Liberal Studies	M.L.S.	261
Mathematics	B.A.	189
Nonprofit Management	Certificate	265
Philosophy	B.A.	193
Physics	B.A.	194
	B.S.	195
3/2 Dual Degree in Physics and Engineering	B.S.	195
Political Science	B.A.	196
Paralegal Studies	Certificate	196
Professional Writing	Certificate	176
Psychology	B.A.	197
Public Affairs	M.P.A.	263

Public Management	Certificate	265
Social and Cultural Diversity	Certificate	201
Sociology	B.A.	200
Spanish	B.A.	205
Technology for Administration	Certificate	172
Women's and Gender Studies	B.A.	203

IU South Bend—Elkhart Center

The following degrees are approved to be offered at the Elkhart campus of IU South Bend.

Business	M.B.A.	223
General Studies	A.A.G.S.	112
	B.G.S.	113

Purdue University College of Technology

Electrical Engineering Technology	B.S.	405
Engineering Technology	B.S.	406
Industrial Technology	B.S.	407
	Certificate	408
Mechanical Engineering Technology	A.S.	409
Organizational Leadership and Supervision	B.S.	410
	Certificate	410

MINORS OFFERED AT IU SOUTH BEND**Ernestine M. Raclin School of the Arts**

Art History	75
Dance	70
Fine Arts	75
Graphic Design, studio minor	75
Integrated New Media Studies	65
Interpersonal Communication	46
Mass Communication	46
Music, with tracks in—	
Composition	59
Music Theory and History	59
Performance Studies	59
Speech Communication	46
Studio Minors	65
Drawing and Painting	75
Photography	75
Printmaking	76
Sculpture	76
Theatre	70

School of Business and Economics

Outside minor in Business for non-Business majors	90
Finance for Business majors	86
Outside minor in Finance for non-Business majors	91
Economics for all majors	93
International Business for Business majors	88
Management Information Systems for Business majors	89
Outside minor in Management Information Systems for non-Business majors	91
Marketing for Business majors	90
Outside minor in Marketing for non-Business majors	92

College of Health Sciences		European Studies	179
Complementary Health	131	Film Studies	181
Labor Studies Programs		French	205
Labor Studies	151	German	205
College of Liberal Arts and Sciences		Gerontology	181
African American Studies	161	History	183
American Studies	162	Informatics	184
Anthropology	201	International Studies	186
Biochemistry	168	Latin American/Latino Studies	186
Biological Sciences	164	Management Skills	187
Chemistry	167	Mathematics	192
Cognitive Science	168	Philosophy	193
Computer Applications	171	Physics	196
Computer Science	171	Political Science	196
Creative Writing	176	Psychology	198
Criminal Justice	174	Religious Studies	199
East Asian Studies	174	Sociology	200
English	176	Spanish	206
Environmental Studies	178	Sustainability Studies	202
		Women's and Gender Studies	204



STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT

Administration Building Lobby
(574) 520-4135
www.iusb.edu/~sbinfo

STEPS TO STARTING CLASSES AT IU SOUTH BEND

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

1. Submit your admission application to the Office of Admissions and be admitted to IU South Bend. Visit www.apply.iusb.edu for details on this process.
2. Activate your student e-mail account and set up OneStart, a personalized portal to over 1,000 pages of information and services available to students. Go to <https://onestart.iu.edu> to access your e-mail, Oncourse, Schedule of Classes, and other features to manage your academic life.
3. Take placement examinations. These examinations help identify the most appropriate classes for you to take in your first semester. Visit www.iusb.edu/~sbexams to view available examination dates. Refer to your admissions package regarding waivers for these examinations.
4. Attend a mandatory orientation, meet with an academic advisor, and register for classes. It is a great opportunity to meet other students and faculty. Visit www.iusb.edu/~sborient for available dates and times.
 - Meet with your academic advisor to select your class schedule.
 - Register for classes. Go to the OneStart web page, <https://onestart.iu.edu> and click the login button, or register in person at the Gateway Information Center, located in the Administration Building lobby. See the Schedule of Classes for a list of available courses.
 - Get a student ID. Call the Gateway Information Center at (574) 520-4135 for more information.
5. Make arrangements for your tuition payment.
 - Contact the Office of the Bursar at (574) 520-5526, visit www.iusb.edu/~bursarsb, or see page 13 of this publication to review deferment plan options.
 - To review a list of available scholarships, go to www.iusb.edu/~scholar1 or call (574) 520-4483.
 - To apply for financial aid, you must complete the Free Application for Federal Student Aid (FAFSA). Call the Office of Financial Aid at (574) 520-4357 or go to www.iusb.edu/~sbfinaid if you have questions.
6. Buy your books. Textbooks are available in the bookstore three weeks prior to the start of the semester. Call the bookstore at (574) 520-4309 for

their business hours. Elkhart textbooks are sold at the Elkhart Center; call the Elkhart Center for book sale hours at (574) 520-4000.

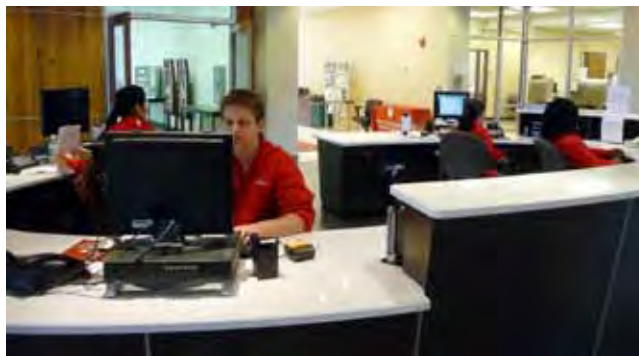
7. Attend classes. See the Schedule of Classes for start dates, final examination dates, and other important semester dates.

We look forward to seeing you at IU South Bend. If you have questions or need additional information, call the Gateway Information Center at (574) 520-4135.

GATEWAY INFORMATION CENTER

Administration Building Lobby
(574) 520-4135
www.iusb.edu/~sbinfo

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



OFFICE OF ADMISSIONS

Administration Building 166X
(574) 520-4839
www.admissions.iusb.edu

UNDERGRADUATE ADMISSION

Admission to IU South Bend is required before class registration can begin. To learn about admission requirements at IU South Bend, visit our website or contact the Office of Admissions at 1700 Mishawaka Avenue, South Bend, Indiana, 46634-7111. For

questions regarding undergraduate programs or campus visitations, contact the Office of Admissions. If you have a disability and need assistance, special arrangements can be made to accommodate most needs.

APPLICATION FOR ADMISSION

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

Beginning Freshman

Students who have never attended a college/university:

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

Transfer Student

Students who have attended another college/university:

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

Nondegree Student

High school graduates with or without previous college work who do not intend to pursue a degree or certificate:

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

High School Student

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

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

Guest Student

Students enrolling for a semester or summer session as a visiting student from another college or university:

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

Second Undergraduate Degree

Students who have a bachelor's degree from an accredited university and are pursuing an additional undergraduate degree:

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

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

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

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

PRIORITY DEADLINES FOR FILING APPLICATIONS

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

Semester	Deadline
Fall semester	July 31
Spring semester	December 1

VETERANS' CREDIT

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

ADMISSION OF INTERNATIONAL STUDENTS

International students seeking admission to IU South Bend must contact the Office of International Student Services at (574) 520-4419. See page 22 for further information.

AUDIT STUDENTS

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

GRADUATE ADMISSION

Information for students applying for admission to graduate programs at IU South Bend is listed on page 212 in this publication.

NEW STUDENT ORIENTATION

Administration Building 104x
(574) 520-4270
www.iusb.edu/~sborient

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

PLACEMENT EXAMINATIONS

Administration Building 104x
(574) 520-4460
www.iusb.edu/~sbexams

Prior to orientation and registration, all students entering the university for the first time are assessed in mathematics, English, and reading. The results of these assessment tests are critical in placing each student at the proper course level in mathematics, English, and reading classes and ensuring the best chance of success in these basic courses. In addition, students should

familiarize themselves with requirements for placement examinations in world languages and sciences, and for exemption or advanced placement in other subjects. Specific programs are recommended for students who require further instruction in reading, mathematics, and writing, as well as more general collegiate study skills.



OFFICE OF THE REGISTRAR

Administration Building 148X
(574) 520-4451
www.registrar.iusb.edu

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

STUDENT IDS

Administration Building Lobby
(574) 520-5005
www.iusb.edu/~sbinfo

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

OFFICE OF THE BURSAR

Administration Building 100
(574) 520-4253
www.iusb.edu/~bursarsb

GENERAL INFORMATION

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

RESIDENT STUDENT STATUS FOR FEE PURPOSES

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

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

COURSE CANCELLATIONS

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

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

REFUND OF STUDENT FEES

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

DEFERMENT PLANS

IU South Bend is committed to providing quality education at a reasonable cost. The university offers fee deferment plans to eligible students. Eligibility is based on the number of credit hours taken and the total amount of tuition and fees assessed. The following describes deferment plan options.

Three-Month Deferment Plan

Personal deferment information is displayed on e-bill. The minimum amount due at registration is 33 percent of the total bill. A deferment fee is charged to the students account. The remaining balance is split evenly over the next two months.

Four-Month Deferment Plan

Personal deferment information is displayed on e-bill. The minimum amount due with the first payment is approximately 25 percent of the total bill. A deferment fee is charged to the account. The remaining balance will be billed during the next three months.

OFFICE OF FINANCIAL AID AND STUDENT SCHOLARSHIPS

Administration Building 157
(574) 520-4357
www.iusb.edu/~sbfinaid

FINANCIAL AID GENERAL INFORMATION

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

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

To be considered for the maximum available state and federal financial aid, the FAFSA should be completed by March 1 to ensure it is received by the annual March 10 deadline, as established by the State Student Assistance Commission for Indiana (SSACI). Complete applications are processed in date received order. Students must apply for financial aid each year by completing the FAFSA or Renewal FAFSA. Visit www.fafsa.ed.gov to complete the FAFSA or Renewal FAFSA. The FAFSA for the next academic year is available online after January 1.

PAYING TUITION AND FEES WITH FINANCIAL AID

With the exception of federal loans, aid is credited to your account, provided enrollment requirements for each award are met. Awards are indicated on your financial aid award letter and on your financial aid OneStart account.

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

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

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

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

STUDENT STATUS AND MINIMUM REGISTRATION

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

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

CITIZENSHIP

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

VERIFICATION

Student files are selected for verification based on specific criteria determined by the federal processor. If a student is selected for verification, additional information is required to complete the student's file. The most commonly requested information includes: a copy of federal income tax forms filed for the previous year and a verification worksheet. No financial aid funds are disbursed until the verification documents are reviewed. It is recommended that students and parents check the box on the FAFSA to have IRS data imported. This may complete portions of the verification process.

LOAN DEFAULT/PELL GRANT REPAYMENT

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

SATISFACTORY ACADEMIC PROGRESS STANDARDS

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

- Complete 75 percent of all course work attempted.
- Undergraduates must maintain a cumulative grade point average of 2.0; graduates must maintain a cumulative grade point average of 3.0.
- All undergraduate course work must be completed within 150 percent of the published time frame required to complete the degree (186 maximum hours for Bachelor of Arts and Bachelor of Science degrees; 98 hours for Associate of Arts and Associate of Science degrees).
- Attend all classes. Students who withdraw from all of their courses for any term (including summer sessions) or who are identified as not attending classes are subject to a repayment calculation.

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

GRADUATE FINANCIAL AID

Information regarding financial aid for graduate students at IU South Bend is listed on page 213 in this publication.

FEDERAL FINANCIAL AID PROGRAMS

Federal Pell Grants and Federal Supplemental Educational Opportunity Grants

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

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

Federal Work-Study Program

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

Federal Family Education Loan Program

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

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

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

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

Students	Amount	Maximum Subsidized
First year	\$9,500	\$3,500
Second year	\$10,500	\$4,500
Third year	\$12,500	\$5,500
Fourth year	\$12,500	\$5,500

Graduate students may borrow a maximum of \$8,500 in subsidized loans annually and \$12,000 in unsubsidized loans.

Note: These awards are determined by the federal government and are subject to change.

Federal Perkins Loan

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

Student Loan Administration
Post Office Box 1609
Bloomington, Indiana 47402-1609
(866) 485-6267
www.indiana.edu/~iuloans



REFUNDS AND THE RETURN OF TITLE IV FUNDS

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

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

Fall and Spring Semesters

Refund	Period Ends
100 percent	Last day of the first week of class
75 percent	Last day of the second week of class
50 percent	Last day of the third week of class
25 percent	Last day of the fourth week of class

Summer Sessions

Refund	Period Ends
100 percent	Last day of the first week of class
50 percent	Last day of the second week of class

Students can electronically drop one or more courses by visiting <https://onestart.iu.edu> and using the eDrop process. Once completed, the withdrawal procedure enables IU South Bend to refund the maximum possible institutional charges.

REFUNDS AND REPAYMENT POLICY FOR STUDENTS RECEIVING FEDERAL FINANCIAL ASSISTANCE

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

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

Once the percentage is determined, funds are returned to federal programs in this order: Federal Stafford Loan Unsubsidized, Federal Stafford Loan Subsidized, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, other state or federal programs, institutional aid, and the student. Policies are subject to change as mandated by federal and state law.

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

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

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

SCHOLARSHIPS

GENERAL INFORMATION

www.scholarships.iusb.edu

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

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

SERVICES FOR STUDENTS

ACADEMIC ADVISING

Each student is assigned to an academic advisor who helps the student develop a program that complies with university requirements and standards. Academic advisors also help students identify and take advantage of other academic support services such as tutoring, internship programs, academic assessment, and supplemental instruction. Contact your academic unit for advising appointments. Final responsibility for meeting degree requirements rests with the student.

ACADEMIC CENTERS FOR EXCELLENCE

Administration Building 120, 122
www.iusb.edu/~sbtutor

The Academic Centers for Excellence (ACE) offers a variety of free learning support programs to assist in the development of skills and strategies that will help students become even more successful and independent learners. These include:

Open 24 hours

ACE is open 24 hours for tutoring and independent study prior to final examinations in the fall and spring semesters.

Academic Skills Workshops

Offered in the fall and spring semesters, these workshops are designed to enhance the development of effective learning skills.

Exam Review Sessions

Review sessions for various courses are held throughout the semester to help students successfully prepare for examinations.

Study Smarter

Participants in Study Smarter will meet one-on-one with an academic coach in a friendly, comfortable setting; and work together to determine strengths and weaknesses as learners. Together, the student and coach will determine learning styles and design strategies to meet individual learning needs (e.g. organization, better test taking strategies, improved communication with instructors, etc.).

Supplemental Learning

Supplemental learning sessions are optional group tutoring opportunities for a specific course and instructor. Students will have the opportunity to not only practice course concepts, but also learn valuable study skills relevant to the discipline.

ADDITIONAL FREE TUTORING

- Mathematics tutoring center for 200-level and below (Northside Hall 310). Information is available at www.iusb.edu/~sbmath and by calling (574) 520-4335.
- TI-83 calculator use in graphing and matrices. Further information is available at www.iusb.edu/~sbmathcb or by visiting Northside Hall 301.
- Psychology laboratory for tutoring, videos, enrichment, and extra credit in Wiekamp Hall 2108. Information is available by calling (574) 520-4269.

THE WRITER'S ROOM

Administration Building 124
(574) 520-4495
www.iusb.edu/~sbtutor/writersroom

Whether you are exploring ideas, organizing your thoughts, or polishing the draft of your paper, a tutor can help you improve your writing. Help with research, grammar, and mechanics is available online or in person from a tutor; and you can use the computer laboratory to write and print your papers. Find podcasts and writing resources on the website.

AFFIRMATIVE ACTION

Administration Building 247A
(574) 520-4384
www.iusb.edu/~aaoffice

The Office of Affirmative Action promotes and reaffirms IU South Bend's commitment to the principles of Equal Employment Opportunity and Affirmative Action. Responsibilities include handling complaints of discrimination and/or harassment due to one's race, gender, sexual orientation, national origin, age, color, disability, ethnicity, religion, or veteran status. The office also oversees recruitment and hiring processes and educates staff, students, and faculty about affirmative action issues.

ALUMNI ASSOCIATION

Administration Building 101
(574) 520-4381
www.iusb.edu/~alumaff

The IU South Bend Alumni Association promotes the interests of IU South Bend and sponsors programs that benefit the campus, its alumni, and the community. Two-thirds of IU South Bend's 28,000 alumni live and work in northern Indiana. Many have discovered the benefits of being part of the IU South Bend Alumni Association.

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

CAMPUS POLICE

2002 Mishawaka Avenue
(574) 520-4499
www.iusb.edu/~iupdsb

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

CLERY SECURITY REPORT

(574) 520-4499

www.iusb.edu/~iupdsb

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, the university publishes an annual security report that includes information about its services, crime prevention strategies, crime reporting policy, procedures and responses, access to campus facilities, enforcement and arrest authority of campus police officers, and campus crime statistics for the most recent three-year period. The campus police department also maintains a log of crimes that are reported to the department.

Visit www.iusb.edu/~iupdsb/crime_log to view the crime log on the web.

The security report also contains information on the university's policy on alcohol and other drugs, and on other security related university policies.

Visit www.iusb.edu/~iupdsb/clerysecurityreport to view the information and service report.

In addition to these resources an annual fire safety report is available for campus student housing. This report provides information about fire safety and fires that have occurred in on-campus housing facilities. This report includes fire statistics, the cause of each fire, damages caused by the fire and other details. Visit <https://rmweb.indiana.edu/ORM/Secure/FireReportingInfo.cfm> to access this report on the web.

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

IU South Bend Police Department
1700 Mishawaka Ave
South Bend, IN 46615

The printed report may also be obtained by calling the department or by stopping by the office.

PARKING

Administration Building 123A

(574) 520-5528

www.iusb.edu/~sbpark

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

Students who wish to park on campus must select the parking option when registering for classes. Students who select parking during registration should be sure to check their registration receipt to ensure that parking displays on their e-bill. If parking does not display on the e-bill, contact the parking office.

CAREER SERVICES

Administration Building 116

(574) 520-4425

www.iusb.edu/~sbcareer

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

Career Assessments

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

Internship Planning

Assistance is offered to strengthen career goals and to gain practical experience that helps students obtain major-related employment upon graduation.

Job Search

Whether you are looking for a professional position after graduation or a job to help pay for college, visit www.IUSBCareers.com, as the Office of Career Services posts jobs of all types.

Employability Skills

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

On-Campus Interviews, Resume Referral Service, and the Annual IU South Bend Job Fair

On-campus recruiting events provide professional job seeking and interviewing opportunities for nearly-graduated students as well as for alumni. Employers visit the campus to conduct interviews and to participate in the annual job fair. Also, the database system allows employers to search for job seekers from their offices.

Graduate School Services

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

CHILD DEVELOPMENT CENTER

University Center 120
(574) 520-4485
www.iusb.edu/~sbchild

The IU South Bend Child Development Center (CDC) provides families of students, faculty, staff, alumni, and the community with a quality, child-centered program. IU South Bend students are given high priority for admission. The center serves children from the time they begin to walk without assistance through kindergarten. In the summer the CDC also offers a summer camp program which serves children ages six to nine years old. The main goal is to provide an environment that enables each child to develop a healthy sense of his or her own value and competence. All lead teachers are degreed in either early childhood and/or elementary education. Hours are Monday through Friday from 7:30 a.m. to 5:30 p.m. For additional information contact the director of the Child Development Center.



CULTURAL ARTS

Northside Hall 017
(574) 520-4203
www.arts.iusb.edu

The Ernestine M. Raclin School of the Arts box office provides tickets and event information for all arts-sponsored events on- and off-campus. The office supports the development of artists through participation in our programs.

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

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

DENTAL CLINIC

Riverside Hall 103
(574) 520-4156
www.iusb.edu/~sbdental/dentalhygieneclinic
dhclinic@iusb.edu

The Dental Hygiene Program on the IU South Bend campus offers clinical services to students and the community during the academic year and first summer session. These services include: dental inspection, dental prophylaxis (scaling and polishing of teeth), caries preventive treatments (application of fluorides), preventive periodontal treatment (treatment of minor gum disorders), and diagnostic dental X-ray films. All treatment is rendered by qualified dental hygiene students under the supervision of an instructor. Call for an appointment.

DISABILITY SUPPORT SERVICES

Administration Building 113
(574) 520-4832
www.iusb.edu/~sbdss

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

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

DIVERSITY PROGRAMS

CIVIL RIGHTS HERITAGE CENTER

Wiekamp Hall 3210
(574) 520-5580
www.iusb.edu/~civilrts

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

MAKING THE ACADEMIC CONNECTION OFFICE

Administration Building 107, 108, and 111
(574) 520-4565

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

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



ENROLLMENT OPTIONS

Administration Building 148
(574) 520-4451
www.iusb.edu/~regr

NORTHERN INDIANA CONSORTIUM FOR EDUCATION

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

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

IU South Bend students interested in taking courses at another NICE institution must obtain the approval of their academic advisor and complete the registration requirements established by the IU South Bend Office of the Registrar. IU South Bend fees are assessed for classes taken at other institutions. Laboratory fees are paid to the host school. No more than 6 credit hours may be taken through the consortium in a semester. No consortium classes may be taken in summer sessions.

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

INDIANA COLLEGE NETWORK

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

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

Any public or private university or college may be an ICN member. Those actively participating include Indiana State University, Indiana Tech, Indiana University and its regional campuses, IPFW, IUPUI, the various Ivy Tech Community College campuses, Purdue University, Taylor University Online, University of Southern Indiana, and Vincennes University.

Visit www.icn.org for additional information.

HEALTH AND WELLNESS CENTER

Student Activities Center 130
(574) 520-5557
www.iusb.edu/~iusbwell

The IU South Bend Health and Wellness Center provides primary care services to students, faculty, and staff. These services include: injury and illness care, physical examinations, sexual health care, immunizations, contraceptives, and pharmacy. Health questions are also answered and referrals to area health care providers can be made.

HONORS PROGRAM

Wiekamp Hall 2161
(574) 520-5593
www.iusb.edu/~honprog

Through its Honors Program, IU South Bend provides a special intellectual challenge for its keenest and most highly motivated undergraduates. Drawing upon the full range of resources that a large university can offer, this program encompasses a broad variety of classes, tutorials, and independent study opportunities. We expect our most talented students to respond by engaging in academic pursuits that encourage them to strive for individual excellence in their university course of study.

Admission to the Honors Program and its classes is open to all qualified students, including part-time students and those who enter the university several years after leaving high school, without restriction with regard to academic program, major, or class standing. Classes in the arts and humanities, business and economics, education, nursing, social and behavioral sciences, and science are offered. These courses are listed at the beginning of the Schedule of Classes under Honors Program (HON). An Honors Program certificate is granted to students who complete at least five Honors Program courses (including HON-H 399 Honors Colloquium) and an Honors Program senior project under the individual mentoring of an IU South Bend faculty member (i.e., a total of 18 credit hours, minimum). Several scholarships, available only to Honors Program participants, are awarded each year. For further information about any facet of this program, contact the Honors Program director.

HOUSING AND RESIDENCE LIFE

Community Building 110
(574) 520-5805
www.housing.iusb.edu

The Office of Housing and Residence Life provides and maintains a safe, clean, comfortable, community-centered environment which fosters academic success, individual growth and responsibility, and civic engagement. Staff and community members support core values of community, integrity, respect, diversity,

learning and leadership. Residence halls accommodate 400 students in one-, two-, and four-bedroom, single-gender, furnished, suite-style units. Utilities, cable, and IU network Internet service are included.

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



INFORMATION TECHNOLOGIES

Northside Hall 0069
(574) 520-5555
www.it.iusb.edu

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

Information technology service responsibilities are to:

- Maintain and support general campus computing systems, including academic and local administrative systems
- Install and maintain IU South Bend data and telecommunication networks
- Equip and maintain student computer laboratories
- Install and maintain campus copy and print services
- Provide training in computer use for students, faculty, and staff

- Provide leadership in long-term planning, implementation, and maintenance of information technology resources
- Coordination with UITS for technology utilization and intercampus networking
- Support the acquisition and maintenance of classroom instructional technology to facilitate the educational process
- Maintain and operate the IU South Bend telephony plant including PBX switch, voice mail, and installations

INTERNATIONAL PROGRAMS

Wiekamp Hall 2277
 (574) 520-4402
www.iusb.edu/~sbintl

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

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

The director of international programs serves as advisor to the International Student Organization, whose office is in the Jordan International Center.

INTERNATIONAL STUDENT SERVICES

Administration Building 146X
 (574) 520-4419
www.iusb.edu/~oiss

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



JUDICIAL AFFAIRS

Administration Building 115
 (574) 520-5524
www.iusb.edu/~judicial

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

- To promote a campus environment that supports the overall education of the university
- To protect the university community from disruption and harm
- To encourage appropriate standards of individual and group behavior
- To foster ethical values and civic virtues
- To foster personal learning and growth while holding individuals and groups accountable to the standards or expectations established in The Code

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

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

Academic Misconduct

- Cheating
- Plagiarism
- Violation of course rules

Personal Misconduct on University Property

- Classroom disruption
- Copyright violations
- Possession of firearms or other weapons
- Physical/verbal abuse of any person
- Unauthorized possession or use of alcoholic beverages
- Tobacco-free policy violations
- Unauthorized possession or use of illegal drugs

Personal Misconduct Not on University Property

- Altering academic transcripts
- Battery
- Alcohol and drug offenses
- Sexual assault
- Unauthorized use of a computer off the campus to obtain access to information
- Participation in group violence
- Stalking

LIBRARY

Schurz Library 304B
(574) 520-4844

www.library.iusb.edu

The Franklin D. Schurz Library serves as the information commons and intellectual center for the IU South Bend campus. As the focal point for inquiry and study, the library strives to provide a host of resources and services to meet the information and research needs of our students, faculty, and staff. The collection includes 400,000 books, journals, and government publications; 6,000 audio/video recordings; the campus archives; and special collections such as the James Lewis Casaday Theatre Collection, and the Christianson Lincoln Collection. In addition, the library subscribes to over 150 databases which provide access to thousands of full text articles and e-books. Nearly all of these electronic resources are accessible from student labs, apartments, offices, and home via the library website. The Schurz Library is part of the IU Libraries system, which is one of the largest university library systems in the country. Students and faculty can quickly request materials from any of the eight IU Libraries.

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

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

EDUCATIONAL RESOURCE COMMONS

As a special library unit of the Schurz Library located in Greenlawn Hall Room 111, the Educational Resource Commons (ERC) provides K-12 teacher training materials and services for faculty, students, staff and the broader Michiana community. The ERC provides the following:

- Preschool through high school teaching aids and materials for all subject areas, including activity books, manipulatives and textbooks
- Production area with PC/MAC workstations, large work tables, and equipment to create visual aids, such as posters and bulletin boards for instructional purposes
- Experienced and enthusiastic staff to help with projects, classroom presentations, crafts and lesson planning

In addition, the ERC is the only Indiana textbook adoption review site in the Michiana area. Teachers, administrators and parents can preview textbooks under consideration by area school corporations

**STUDENT ACTIVITIES****STUDENT ACTIVITIES CENTER**

Student Activities Center 130
(574) 520-4587
www.iusbtitans.com

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

ATHLETICS AND ACTIVITIES

www.iusbtitans.com

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



OFFICE OF STUDENT LIFE

(574) 520-4587

www.iusb.edu/~sblife

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

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

STUDENT COUNSELING CENTER

Administration Building 130

(574) 520-4125

www.iusb.edu/~sbscc

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

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

VETERAN STUDENT SERVICES

Administration Building 140

(574) 520-4115

www.iusb.edu/~vetaff

As a special service to current and former members of the armed forces, complete information on veterans' educational benefits may be obtained at the IU South Bend Office of Veteran Student Services or e-mail at veterans@iusb.edu.

APPLYING FOR VA EDUCATION BENEFITS

National Guard Members

National Guard soldiers will need to complete Form 22-1990, *Application for VA Education Benefits*, and have it approved by their unit commander. This form can be downloaded from www.gibill.va.gov or obtained from the unit's education counselor. Completed forms will be processed by the Department of Veterans Affairs and eligibility letters will be mailed directly to the student.

Non-National Guard Members

Soldiers, sailors, marines and airmen can visit www.gibill.va.gov to apply for education benefits online. From this website, applicants should click Apply for Benefits and follow the on-screen prompts. Completed applications will be processed by the Department of Veterans Affairs and eligibility letters will be mailed directly to the student.

Post 9/11

This benefit provides financial support for education and housing to current and former members of the armed services or their eligible dependents if one of the criteria listed below is satisfied:

- Honorably discharged veterans who served a minimum of 90 active-duty days after September 10, 2001
- Honorably discharged disabled veterans who served a minimum of 30 active-duty days after September 10, 2001

Yellow Ribbon Program

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

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

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



ACADEMIC REGULATIONS AND POLICIES

ABSENCES

From Scheduled Classes

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

From Final Examinations

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

ACADEMIC INTEGRITY

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

ACADEMIC RENEWAL POLICY

General Considerations

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

Academic Renewal Policy

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

1. The IU South Bend academic renewal policy applies to any former Indiana University student who;
 - has not yet completed a bachelor's degree, and
 - has not attended any campus of Indiana University for a minimum of the last three years (36 months).
2. Academic renewal applies to all Indiana University course work taken prior to readmission to IU South Bend. A student seeking academic renewal may not exempt certain courses from the application of the renewal policy. Furthermore, this policy is inapplicable to any grades issued owing to academic dishonesty. As a precondition of any student receiving academic renewal, the registrar's office formally evaluates the student's record to identify any grades resulting from academic dishonesty.
3. Academic renewal may be invoked only once over the course of a student's academic career at IU South Bend.
4. Because academic renewal is aimed at academically unsuccessful students, the grade point average (GPA) for the period for which renewal is sought must be lower than 2.0.
5. The policy is applied after a probationary period in which the student earns at least 12 credit hours with a minimum grade of C+ (2.3 GPA) in all courses attempted.
6. Academic renewal does not occur automatically: A student must apply for academic renewal, and the petition must be approved by the student's academic unit. If the petition is approved, all grades earned prior to the renewal are no longer used in the calculation of the program GPA. The GPA earned after academic renewal takes effect is subject to each academic unit's rules regarding academic probation and dismissal.
7. Although the grades in the courses to which academic renewal is applied are not considered in calculating the GPA, the courses themselves may still be used to satisfy credit hour and degree requirements if the original grades earned are C (2.0) or higher.
8. After approval of the request for academic renewal, a student must complete a minimum of 30 credit hours (including the 12 credit hour probationary period) on the IU South Bend campus to meet the graduation residency requirement and must complete a minimum of 60 credit hours to merit graduation with academic distinction.
9. Invocation of the academic renewal option does not preclude a student's using other available, course-specific grade replacement options, subject to each academic unit's rules and procedures and the conditions set out in the IU South Bend Grade Replacement Policy.
10. Academic renewal is available only for courses taken at Indiana University. Each academic unit retains the right to consider records of performance from other universities in determining admission to the academic unit, the granting of honors and academic distinction, and other matters.

ACADEMIC STANDING

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

Satisfactory Academic Progress

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

Probation

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

Probation with Impact

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

Dismissal

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

Reinstatement

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

ADDITION OF COURSES/LATE REGISTRATION

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

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

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

ASSESSING STUDENT OUTCOMES

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

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

AUDIT POLICY

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

CAMPUSWIDE GENERAL-EDUCATION REQUIREMENTS

Refer to pages 35-40 for a description of the campuswide general-education requirements that apply to all bachelor's degree programs for students matriculating in the fall of 2005 and subsequent semesters. Consult with your academic advisor to clarify how the general-education requirements fit into the degree requirements in your area of study. Transfer students should consult the following general-education transfer policy regarding required courses.

CAMPUSWIDE GENERAL-EDUCATION COURSE REQUIREMENTS FOR TRANSFER STUDENTS

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

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

Students with Fewer than 56 Transfer Credit Hours

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

Students with 56 or More Transfer Credit Hours

Students who transfer to IU South Bend with 56 credit hours or more toward graduation are required to complete a minimum of one 300-level common core course at IU South Bend in any of the four areas with the advice of their major program, as well as one course each in the fundamental literacies areas of Writing, Oral Communication, Computer Literacy, and Quantitative Reasoning; and one of the 3 credit hour contemporary social values courses, either Non-Western Cultures or Diversity in United States Society.

CLASS STANDING

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

Class Standing	Credit Hours
Senior	86 or more
Junior	56–85
Sophomore	26–55
Freshman	0–25

CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT

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

The Office of Judicial Affairs educates the campus and adjudicates violations of The Code. Refer to the departmental information located in Student Services on pages 22-23.

COURSE GRADES

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

COURSE NUMBERS

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

CREDIT BY EXAMINATION

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

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

The credit hour fee for credit by examination is determined by the Indiana University Board of Trustees. Contact the Office of the Bursar for the current rate. All fully admitted undergraduates and graduate students who apply for university credit by examination are assessed at the current rate. Go to www.iusb.edu/~stusvcs/clep.shtml for more information.

CREDIT TRANSFER

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

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

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

DEAN'S LIST

All IU South Bend students who complete at least 6 credit hours of graded course work in a semester are eligible for an academic program's Dean's List. If students complete at least 12 credit hours of graded course work

in a semester they are placed on the Dean's List if they have a GPA of 3.5 or greater *in that semester*. If they have completed between 6 and 11 credit hours of graded course work in a semester they are placed on the Dean's List if they have a GPA of 3.5 or greater *and* they have a CGPA of 3.24 or greater.

DEFERRED GRADES

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

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

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

DEGREE REQUIREMENTS

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

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

DRUG-FREE CAMPUS POLICY

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

EMERGENCY CLOSING

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

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

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

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

ENROLLMENT RESTRICTION

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

FINAL EXAMINATION SCHEDULING POLICY

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

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

GRADE GRIEVANCES

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

Initiated Grade Change Request Forms, personal statements, and supporting documentation need to be returned to the Office of the Registrar for review by the Academic Affairs Committee (AAC). The AAC will review the appeal and forward a recommendation to the Vice Chancellor for Academic Affairs for a final decision.

GRADE REPLACEMENT POLICY

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

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

The grade replacement option is subject to the following considerations:

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

Were the student to return to IU South Bend for graduation, however, the student must check with their academic unit for their policies regarding grade replacement.

11. This policy is inapplicable to any grades issues owing to academic dishonesty. As a precondition of any student receiving academic renewal, the registrar's office formally evaluates the student's record to identify any grades resulting from academic dishonesty.

GRADING CODE

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

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

Grading Code Scale

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

GRADE POINT AVERAGE

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

GRADUATION REQUIREMENTS

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

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

GRADUATION WITH DISTINCTION

Graduates whose minimum GPAs are 3.9 and who complete at least 60 credit hours at IU South Bend are graduated with highest distinction; those whose

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

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

INCOMPLETE GRADES

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

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

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

INDEPENDENT/CORRESPONDENCE STUDY

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

OFFICIAL ACADEMIC TRANSCRIPT

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

In Person

Print, complete, and sign the Transcript Request Form (available at www.registrar.iusb.edu/transcript), take it to the Office of the Bursar (Administration Building 1000) and pay the transcript processing fee. The cashier in the Office of the Bursar will stamp the form paid. Once you pay the fee you may bring the form to the Office of the Registrar in Administration Building 148X.

A third party can pick up your transcript with your written permission.

Online

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

1. Log into OneStart using your user name and passphrase.
2. Make sure you are looking at the Student Self Service tab. This tab should be brown.
3. Scroll down the page until you see the title eDocs.
4. Under this title you should see a link named Official Transcript Request (Online). Click this link and follow the prompts. Make sure you indicate if you will be picking up the transcript or if you need the office to mail it.
5. The transcript processing fee must be paid via credit card. Your information is protected.
6. The transcript will be available within 15 minutes if you indicate that you want to pick it up. It will be available in the Office of the Registrar, Administration Building 148X.

By Mail

Print, complete, and sign the Transcript Request Form. All transcripts are sent regular first class mail within two to three business days. If special handling is required the university requires authorization from the student to use his or her credit card information for the charges. FedEx overnight service is the provider that will be used and the student will need to provide the preference of priority or standard. Be aware that FedEx will not deliver to a post office box address.

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

Send the form and payment to:

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

By Fax

Print, complete, and sign the Transcript Request Form.

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

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

PASS/FAIL OPTION

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

The Pass/Fail option is open for a maximum of two courses per year, including summer sessions; for this option, the year is defined as August 15 to August 14. A course selected for Pass/Fail must be an elective; it may not be used to satisfy academic program requirements. Part-time students may select two Pass/Fail courses per 30 credit hours.

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

READMISSION

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

RELEASE OF INFORMATION IN STUDENT RECORDS

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

RELIGIOUS OBSERVANCES

Indiana University respects the right of all students to observe their religious holidays and makes reasonable accommodation, upon request, for such observances. Refer to the Indiana University Code of Student Rights, Responsibilities, and Conduct for details. Visit www.dsa.indiana.edu/code to view a copy on the web.

SATISFACTORY/FAIL COURSES

A number of IU South Bend courses are offered with an S/F (Satisfactory/Fail) option. For a given semester, the course is graded either S/F or with regular letter grades (A, B, C, D, F). All students in the course must be graded under one or the other options. A grade of S cannot subsequently be changed to a regular letter grade, nor can a regular letter grade be changed to an S. S/F graded courses are not counted as part of a student's Pass/Fail option. S/F graded courses are noted in the Schedule of Classes. A grade of S is not counted in computing GPAs; the grade of F is included.

SECOND DEGREE

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

SEMESTER LOAD

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

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

SOCIAL SECURITY NUMBER

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

STUDENT RECORD ACCESS

Indiana University's annual notification of student rights: The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights include:

1. The right to inspect and review the student's educational records within 45 days of the day the university receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official makes arrangements for access and notifies the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's educational records that they believe are inaccurate or misleading. Students may ask the university to amend a record that they believe is inaccurate or misleading. They must write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university notifies the student of the decision and advises the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure is provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Indiana University Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record to fulfill his or her professional responsibility. Upon request, the university may disclose educational records without consent to officials of another school in which a student seeks or intends to enroll. Finally, public information may be released freely unless the student files the appropriate form requesting that certain public information not be released. This form is available at the Office of the Registrar. Public information is limited to name; address; telephone; major field of study; dates of attendance; admission or enrollment status; campus; school, college, or division; class standing; degrees and awards; activities; sports; and athletic information.
4. The right to file a complaint with the United States Department of Education concerning alleged failures by Indiana University to comply with the requirements of FERPA.

TOBACCO-FREE CAMPUS

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

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

WITHDRAWAL

Withdrawal from the University

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

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

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

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

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

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

Withdrawal for Reserves Called to Active Duty

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

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

WORK DONE AT MORE THAN ONE INDIANA UNIVERSITY CAMPUS

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



GENERAL EDUCATION

LINDA CHEN, ASSISTANT VICE CHANCELLOR FOR ACADEMIC AFFAIRS

ADMINISTRATION A247E // (574) 520-4520 // WWW.IUSB.EDU/~GENED



CAMPUSWIDE GENERAL-EDUCATION REQUIREMENTS

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

THE PURPOSE OF GENERAL EDUCATION AT IU SOUTH BEND

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

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

THE GOALS OF GENERAL EDUCATION

Students who complete the general-education curriculum at IU South Bend can:

- Retrieve, evaluate, and use information effectively
- Write clearly and correctly, and analyze written texts from a variety of disciplines
- Understand, construct, and analyze quantitative arguments

Such students also:

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

THE GENERAL-EDUCATION CURRICULUM

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

- Fundamental literacies courses (13-19 cr.)
- Common core courses (12 cr.)
- Contemporary social values courses (8 cr.)

THE CAMPUS THEME COMPONENT

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

SUMMARY OF GENERAL-EDUCATION REQUIREMENTS

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

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

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



Photo courtesy of Michael Banks

FUNDAMENTAL LITERACIES (13-19 CR.)

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

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

Writing

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

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

Critical Thinking

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

ENG-W	270	Argumentative Writing (education students only)
HPSC-X	200	Scientific Reasoning
PHIL-P	105	Thinking and Reasoning
PHIL-P	110	Introduction to Philosophy
PHIL-P	150	Elementary Logic
PHIL-P	250	Introductory Symbolic Logic
POLS-Y	201	Controversies in United States Politics

- PSY-P 211 Methods of Experimental Psychology
 SPCH-S 228 Argumentation and Debate

Oral Communication

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

- SPCH-S 121 Public Speaking

Visual Literacy

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

- EDUC-W 200 Using Computers in Education
 ENG-W 231 Professional Writing Skills
 ENG-W 315 Writing for the Web
 ENG-W 367 Writing for Multiple Media
 FINA-A 109 Ways of Seeing: Visual Literacy
 INFO-I 310 Multimedia Arts and Technology
 JOUR-J 210 Visual Communication
 NURS-S 485 Professional Growth and Empowerment
 THTR-T 228 Design for the Theatre

Quantitative Reasoning

The campuswide general-education curriculum requires students to demonstrate competence in mathematical



Photo courtesy of Michael Banks

reasoning, either by performance on the mathematics placement examination that places a student at Level 6 or higher, or by successful completion of an approved course.

- CJUS-K 300 Techniques of Data Analysis
 MATH-K 300 Statistical Techniques for Health Professions
 MATH-K 310 Statistical Techniques
 MATH-M 111 Mathematics in the World
 MATH-M 115 Precalculus and Trigonometry (5 cr.)
 MATH-M 118 Finite Mathematics
 MATH-M 119 Brief Survey of Calculus I
 MATH-M208 Technical Calculus I
 MATH-M209 Technical Calculus II
 MATH-M 215 Calculus I (5 cr.)
 MATH-M 216 Calculus II (5 cr.)
 NURS-H 355 Data Analysis/Practice and Research
 SOC-S 351 Social Statistics

The following two-course sequence:

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

Information Literacy

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

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

Computer Literacy

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

- BUS-K 201 The Computer in Business
 CSCI-A 106 Introduction to Computing
 CSCI-A 107 Advanced Microcomputing (4 cr.)
 CSCI-A 201 Introduction to Programming (4 cr.)
 CSCI-C 101 Computer Programming I (4 cr.)
 CSCI-C 201 Computer Programming II (4 cr.)
 FINA-P 273 Computer Art and Design I
 INFO-I 101 Introduction to Informatics (4 cr.)
 INFO-I 210 Information Infrastructure I (4 cr.)
 INFO-I 211 Information Infrastructure II (4 cr.)

COMMON CORE COURSES (12 CR.)

Common core courses are designed to give greater coherence to the general-education experience at IU South Bend by demonstrating the productive relationships among disciplines and by emphasizing the value of fundamental literacies from the general-education curriculum. The four common core courses, each of which is offered in several disciplines under specific departmental codes, introduce students to many of the essential intellectual themes of

the four broad (and not mutually exclusive) groupings of disciplines.

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

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

The Natural World

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

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

Human Behavior and Social Institutions

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

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

Literary and Intellectual Traditions

The various versions of this course focus on a topic that can be addressed from more than one disciplinary perspective,

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

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

Art, Aesthetics, and Creativity

This course explores the human need to experience and comprehend the creative process. It encourages students to experience culture and cultural artifacts as makers, performers, and audiences. Students gain familiarity with the discipline and craft by which artists and performers achieve their characteristic effects, as well as the satisfaction inherent in that process. Versions of this course explore the role of art, music, theatre, and other artistic modes in the formation and expression of a particular culture and encourage respect for diverse cultures and the artifacts they produce. Although all sections of Art, Aesthetics, and Creativity bear the same title, the content and specific focus of the course varies. Each section has a specific subtitle that indicates its particular content and focus. Courses at the 100-level bear the designation A 190 (for instance, FINA-A 190 Art, Aesthetics, and Creativity), and the 300-level Art, Aesthetics, and Creativity courses appear in the Schedule of Classes as A 399 offerings in the specific disciplines.

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

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

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

ANTH-A 250	Anthropology in the Modern World
ANTH-A 385	Topics in Anthropology
VT:	Contemporary Chinese Society
VT:	Rise and Fall of Ancient Civilizations
VT:	Race and Ethnicity in Latin America
ANTH-A 460	Topics in Anthropology
VT:	Deep Mexico: Past and Present Influences

ANTH-E 105	Culture and Society	SOC-S 460	Topics in Non-Western Cultures
ANTH-E 300	Culture Areas and Ethnic Groups	VT:	Gender and Work in the Global Economy
VT:	Peoples and Cultures of Latin America	VT:	International Inequalities
ANTH-E 310	Introduction to the Cultures of Africa	SPAN-S 275	Hispanic Culture and Conversation
ANTH-E 320	Indians of North America	TEL-R 404	Topical Seminar in Telecommunications
ANTH-E 321	Peoples of Mexico	VT:	Japan, Asia, and the World in Media
ANTH-E 323	Indians of Indiana	WGS-E 391	Women in Developing Countries
ANTH-E 335	Ancient Civilizations of Mesoamerica	WGS-W 301	International Perspectives on Women
ANTH-E 365	Women and Power	WGS-W 400	Topics in Women's Studies
ANTH-E 391	Women in Developing Countries	VT:	Gender and Work in the Global Economy
ANTH-E 397	Peoples and Cultures of the Middle East		
ANTH-E 402	Gender in Cross-Cultural Perspective		
ANTH-P 398	The Rise of Civilization		
EALC-E 271	Twentieth Century Japanese Culture		
FINA-A 300	Topics in Art History		
VT:	Introduction to Non-Western Art		
HIST-C 391	History of Medieval Near East		
HIST-G 300	Issues in Asian History		
HIST-G 369	Modern Japan		
HIST-H 207	Modern East Asian Civilization		
HIST-H 237	Traditional East Asian Civilization		
HIST-W 300	Issues in World History		
VT:	Islamic Civilization		
MUS-M 375	Survey of Ethnic and Pop Music of the World		
PHIL-P 283	Non-Western Philosophy		
PHIL-P 374	Early Chinese Philosophy		
PHIL-P 383	Topics in Philosophy		
VT:	Non-Western Philosophy		
POLS-Y 107	Introduction to Comparative Politics		
POLS-Y 109	Introduction to International Relations		
POLS-Y 324	Women and Politics		
POLS-Y 327	Gender Politics in the United States		
POLS-Y 330	Central American Politics		
POLS-Y 337	Latin American Politics		
POLS-Y 343	The Politics of International Development		
REL-R 153	Religions of Asia		
SOC-S 362	World Societies and Cultures		
VT:	Mexico		
VT:	Costa Rica		
SOC-S 410	Advanced Topics in Social Organization (this course number is only valid PRIOR to fall 2010)		
VT:	Gender and Work in the Global Economy		
VT:	Deep Mexico: Its Influence Past and Present		
VT:	International Inequalities		

Diversity in United States Society

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

AFAM-A 150	Survey of the Culture of Black Americans (course formerly known as AFRO-A 150 prior to fall 2010)
ANTH-A 385	Topics in Anthropology
VT:	Asian Immigrant Communities in the United States
ANTH-A 460	Topics in Anthropology
VT:	Archaeology of Ethnicity in America
ANTH-E 380	Urban Anthropology
CMLT-C 253	Third World and Black American Films
EDUC-H 340	Education and American Culture
ENG-L 370	Recent Black American Writing
ENG-L 379	American Ethnic and Minority Literature
HIST-A 352	History of Latinos in the United States
HIST-A 355	African American History I



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

Health and Wellness

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

EDUC-M	359	Health and Wellness for Teachers (2 cr.)
HPER-E	190	Yoga I (1 cr.)
HPER-N	220	Nutrition for Health
NURS-B	108	Personal Health and Wellness (1-3 cr.)
NURS-B	233	Health and Wellness (4 cr.)
THTR-D	110	Social Dance (2 cr.)
THTR-D	111	Introduction to Latin Dance (2 cr.)
THTR-D	115	Modern Dance I (2 cr.)
THTR-D	120	Ballet I (2 cr.)
THTR-D	130	Flamenco I (2 cr.)
THTR-D	140	Jazz Dance I (2 cr.)
THTR-D	150	Middle Eastern Dance I (2 cr.)
THTR-D	215	Modern Dance II (2 cr.)
THTR-D	220	Ballet II (2 cr.)
THTR-D	230	Flamenco Dance II (2 cr.)
THTR-D	240	Jazz Dance II (2 cr.)
THTR-D	250	Middle Eastern Dance 2 (2 cr.)



ERNESTINE M. RACLIN SCHOOL OF THE ARTS

MARVIN V. CURTIS, DEAN

NORTHSIDE HALL 101 // (574) 520-4134 // WWW.ARTS.IUSB.EDU

Martin Professor of Piano: **Toradze**

Professors: **Ackoff, M. Curtis, Lasater, Meyer**

Associate Professors: **J.R. Colborn, Lambert, Larkin, S. Moore, Natella, M. Nilsen**

Assistant Professors: **Cera, T. Hanson, Hine-Johnson, Joyce, Mayrose, Monsma, J. Muñoz, Obata, Park, Rusnock, J. Wright**

Senior Lecturers: **Gillen, Hosterman, Sylvester**

Lecturers: **Badridze, Cooper, Fry, Li, Martinez, Mociulski, Murphy, Purcell, Vargas**

Euclid String Quartet in Residence: **Cooper, Li, Murphy, Vargas**

Faculty Emeriti: **Barton, Demaree, Droege, Esselstrom, Gering, Langland, Pepperdine, Zisla**

Student Services Coordinator: **Rector**



MISSION STATEMENT

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

The following statements inform our mission:

- Students are the focus of our endeavors.
- We are a diverse body of faculty and staff who motivate, lead, and instruct students at the highest possible level and whose active professional lives model the standards we expect of our students.
- We serve students with diverse educational and professional goals.
- We pursue significant intellectual achievement and excellence through performance.
- We create partnerships with our community that provide artistic development, and reach audiences that we might not otherwise serve.

GENERAL INFORMATION

WELCOME TO THE ARTS!

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

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

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



Photo courtesy of Michael Banks

ADMISSION

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

- Seek admission to IU South Bend. (See admission section in the front of this publication.)
- Incoming freshmen must attend one of the mandatory orientation sessions. Ernestine M. Raclin School of the Arts majors are directly admitted to the school and need the information presented in this orientation session. All entering freshmen must take university placement examinations in mathematics and reading and complete courses as determined by placement examination results. English placement level and

course requirement is determined by the SAT score or by taking an optional placement examination in English. Depending upon program requirements, some students may need to take additional courses.

- Students are certified into degree programs only after completion of an entrance procedure as stipulated by each major area. The procedure may be an audition, an interview with a faculty member, a review of high school transcripts, a portfolio review, or some other method as prescribed by the area coordinator of each discipline. (Prospective music students should see the section on bachelor's degrees in music for entrance procedures.)
- Transfer students must wait until after they are admitted to IU South Bend and their transcripts are evaluated by the admissions office to be advised. Transfer students must consult with the coordinator of arts student services to determine their placement examination requirements. Transfer course equivalencies and fulfillment of degree requirements in the major are not guaranteed and the number of courses that transfer and count towards an IU South Bend degree is limited (see the specific information listed under each degree). The faculty in each area may require a transfer student to retake courses transferred from another university or Indiana University campus in order to guarantee proficiency. Should questions arise regarding the transfer of general-education courses, transfer students must be prepared to present a syllabus and course description or a portfolio (if appropriate) to facilitate appropriate course transfers.

THE STUDENT'S RESPONSIBILITY

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

ACADEMIC REGULATIONS

Students in the Ernestine M. Raclin School of the Arts are subject to the regulations and policies of the university in the front section of this publication as well as a number of specialized regulations that apply to the school.

Occasional changes in the graduation requirements for Ernestine M. Raclin School of the Arts majors may lead to uncertainty as to what requirements are applicable for a given graduating student. For the campuswide general-education requirements and other academic matters, the student may choose either the IU South Bend Bulletin in effect at the time of matriculation to IU South Bend or the IU South Bend Bulletin in effect at the time of

graduation. For meeting requirements of the major, the choice is between the IU South Bend Bulletin in effect when the student is accepted into the Ernestine M. Raclin School of the Arts or the IU South Bend Bulletin in effect when the student graduates.

ARTS PLAGIARISM POLICY

Students caught plagiarizing could jeopardize their standing in the university. The associate dean for academics of the Ernestine M. Raclin School of the Arts adopts the Indiana University Code of Student Rights, Responsibilities, and Conduct's definition of plagiarism: "presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is *common knowledge* may differ from course to course." Visit www.dsa.indiana.edu/Code/index2 for more information.

First Offense

Offenders will be subjected to the following repercussions:

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

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

Second Offense

Offenders will be subjected to the following repercussions:

- The instructor will meet with the student to discuss the instance in question as well as inform them of the repercussions.
- The instructor will submit a copy of the plagiarism to the area coordinator.
- The instructor will report the plagiarism to the area faculty.
- The area faculty will decide whether the student remains a major or whether they will be expelled from the degree program. In deciding, the faculty may request a written petition from the student.
- The instructor will contact the coordinator of student services for the Ernestine M. Raclin School of the Arts and have a record of the plagiarism placed in the student's academic file.
- The instructor will notify the assistant/associate dean for academics, the dean, and other appropriate

administrative personnel in the Ernestine M. Raclin School of the Arts about the plagiarism.

- The instructor will notify the Office of the Registrar of the plagiarism and have a notation placed in the student's permanent academic record. (Students who are reported to the Office of the Registrar are not eligible for the Academic Renewal Policy.)

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

Third Offense

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

RESIDENCY REQUIREMENT

A candidate for a degree from the Ernestine M. Raclin School of the Arts must complete a significant portion of work, especially during the senior year, while in residence at IU South Bend. (See the specific requirement listed under the degrees that follow.) A student is normally expected to complete the work for a degree within 10 years. Failure to do so may require passing comprehensive examinations on the subjects in the area(s) of concentration, and fulfilling the requirements in the current IU South Bend Bulletin.

GPA REQUIREMENT

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

APPLICATION FOR DEGREES

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

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

BACHELOR'S DEGREES

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

GENERAL REQUIREMENTS

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

- Complete at least 120-129 credit hours (see specific degree requirements). The total may include 4 credit hours of military science (not included in CGPA).
- Complete at least 26 credit hours of the work of the senior year and at least 10 credit hours above the first-level courses in the major subject (not necessarily during the senior year) while in residence at IU South Bend. The 10 credit hours in the major subject must be taken in courses approved by the major department. Transfer students may expect to transfer no more than 95 credit hours toward the minimum 120 credit hours necessary for graduation in the Ernestine M. Raclin School of the Arts. This limit applies also to credit hours earned at other campuses of Indiana University. Ensemble credit hours earned by music majors do not apply to the 120 credit hour minimum.
- Achieve a minimum CGPA of 2.0.
- Complete all requirements in the student's major and minor areas with a C– or higher. However, the overall GPA in these areas may not fall below 2.0 (C). Any course in which the student receives a grade of F does not count in the credit hours accumulated for graduation.
- Pass an upper-division examination. Students are eligible for placement in the upper-division approximately halfway through the degree program, upon completion of 56 credit hours, with a significant number of hours in the major area. A student's readiness for the upper-division is determined by the student's faculty advisor and area coordinator with input from the coordinator of arts student services. Upper-division reviews are a portfolio review in visual arts, a twenty-minute performance in music, a monologue or portfolio review in theatre, and a major paper or project in mass communication and speech communication, as determined by the faculty in communication arts.
- Complete at least 30 credit hours of course work at the 300- or 400-level.
- Any student completing the undergraduate requirements for a degree in the Ernestine M. Raclin School of the Arts with a cumulative grade point average of 3.5 is graduated with distinction; 3.75, with high distinction; 3.90 (3.95 in music courses), with highest distinction.

RESTRICTIONS

- Not more than 60 credit hours earned in accredited two-year institutions may be credited toward a bachelor's degree.
- By special permission of the dean or area coordinator, a maximum of 12 credit hours toward a bachelor's degree may be earned through special credit examination, correspondence study, or online instruction*. Ordinarily students in residence in the school are permitted to enroll concurrently in courses offered through the Indiana University Independent Study Program (correspondence courses). Any correspondence courses in the student's major must also have the approval of the departmental area coordinator. SPCH-S 121 Public Speaking may not be taken by correspondence. SPCH-S 121 Public Speaking, SPCH-S 205 Introduction to Speech Communication, and JOUR-C 200 Introduction to Mass Communications may not be accomplished by special credit examination.

COMMUNICATION ARTS

Associate Professor: **Lambert**
 Assistant Professors: **Joyce, Obata**
 Senior Lecturers: **Gillen, Hosterman, Sylvester**
 Lecturer: **Martinez**
 Faculty Emeritus: **Gering**
 Area Coordinator: **Hosterman**
 Program Director, Basic Course: **Gillen**

BACHELOR OF ARTS

IN MASS COMMUNICATION (123 CR.) AND SPEECH COMMUNICATION (123 CR.)

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

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

CAMPUSWIDE GENERAL EDUCATION

For a more detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses, see pages 35-40 in this publication.

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

* Online courses available via OnCourse and offered in the IU South Bend Schedule of Classes for a given semester are not included in this restriction.

CAMPUSWIDE CURRICULUM (33-39 CR.)

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

FUNDAMENTAL LITERACIES (13-19 CR.)**Writing**

ENG-W 131 Elementary Composition 1 (with a grade of C or higher)

Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S 121 Public Speaking (with a grade of C or higher)

Visual Literacy

Select from approved course list, page 37

Quantitative Reasoning

Select from approved course list, page 37

Information Literacy

COAS-Q 110 Introduction to Information Literacy (1 cr.) (course to be taken in conjunction with ENG-W 131 Elementary Composition 1)

Computer Literacy

Select from approved course list, page 37

COMMON CORE COURSES (12 CR.)

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

The Natural World

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

Select from approved course list, page 38

Art, Aesthetics, and Creativity

Select from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

Select from approved course list, pages 38-39

Diversity in United States Society

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

ADDITIONAL REQUIREMENTS (27 CR.)**World Languages (6 cr.)**

Select two consecutive courses in one language (may be satisfied with language placement test and credit by examination)

History (3 cr.)

Select one course in any area of history

Electives (18 cr.)

Select six courses from any mix of disciplines

MINOR (18 CR.)

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

MASS COMMUNICATION

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

REQUIREMENTS (18 CR.)

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

SELECT ONE CONCENTRATION (21 CR.)**Electronic Media**

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

Two communication electives

Journalism

JOUR-J 341	Newspaper Reporting
JOUR-J 351	Newspaper Editing
JOUR-J 401	Depth Reporting and Editing

Four communication electives

Public Relations

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

SPCH-S 440 Organizational Communication
One communication elective

At least 30 credit hours must be at the 300- or 400-level.

MINOR IN MASS COMMUNICATION

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

REQUIREMENTS (21 CR.)

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

Select one of the following:

SPCH-S 121 Public Speaking
One communication elective

SPEECH COMMUNICATION

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

REQUIREMENTS (15 CR.)

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



SELECT ONE CONCENTRATION (24 CR.)

Interpersonal Communication

SPCH-S 122 Interpersonal Communication
 SPCH-S 223 Business and Professional Communication
 SPCH-S 322 Advanced Interpersonal Communication
 SPCH-S 380 Nonverbal Communication
 SPCH-S 427 Cross Cultural Communication
 SPCH-S 450 Gender and Communication
 Two communication electives

Organizational Communication

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

Public Advocacy (Rhetorical Studies)

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

At least 30 credit hours must be at the 300- or 400-level.

MINOR IN SPEECH COMMUNICATION

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

REQUIREMENTS (18 CR.)

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

MINOR IN INTERPERSONAL COMMUNICATION

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

REQUIREMENTS (15 CR.)

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

Select three of the following:

SPCH-S 229 Discussion and Group Methods
 SPCH-S 322 Advanced Interpersonal Communication

SPCH-S 380	Nonverbal Communication
SPCH-S 427	Cross Cultural Communication
SPCH-S 450	Gender and Communication

MUSIC

Martin Professor of Piano: **Toradze**

Assistant Professors: **Mayrose, J. Muñiz, J. Wright**

Lecturers: **Badridze, Cooper, Li, Murphy, Purcell, Vargas**

Faculty Emeriti: **Barton, Demaree, Esselstrom**

Area Coordinator: **J. Muñiz**

GENERAL INFORMATION

ADMISSION

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

- Students must audition on their major instrument. A later change of major instrument requires an additional audition. For information about audition dates and repertoire, contact the Ernestine M. Raclin School of the Arts office.
- All entering first-time students must complete an assessment process to determine their placement in music theory and music history classes. There is no charge for this examination which is administered during new student orientation.

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

TRANSFER STUDENTS

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

Transfer students who have completed college course work in a music degree program must take placement examinations in music theory, aural skills, music history, and keyboard proficiency. These examinations usually are given during the week before the first day of classes each semester.

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

Transfer students, especially those transferring for their junior or senior years, must be aware of the possibility that not all credit hours in the above areas are accepted or counted toward degree requirements in the Ernestine

M. Raclin School of the Arts. These students may have to spend a longer time to complete their bachelor's degrees.

Transfer students may take a music examination to demonstrate their comprehension when they have passed an equivalent course at another institution. (See Credit by Examination within Academic Regulations and Policies of the university in this publication for more information.)

CREDIT FOR PROFESSIONAL EXPERIENCE

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

- In academic courses, on the recommendation of the director of instruction, the student may gain Ernestine M. Raclin School of the Arts credit by examination.
- In applied music, advanced placement in a medium is achieved only through parallel music performance and literature examinations which evaluate the composite level of experience.

To acquire music course credit by examination, the test must be conducted by the music faculty at IU South Bend.

ENSEMBLE REQUIREMENT

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

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

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



Voice Majors

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

Piano Majors

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

CHECKLIST

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

APPLIED MUSIC PROCEDURES

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

No one may withdraw from an applied music course once the formal assignment list is posted, except by appeal to the music faculty. Because a major portion of a faculty member's time is allocated by the enrollment process to a single student, assignment in these courses must be final.

A jury is the assessment method in applied music equivalent to the final examination. Juries are held at the end of each semester for students taking applied music in the enrolled instrument.

An applied music fee is assessed, in addition to regular credit hour fees, to all students enrolled in applied music. Consult the current Schedule of Classes for fee information.

PERFORMER'S CERTIFICATE

The IU South Bend Ernestine M. Raclin School of the Arts faculty established the Performer's Certificate to honor those students who exhibit exceptional abilities

in music performance. While all applied music students are eligible, the certificate is rarely awarded to those below senior standing. No regular schedule of awards is established nor shall any student receive the certificate twice.

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

COMPOSER'S CERTIFICATE

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

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

BACHELOR'S DEGREES IN MUSIC**KEYBOARD PROFICIENCY**

All students majoring in music must pass a keyboard proficiency examination before graduation. The proficiency examination tests the student's ability to use the piano as a tool within the framework of professional activities; thus, the requirements vary in emphasis according to the area of major study. The examination is taken with the consent of the instructor with whom the secondary student is studying. Entering students prepared to take the examination may do so.

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

Students, except those majoring in a keyboard instrument, are required to enroll in piano class until they pass the piano proficiency or complete the piano class sequence (MUS-P 101 Piano Class 1, MUS-P 102 Piano Class 2, MUS-P 103 Piano Class 3, MUS-P 104 Piano Class 4). Students who reach the fourth semester

of piano class, MUS-P 104 Piano Class 4, without having attempted the examination are required to do so during that fourth semester.

Students are entitled to enroll in one semester of studio instruction in piano MUS-P 200 Piano upon completion of the piano class sequence (or earlier, with faculty permission). Enrollees in MUS-P 200 Piano take the piano proficiency examination at the end of the semester.

Note: All students majoring in a keyboard instrument must take the piano proficiency examination no later than the end of their first semester of study.

Students who intend to attempt the examination in a given semester enroll that semester in the noncredit course number MUS-P 105 Keyboard Proficiency. The successful completion of the examination confers the grade of S; the completion of only part of the examination, or failure to pass any part of the examination, results in the grade of I. The refusal to attempt the examination results in the grade of F. Once students pass part of the examination, they must attempt it in each succeeding semester until all are passed. However, they need not reenroll in MUS-P 105 Keyboard Proficiency.

REQUIREMENTS FOR KEYBOARD PROFICIENCY

Basic examination required for all degree programs in music:

- Playing any major scale, two hands together, two octaves.
- Reading a melodic line at sight, incorporating a simple accompaniment.
- Sight-reading a four-part chorale, hymn, or community song.
- Sight-reading as follows:
 - Voice (B.M., B.S.): an accompaniment to an art song.
 - Instrumental (B.M., B.S.): an accompaniment to an instrumental solo.
 - Keyboard (except organ) (B.M., B.S.): the piano part of an ensemble piece such as a Mozart sonata for piano and violin.
- Playing a Roman numeral chord progression, such as I IV ii6 V7 I, in a major key (to four sharps or flats).
- Perform a prepared repertoire piece from the last semester of the piano class sequence (or similar level for transfer students, such as a movement from a Clementi sonatina. Acceptable repertoire can be found in Alfred's Group Piano for Adults Book 2, pgs. 341-73 or any piece from Easy Classics to Moderns Vol. 17).

- Additional requirements (required of students in the degree programs indicated):
 - Piano and Organ (B.M., B.S.): Scales and arpeggios, major and minor keys, in sixteenth notes, two hands—four octaves, quarter note = M.M. 144.
 - Organ (B.M., B.S.): Chorale style improvisation, modulation to any key.
 - Organ (B.M., B.S.): Transposition of a hymn by a half or whole step in either direction. Sight-reading of vocal score.
 - Voice (B.M., B.S.): Sight-reading a solo vocal part together with the piano accompaniment.
 - Composition (B.M.): Sight-reading (from score) a portion of a Classical period string quartet (slow movement). Realize in four parts a Roman numeral progression which modulates to a distantly related key, and which may include chord types such as the augmented sixth, Neapolitan sixth, altered dominants, etc. Sight-reading a portion of a twentieth century piano work of moderate difficulty, e.g., Bartók Mikrokosmos, Vol. V.

Candidates for the Bachelor of Music in keyboard degree must meet all the requirements for their major instrument.

The keyboard placement test for graduate and transfer students is:

- Play any major scale, two hands together, two octaves.
- Play a Roman numeral chord progression (in a major key to four sharps or flats) in left hand with melody in right hand. Play chord progression alone first, then add the melody.
- Sight-read a four-part chorale or hymn.

BACHELOR OF ARTS IN MUSIC

The Bachelor of Arts in music at IU South Bend is a liberal arts degree program with a major in music and a degree focus that combines general education with studies in musicianship and an area of emphasis in music such as performance, theory and music history, and composition.

The degree program will complement undergraduate degrees in music already offered at IU South Bend: Bachelor of Music and Bachelor of Science in Music. The Bachelor of Music is aimed to exceptional performers or composers; it has a strong emphasis on performance and recital requirements. The Bachelor of Science in Music has a concentration in an outside field. Its goal is to help students create specific connections with another area of knowledge with the ultimate goal of specialization with



a multidisciplinary perspective. The Bachelor of Arts in music will complete the gap between these two degrees: it does not have the highest performance orientation and it is open enough to allow students to pursue graduate specialization in diverse areas. It is compatible with the IU South Bend mission of serving students in the area. It fulfills the need for a comprehensive music/liberal arts education.

CONCENTRATIONS IN MUSIC COMPOSITION, MUSIC THEORY, MUSIC HISTORY, MUSIC TECHNOLOGY

For a more detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses, see pages 35-40 in this publication.

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

CAMPUSWIDE CURRICULUM (38 CR.)

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

FUNDAMENTAL LITERACIES (18 CR.)

Writing

ENG-W 131 Elementary Composition 1 (with a grade of C or higher)

Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S 121 Public Speaking (with a grade of C or higher)

Visual Literacy

JOUR-J 210 Visual Communication

Quantitative Reasoning

MATH-M 111 Mathematics in the World

Information Literacy

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

Computer Literacy

MUS-T 120 Computer Skills for Musicians (2 cr.)

COMMON CORE COURSES (12 CR.)

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

The Natural World

PHYS-N 190 The Natural World
VT: Sound and Human Culture

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

MUS-T 190 Literary and Intellectual Traditions

Art, Aesthetics, and Creativity

MUS-A 190 Art, Aesthetics, and Creativity

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

MUS-M 375 Survey of Ethnic and Pop Music of the World

Diversity in United States Society

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

ADDITIONAL MUSIC REQUIREMENTS (17 CR.)

Note the individual requirements listed for each specific music degree.

World Languages (6 cr.)

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

Western Culture

HIST-H 113 History of Western Civilization 1
HIST-H 114 History of Western Civilization 2

Science

One science course with laboratory (5 cr.)

CORE MUSICIANSHIP (28 CR.)

MUS-M 201 The Literature of Music 1
MUS-M 202 The Literature of Music 2
MUS-M 430 Introduction to Contemporary Music
MUS-T 113 Music Theory I
MUS-T 114 Music Theory II
MUS-T 115 Sightsinging and Aural Perception I (1 cr.)
MUS-T 116 Sightsinging and Aural Perception II (1 cr.)
MUS-T 213 Music Theory III
MUS-T 214 Music Theory IV
MUS-T 215 Sightsinging and Aural Perception III (1 cr.)
MUS-T 216 Sightsinging and Aural Perception IV (1 cr.)
MUS-T 315 Analysis of Musical Form

CONCENTRATION IN MUSIC THEORY (7 CR.)

MUS-K 312 Arranging for Instrumental and Vocal Groups (2 cr.)

One upper-level theory course

Select one of the following:

MUS-K 110 Composition, Elective Level (2 cr. each) (two semesters)

MUS-K 231 Free Counterpoint 1 (2 cr.)

Voice majors must take the following:

MUS-U 121 Fundamentals of Diction for Singers (2 cr.)

CONCENTRATION IN MUSIC HISTORY (7 CR.)

MUS-K 312 Arranging for Instrumental and Vocal Groups (2 cr.)

MUS-U 121 Fundamentals of Diction for Singers (2 cr.)

One upper-level music history course

Select one of the following:

MUS-K 110 Composition, Elective Level (2 cr. each) (2 semesters)

MUS-K 231 Free Counterpoint 1 (2 cr.)

MUS-M 400 Undergraduate Readings in Musicology (2 cr.)

CONCENTRATION IN COMPOSITION (7 CR.)

MUS-K 132 Composition Workshop 2 (0 cr.) (every semester)

MUS-K 210 Applied Composition, Secondary Level (1 cr. each) (three semesters)

MUS-K 231 Free Counterpoint 1 (2 cr.)

MUS-K 312 Arranging for Instrumental and Vocal Groups (2 cr.)

CONCENTRATION IN MUSIC TECHNOLOGY (7 CR.)

MUS-A 101 Introduction to Audio Technology

MUS-K 403 Electronic Studio Resources I

MUS-K 404 Electronic Studio Resources II

MUS-K 406 Projects in Electronic Music

GENERAL ELECTIVES (12 CR.)

Four additional courses at the 200-level or above related to some specific area of interest to the student, with the approval of the advisor.

MUSIC PERFORMANCE AND MUSIC ELECTIVES (21 CR.)

MUS-I 100 Cultural Events Attendance (0 cr.) (eight semesters)

MUS-I 421 B.A. Senior Thesis (2 cr.)

MUS-K 132 Composition Workshop 2 (0 cr.) (each semester for composition majors)

MUS-P 105 Keyboard Proficiency (0 cr.)

MUS-U 310 Performance Laboratory (0 cr.) (each semester)

MUS-X 296 Applied Music Upper-Divisional Jury Examination (0 cr.)

Ensemble (1 cr. each) (eight semesters)

Additional credits in electives, if principal instrument is piano (4 cr.)

Select one of the following:

Applied instrument (1 cr. each) (eight semesters)

Applied voice (1 cr. each) (eight semesters)

Select one of the following options:

Option 1

MUS-P 101 Piano Class 1 (1 cr.)

MUS-P 102 Piano Class 2 (1 cr.)

MUS-P 103 Piano Class 3 (1 cr.)

MUS-P 104 Piano Class 4 (2 cr.)

Option 2

MUS-P 200 Piano (1 cr. each) (four semesters required, if principal instrument is not piano)

BACHELOR OF MUSIC EDUCATION WITH INSTRUMENTAL-/CHORAL-GENERAL CONCENTRATIONS (129-131 CR.)**GENERAL EDUCATION****CAMPUSWIDE CURRICULUM (21 CR.)**

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

FUNDAMENTAL LITERACIES (10 CR.)**Writing**

ENG-W 131 Elementary Composition 1 (with a grade of C or higher)

Quantitative Reasoning

MATH-M 111 Mathematics in the World

Information Literacy

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

Computer Literacy

MUS-T 120 Computer Skills for Musicians (2 cr.)

COMMON CORE COURSES (9 CR.)

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

The Natural World

PHYS-N	190	The Natural World
VT:		Sound and Human Culture

Literary and Intellectual Traditions

MUS-T	190	Literary and Intellectual Traditions
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Art, Aesthetics, and Creativity

MUS-A	190	Arts, Aesthetics and Creativity
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CONTEMPORARY SOCIAL VALUES (5 CR.)**Non-Western Cultures**

MUS-M	375	Survey of Ethnic and Pop Music of the World
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Health and Wellness

EDUC-M	359	Health and Wellness for Teachers (2 cr.)
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GENERAL REQUIREMENTS

All Bachelor of Music Education students must pass the Praxis I® and Praxis II® examinations prior to taking EDUC-M 420 Student Teaching Seminar: Understanding Schools or EDUC-M 482 Student Teaching All Grades Music. For more information on the Praxis I® and Praxis II® examinations, visit www.ets.org.

EDUCATION REQUIREMENTS (31 CR.)

EDUC-F	100	Introduction to Teaching (1 cr.)
EDUC-F	201	Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.)
EDUC-F	202	Exploring the Personal Demands of Teaching: Field Experience (1 cr.)
EDUC-H	340	Education and American Culture
EDUC-M	420	Student Teaching Seminar (2 cr.)
VT:		Understanding Schools
EDUC-M	482	Student Teaching All Grades Music (10 cr.)
EDUC-P	250	General Educational Psychology
EDUC-P	407	Psychological Measurement in the Schools
EDUC-P	475	Adolescent Development and Classroom Management
EDUC-W	200	Using Computers in Education

Music Education Requirements (9 cr.)

MUS-M	216	Music Education Lab/Field Experience (0 cr.)
MUS-M	236	Introduction to Music Education K-12 (2 cr.)
MUS-M	317	Music Education Lab/Field Experience (0 cr.)
MUS-M	318	Music Education Lab/Field Experience (0 cr.)

MUS-M	319	Music Education Lab/Field Experience (0 cr.)
MUS-M	337	Methods and Materials for Teaching Instrumental Music (2 cr.)
MUS-M	339	General Music Methods K-8 (2 cr.)
MUS-X	297	Music Education Upper-Divisional Skills Examination (0 cr.)
MUS-U	357	Music in Special Education

Applied Music (14 cr.)

MUS-I	100	Cultural Events Attendance (0 cr.) (every semester)
MUS-U	310	Performance Laboratory (0 cr.) (every semester)

Applied music (7 cr.) (every semester)
University ensembles (7 cr.) (every semester)

At least one semester of the university ensemble must be in a chamber ensemble, both in instrumental and choral tracks. Also, at least one of the ensembles must be a small vocal ensemble.

Theory and History (28 cr.)

MUS-M	201	The Literature of Music 1
MUS-M	202	The Literature of Music 2
MUS-T	113	Music Theory I
MUS-T	114	Music Theory II
MUS-T	115	Sightsinging and Aural Perception I (1 cr.)
MUS-T	116	Sightsinging and Aural Perception II (1 cr.)
MUS-T	213	Music Theory III
MUS-T	214	Music Theory IV
MUS-T	215	Sightsinging and Aural Perception III (1 cr.)
MUS-T	216	Sightsinging and Aural Perception IV (1 cr.)
MUS-T	315	Analysis of Musical Form

PIANO OR SECONDARY INSTRUMENT FOR PIANO (4 CR.)**Option 1**

MUS-P	101	Piano Class 1 (1 cr.)
MUS-P	102	Piano Class 2 (1 cr.)
MUS-P	103	Piano Class 3 (2 cr.)
MUS-P	104	Piano Class 4 (2 cr.)
MUS-P	105	Keyboard Proficiency (0 cr.)

Option 2

Secondary instrument for piano

CHORAL CONCENTRATION (6 CR.)

MUS-G	372	Choral Conducting 2 (2 cr.)
MUS-U	121	Fundamentals of Diction for Singers (2 cr.)
MUS-V	200	Voice (1 cr.) (instrumentalists only) (2 semesters required)

INSTRUMENTAL CONCENTRATION (4 CR.)

MUS-F	466	Marching Band Techniques (2 cr.)
MUS-G	373	Instrumental Conducting (2 cr.)
MUS-V	201	Voice Class (1 cr.)

TECHNIQUE (10 CR.)

MUS-F	261	String Class Techniques 1 (2 cr.)
MUS-F	281	Brass Instrument Techniques (2 cr.)
MUS-F	337	Woodwind Techniques (2 cr.)
MUS-F	338	Percussion Techniques (2 cr.)
MUS-G	370	Techniques for Conducting (2 cr.)
MUS-K	312	Arranging for Instrumental and Vocal Groups (2 cr.)
MUS-M	338	Methods and Materials for Teaching Choral Music (2 cr.)

ADDITIONAL REQUIREMENTS (6 CR.)

ENG-W	270	Argumentative Writing
MUS-I	311	B.S./B.M.E./B.M. Jazz Senior Recital (0 cr.)
MUS-X	296	Applied Music Upper-Divisional Jury Examination (0 cr.)
PSY-P	316	Psychology of Childhood and Adolescence

BACHELOR OF MUSIC, PERFORMANCE

The Bachelor of Music, Performance is a professional undergraduate degree that offers rigorous musical training with a solid foundation in general education. It prepares students for a performance and composition and/or private teaching career. The Bachelor of Music degree program is designed for a strong music education with academic and practical experience.

Bachelor of Music students complete the core curriculum of music studies: music theory, aural and piano skills, and music history. Students also fulfill campuswide general-education courses. In addition to academic music courses, students also take lessons with applied music faculty and participate in university ensembles and chamber music. Performance opportunities include recitals, opera, opera workshop, and outreach performances in the community.

CAMPUSWIDE GENERAL EDUCATION

For a more detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses, see pages 35-40 in this publication.

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

CAMPUSWIDE CURRICULUM (33-39 CR.)

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

**FUNDAMENTAL LITERACIES (13-19 CR.)****Writing**

ENG-W	131	Elementary Composition 1 (with a grade of C or higher)
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Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S	121	Public Speaking (with a grade of C or higher)
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Visual Literacy

Select from approved course list, page 37

Quantitative Reasoning

MATH-M	111	Mathematics in the World
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Information Literacy

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

MUS-T	120	Computer Skills for Musicians (2 cr.)
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COMMON CORE COURSES (12 CR.)

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

The Natural World

PHYS-N	190	The Natural World
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Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

Select from approved course list, page 38

Art, Aesthetics, and Creativity

Select from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

MUS-M 375 Survey of Ethnic and Pop Music of the World

Diversity in United States Society

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

ADDITIONAL REQUIREMENTS (0-12 CR.)

Note the individual requirements listed for each specific music degree.

World Languages

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

Western Culture

HIST-H 113 History of Western Civilization 1
HIST-H 114 History of Western Civilization 2

CURRICULA FOR BACHELOR'S DEGREES

All curricula for bachelor's degrees in music must include study in the principal instrument during every semester of enrollment, with concurrent enrollment in MUS-U 310 Performance Laboratory and MUS-I 100 Cultural Events Attendance.

CORE COURSES: MUSIC THEORY AND MUSIC HISTORY

All entering or transferring music majors must complete an assessment process in music theory and general music history prior to being placed in music theory and music history courses. Students whose skills at assessment are equivalent to passing skills in MUS-M 111 Music Literature, receive credit by examination for this course and are permitted to register for MUS-T 113 Music Theory I and/or MUS-M 201 The Literature of Music 1 and MUS-I 100 Cultural Events Attendance.

MUSIC THEORY AND MUSIC HISTORY: USUAL PATTERNS OF ENROLLMENT**Fall Semester**

First Year MUS-T 113/115 and MUS-T 120
Second Year MUS-T 214/216 and MUS-M 201
Third Year MUS-T 315 and MUS-M 403

Spring Semester

First Year MUS-T 114/116 and MUS-M 111
Second Year MUS-T 214/216 and MUS-M 202
Third Year MUS-M 375 or MUS-M 430
Fourth Year MUS-M 375 or MUS-M 430

MUS-M	111	Music Literature (4 cr.)
MUS-M	201	The Literature of Music 1
MUS-M	202	The Literature of Music 2
MUS-M	375	Survey of Ethnic and Pop Music of the World
MUS-M	430	Introduction to Contemporary Music
MUS-T	113	Music Theory I
MUS-T	114	Music Theory II
MUS-T	115	Sightsinging and Aural Perception I
MUS-T	116	Sightsinging and Aural Perception II
MUS-T	120	Computer Skills for Musicians (2 cr.)
MUS-T	213	Music Theory III
MUS-T	214	Music Theory IV
MUS-T	215	Sightsinging and Aural Perception III (1 cr.)
MUS-T	216	Sightsinging and Aural Perception IV (1 cr.)
MUS-T	315	Analysis of Musical Form

BACHELOR OF MUSIC, COMPOSITION

The Bachelor of Music, Composition is a professional undergraduate degree that offers rigorous musical training with a solid foundation in general education. It prepares students for a performance and composition and/or private teaching career. The Bachelor of Music degree program is designed for a strong music education with academic and practical experience.

Bachelor of Music students complete the core curriculum of music studies: music theory, aural and piano skills, and music history. Students also fulfill campuswide general-education courses. In addition to academic music courses, students also take lessons with applied music faculty and participate in university ensembles and chamber music. Performance opportunities include recitals, opera, opera workshop, and outreach performances in the community.

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

PREREQUISITES

- Reasonable proficiency in at least one branch of applied music
- Knowledge of music theory equivalent to MUS-T 113 Music Theory I (Students who must take MUS-T 113 should not expect to complete this curriculum within four years.)

Applied Music

MUS-K	210	Applied Composition, Secondary Level (2 cr. each semester) (for three semesters, beginning with student's second semester of enrollment)
MUS-K	402	Senior Recital in Composition (0 cr.)

- MUS-K 410 Applied Composition, Major Level (4 cr.) (each semester after the upper-division examination has been passed)
- MUS-__ 300 Principal Instrument (2 cr. each semester)

If piano is not the instrumental area, select one of the following two options:

Option 1

- MUS-P 101 Piano Class 1 (1 cr.)
 MUS-P 102 Piano Class 2 (1 cr.)
 MUS-P 103 Piano Class 3 (2 cr.)
 MUS-P 104 Piano Class 4 (2 cr.)

Option 2

- MUS-P 200 Piano (1-2 cr.)

Theory and Music History

See page 54

Ensemble

Select one of the following during every semester of enrollment:

- MUS-X 002 Piano Accompanying (1 cr.)
 MUS-X 040 University Instrumental Ensembles (1 cr.)
 MUS-X 070 University Choral Ensembles (1 cr.)
 MUS-X 350 Jazz Ensembles (0 cr.)

Chamber Music

- MUS-X 423 Chamber Music (1 cr.) (Two to eight semesters, depending upon principal instrument, at the discretion of the course coordinator (strings 8, winds 2, brass 2, percussion 2, guitar 2, piano 4, organ 2, harpsichord 2, voice 4))

Education and Music Education

None required

Other Music

- MUS-G 370 Techniques for Conducting (2 cr.)
 MUS-G 380 Advanced Conducting (2 cr.)
 MUS-K 403 Electronic Studio Resources I
 MUS-K 404 Electronic Studio Resources II
 MUS-K 406 Projects in Electronic Music
 MUS-M 400 Undergraduate Readings in Musicology (2 cr.)
 MUS-T 400 Undergraduate Readings in Theory (two semesters)

Campuswide General Education

See pages 53-54

The Bachelor of Music, Composition requires two semesters of one world language, HIST-H 113 History of Western Civilization 1, and HIST-H 114 History of Western Civilization 2.



BACHELOR OF MUSIC, ORCHESTRAL INSTRUMENT

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

Applied Music

- MUS-I 411 B.M. Junior Recital (0 cr.)
 MUS-I 412 B.M. Senior Recital (0 cr.)
 MUS-P 101 Piano Class 1 (1 cr.)
 MUS-P 102 Piano Class 2 (1 cr.)
 MUS-P 103 Piano Class 3 (2 cr.)
 MUS-P 104 Piano Class 4 (2 cr.)
 MUS-V 201 Voice Class (1 cr.)
 MUS-__ 400 Principal Instrument (2-6 cr. each semester)

Theory and Music History

See page 54

Ensemble

Select one of the following during every semester of enrollment:

- MUS-X 002 Piano Accompanying (2 cr.)
 MUS-X 040 University Instrumental Ensembles (2 cr.)
 MUS-X 070 University Choral Ensembles (2 cr.)
 MUS-X 350 Jazz Ensembles (0 cr.)

Chamber Music

MUS-X 423 Chamber Music (1 cr.) Two to eight semesters, depending upon principal instrument, at the discretion of the course coordinator (strings 8, winds 2, brass 2, percussion 2, guitar 2)

Other Music

MUS-G 370 Techniques for Conducting (2 cr.)
 MUS-G 380 Advanced Conducting (2 cr.)
 MUS-M 434 Survey of Guitar Literature (2 cr.) (for guitar majors only)

Campuswide General Education

See pages 53-54

BACHELOR OF MUSIC, ORGAN

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

Applied Music

MUS-I 100 Cultural Events Attendance (0 cr.) (each semester)
 MUS-I 411 B.M. Junior Recital (0 cr.)
 MUS-I 412 B.M. Senior Recital (0 cr.)
 MUS-Q 400 Organ Undergraduate Major (2-6 cr. every remaining semester)
 MUS-V 201 Voice Class (1 cr.)
 MUS-V 202 Voice Class II (2 cr.)

Select one of the following for two semesters:

MUS-P 400 Piano Undergraduate Major (2-6 cr.)
 MUS-Q 400 Organ Undergraduate Major (2-6 cr.)

Theory and Music History

See page 54

Ensemble

Select one of the following during every semester of enrollment:

MUS-X 002 Piano Accompanying (1 cr.)
 MUS-X 040 University Instrumental Ensembles (1 cr.)
 MUS-X 070 University Choral Ensembles (1 cr.)
 MUS-X 350 Jazz Ensembles (0 cr.)

Chamber Music

MUS-X 423 Chamber Music (1 cr. each) (two semesters, at the discretion of the course coordinator)

Other Music

MUS-E 457 Instrumental Pedagogy (2 cr.)
 MUS-G 370 Techniques for Conducting (2 cr.)
 MUS-G 380 Advanced Conducting (2 cr.)

Campuswide General Education

See pages 53-54

BACHELOR OF MUSIC, PIANO

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

Applied Music

MUS-P 400 Piano Undergraduate Major (2-6 cr. each semester)
 MUS-P 401 Piano Bachelor of Music Junior Recital (0 cr.)
 MUS-P 402 Piano Bachelor of Music Senior Recital (0 cr.)
 MUS-__ 200 Secondary Instrument (2 cr.) (two semesters)

Theory and Music History

See page 54

Ensemble

Select one of the following during every semester of enrollment:

MUS-X 002 Piano Accompanying (1 cr.)
 MUS-X 040 University Instrumental Ensembles (1 cr.)
 MUS-X 070 University Choral Ensembles (1 cr.)
 MUS-X 350 Jazz Ensembles (0 cr.)

Chamber Music

MUS-X 423 Chamber Music (1 cr. each) (four semesters, at the discretion of the course coordinator)

Music Education

MUS-E 493 Piano Pedagogy (2 cr.)
 MUS-E 495 Supervised Practice Teaching I (2 cr.)

Other Music

MUS-G 370 Techniques for Conducting (2 cr.)
 MUS-M 443 Survey of Keyboard Literature I (2 cr.)
 MUS-M 444 Survey of Keyboard Literature II (2 cr.)

Campuswide General Education

See pages 53-54

BACHELOR OF MUSIC, VOICE PERFORMANCE (126 CR.)**CAMPUSWIDE CURRICULUM (35 CR.)**

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

FUNDAMENTAL LITERACIES (15 CR.)**Writing**

ENG-W 131 Elementary Composition 1 (with a grade of C or higher)

Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S 121 Public Speaking (with a grade of C or higher)

Visual Literacy

Not required

Quantitative Reasoning

MATH-M 111 Mathematics in the World

Information Literacy

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

Computer Literacy

MUS-T 120 Computer Skills for Musicians (2 cr.)

COMMON CORE COURSES (12 CR.)

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

The Natural World

PHYS-N 190 The Natural World
VT: Sound and Human Culture

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

MUS-T 190 Literary and Intellectual Traditions

Art, Aesthetics, and Creativity

MUS-A 190 Art, Aesthetics, and Creativity

CONTEMPORARY SOCIAL VALUES (8 CR.)**Non-Western Cultures**

MUS-M 375 Survey of Ethnic and Pop Music of the World

Diversity in United States Society

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

THTR-D 110 Social Dance (2 cr.)

GENERAL REQUIREMENTS**Applied Music (24 cr.)**

MUS-I 100 Cultural Events Attendance (0 cr.)

MUS-U 310 Performance Laboratory (0 cr.)
(eight semesters required)

MUS-V 400 Voice Undergraduate Major (2 cr.)
(eight semesters required)

MUS-X 070 University Choral Ensembles (2 cr.)
(eight semesters required)

Theory and Music History

MUS-M 201 The Literature of Music 1

MUS-M 202 The Literature of Music 2

MUS-T 113 Music Theory I

MUS-T 114 Music Theory II

MUS-T 115 Sightsinging and Aural Perception I
(1 cr.)

MUS-T 116 Sightsinging and Aural Perception
II (1 cr.)

MUS-T 213 Music Theory III

MUS-T 214 Music Theory IV

MUS-T 215 Sightsinging and Aural Perception
III (1 cr.)

MUS-T 216 Sightsinging and Aural Perception
IV (1 cr.)

MUS-T 315 Analysis of Musical Form

Piano

Select one of the following options:

Option 1

MUS-P 101 Piano Class 1 (1 cr.)

MUS-P 102 Piano Class 2 (1 cr.)

MUS-P 103 Piano Class 3 (2 cr.)

MUS-P 104 Piano Class 4 (2 cr.)

MUS-P 105 Keyboard Proficiency (0 cr.)

Option 2

MUS-P 200 Piano (1-2 cr.)

VOICE CONCENTRATION (21 CR.)

MUS-E 494 Vocal Pedagogy

MUS-G 370 Techniques for Conducting (2 cr.)

MUS-M 430 Introduction to Contemporary
Music

MUS-M 431 Song Literature I

MUS-R 471 Opera Workshop 1

MUS-R 472 Opera Workshop 2

MUS-U 121 Fundamentals of Diction for
Singers (2 cr.)

MUS-U 122 Advanced Diction for Singers (2 cr.)

ADDITIONAL REQUIREMENTS (12 CR.)

THTR-T 120 Acting I: Fundamentals of Acting

MLIT 101 Introductory Italian I (required
through consortium with St.
Mary's)

MLIT 102 Introductory Italian II (required
through consortium with St.
Mary's)

Select one of the following:

FREN-F 101 Elementary French 1

GER-G 101 Beginning German 1

REVIEWS

MUS-I	411	B.M. Junior Recital (0 cr.)
MUS-I	412	B.M. Senior Recital (0 cr.)
MUS-X	296	Applied Music Upper-Divisional Jury Examination (0 cr.)

BACHELOR OF SCIENCE IN MUSIC AND AN OUTSIDE FIELD

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

This liberal arts curriculum, approved by the associate dean for academics of the Ernestine M. Raclin School of the Arts, requires an emphasis in an outside field be comprised of 21 credit hours in another discipline. The following disciplines are recommended outside fields: business, psychology, theatre, radio/television, journalism, modern languages, English, history, mathematics, and computer science; others may be approved also. The student must consult an advisor in the outside field for the design of an appropriate sequence.

Applied Music

MUS-I	100	Cultural Events Attendance (0 cr.) (each semester)
MUS-I	311	B.S./B.M.E./B.M. Jazz Senior Recital (0 cr.)
MUS-P	101	Piano Class 1 (1 cr.)
MUS-P	102	Piano Class 2 (1 cr.)
MUS-P	103	Piano Class 3 (2 cr.)
MUS-P	104	Piano Class 4 (2 cr.)
MUS-__	300	Principal Instrument (2 cr.) (each semester)

Theory and Music History

See page 54

Ensemble

Select one of the following every semester of enrollment:

MUS-X	002	Piano Accompanying (1 cr.)
MUS-X	040	University Instrumental Ensembles (1 cr.)
MUS-X	070	University Choral Ensembles (1 cr.)
MUS-X	350	Jazz Ensembles (0 cr.)

Chamber Music

MUS-X	423	Chamber Music (1 cr.) Two to eight semesters, depending upon principal instrument, at the discretion of the course coordinator (see ensemble listing for Bachelor of Music, Composition)
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Education and Music Education

None required

Other Music

MUS-G	370	Techniques for Conducting (2 cr.)
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Campuswide General Education

See pages 53-54

Concentration Sequence (22-24 cr.)

Completion of an approved minor in any academic degree program offered at IU South Bend. Should the minor be less than 22-24 credit hours, sufficient course work in the same area, approved by both the music area and the degree program offering the minor, must be taken to complete the required number of credit hours. Campuswide general-education credit hours taken in the minor area may be included in the total concentration credit hours.

PSYCHOLOGY

This program combines professional music training with intensive and advanced study in laboratory psychology, childhood and adolescence, learning, personality, statistical analysis, abnormal psychology, perception, physiological psychology, etc., for students interested in music therapy, clinical work, and other related fields. Specific courses are selected in consultation with a psychology department advisor.

THEATRE

This program complements professional training in music with course work in acting, directing, design, and theatre technical. It is helpful to those planning careers in musical theatre, radio/television, and similar fields.

Each student in this program is assigned an advisor from the theatre area for guidance on this segment of the degree and must participate in some aspect of a theatre production each year.

HISTORY

This program provides historical background for the study of music. Particular attention is given to Western European, Russian, and American cultural history. Specific courses are selected in consultation with a history department advisor.

COMPUTER SCIENCE

Computers have wide application in contemporary music, in addition to their pervasive use in business and education. It is now possible for music majors to pursue this field as a concentration sequence. Students must take the mathematics placement examination before enrolling in any computer science course and must meet all prerequisites to courses selected. Specific courses are selected in consultation with a computer and information sciences department advisor.

PROGRAMS LEADING TO OTHER UNDERGRADUATE MUSIC DEGREES

Students enrolled at IU South Bend may pursue course work leading to the following degrees offered at the Indiana University School of Music (Bloomington or Fort Wayne campuses). Generally, three full years of course work on these programs are currently available at IU South Bend. The fourth year may be added in the future. For complete curricula, requirements, and specific regulations regarding these specializations, see the bulletin of the School of Music. The academic advisor of the school is pleased to assist and counsel any student interested in one of these programs.

BACHELOR OF MUSIC

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

MINORS IN MUSIC

A formal minor in music is available to students in any IU South Bend degree program. Students wishing to minor in music should speak with the music area coordinator. There are three different minor tracks: performance studies, music theory and history, and composition. All three programs include the following core requirements: *(All courses are 3 credit hours, unless otherwise designated.)*

CORE STUDIES (14 CR.)

MUS-M	201	The Literature of Music 1
MUS-M	202	The Literature of Music 2
MUS-T	113	Music Theory I
MUS-T	114	Music Theory II
MUS-T	115	Sightsinging and Aural Perception I (1 cr.)
MUS-T	116	Sightsinging and Aural Perception II (1 cr.)

Students are advised that MUS-T 190 Literary and Intellectual Traditions, offered every spring semester, is a prerequisite to MUS-M 201 The Literature of Music 1, and that MUS-T 113 Music Theory I must be completed before taking MUS-M 201 The Literature of Music 1.

Each of the tracks require one or more music courses beyond the core courses. Students may select courses from this list:

MUS-M	375	Survey of Ethnic and Pop Music of the World
MUS-M	403	History of Music I
MUS-M	430	Introduction to Contemporary Music
MUS-T	213	Music Theory III

MUS-T	214	Music Theory IV
MUS-T	315	Analysis of Musical Form
Any music course approved by the music advisor		

TRACK 1: PERFORMANCE STUDIES (25 CR.)

A student must be deemed acceptable through an audition, at the elective 100-level of applied music, and be capable of participating in both MUS-U 310 Performance Laboratory and ensemble.

Core Studies (14 cr.)

MUS-M	201	The Literature of Music 1
MUS-M	202	The Literature of Music 2
MUS-T	113	Music Theory I
MUS-T	114	Music Theory II
MUS-T	115	Sightsinging and Aural Perception I (1 cr.)
MUS-T	116	Sightsinging and Aural Perception II (1 cr.)

Applied Music (4 cr.)

Elective-level study of instrument or voice; 4 semesters minimum

Other Music (3 cr.)

Select one of the following:

MUS-M	375	Survey of Ethnic and Pop Music of the World
MUS-M	430	Introduction to Contemporary Music
MUS-T	213	Music Theory III
MUS-T	214	Music Theory IV
MUS-T	315	Analysis of Musical Form
Any music course approved by the music advisor		

Performance Laboratory (0 cr.) and Ensemble (4 cr.)

These courses are required each semester a student is registered in the performance studies minor. A student must be deemed acceptable through an audition at the elective 100-level of applied music, and be capable of participating in both MUS-U 310 Performance Laboratory and ensemble.

TRACK 2: MUSIC THEORY AND HISTORY (20 CR.)

Core Studies (14 cr.)

See courses listed above

Other Music (6 cr.)

Two courses chosen from the list above

TRACK 3: COMPOSITION (21 CR.)

Core Studies (14 cr.)

MUS-M	201	The Literature of Music 1
MUS-M	202	The Literature of Music 2
MUS-T	113	Music Theory I

MUS-T	114	Music Theory II
MUS-T	115	Sightsinging and Aural Perception I (1 cr.)
MUS-T	116	Sightsinging and Aural Perception II (1 cr.)

Applied Music (4 cr.)

MUS-K	110	Composition, Elective Level (2 cr.) (2 semesters minimum)
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Other Music (3 cr.)

Select one of the following:

MUS-M	375	Survey of Ethnic and Pop Music of the World
MUS-M	430	Introduction to Contemporary Music
MUS-T	213	Music Theory III
MUS-T	214	Music Theory IV
MUS-T	315	Analysis of Musical Form
Any music course approved by the music advisor		

THE PERFORMER DIPLOMA

The Performer Diploma Program is a special curriculum for outstanding students in performance who show promise of becoming concert artists and who do not wish to pursue study leading to an academic degree. The purpose of the diploma program is to provide concentrated study in solo and chamber music literature.

PREREQUISITES

- A high school diploma or its demonstrated equivalent
- Demonstrated proficiency in musical performance at a very high level of technical and musical proficiency

ADMISSION

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

LANGUAGE STUDY

Students whose native language is not English must take an English language examination at IU South Bend. Depending on the level achieved, they may need to register for any deficiency courses prescribed by the advisor.

CURRICULUM**Applied Music**

Studio study (four semesters, a minimum of 12 credit hours must be earned).

Two recitals (2 cr.) or equivalent public performances as assigned by the music faculty must be presented and passed.

MUS-X	423	Chamber Music (1 cr. each) (two semesters, required for instrumentalists only)
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Electives (6 cr.)

Graduate or undergraduate courses, as approved by the advisor. Classes in music literature, history, and/or pedagogy are recommended, others may be possible, with permission of the advisor. Studio courses or chamber music study may not be used to fulfill this requirement.

Major Ensemble

Required each semester for both instrumentalists and singers.



Credit, Residence, and Time Limit

Students must earn a minimum of 22 credit hours, excluding major ensemble, and have at least one regular semester or two summer sessions in residence. Students must complete the diploma requirements within four regular semesters. Summer sessions do not count toward the time limit.

THE ARTIST DIPLOMA

The Artist Diploma Program is the most advanced nondegree track, and provides focused studies for artists in the preprofessional stages of their careers. The Artist Diploma in performance exists for the few highly gifted and experienced performing musicians at the post-bachelor's or post-master's level who wish to pursue focused studies in their major field leading to specific professional goals. With an emphasis on repertoire, the diploma program is designed to develop both the artistry and professionalism in performers who possess the ability and determination to realize their talent in the contemporary world.

Qualification to enter the diploma program is predicated principally on the level and quality of performance and/or achievement, rather than the attainment of specific academic credentials. The performance level of applicants must be equivalent to acceptance into a major international competition. The Artist Diploma is a two-year program. Artists in the program must be invited to continue their studies into the second year.

PREREQUISITES

- Bachelor's degree or its demonstrated equivalent.
- Voice majors must demonstrate knowledge of French, German, and Italian grammar equivalent to the bachelor's requirement of two semesters in each language. Students having less than two semesters with a grade of C or higher in each of these languages must pass proficiency examinations or take the prescribed language courses.

Regardless of previous training, voice students must pass a diction proficiency examination in each language.

LANGUAGE STUDY

Students whose native language is not English must pass the Test of English as a Foreign Language (TOEFL) examination with a score of 510 or higher and register for any deficiency courses prescribed by the area coordinator for graduate studies.

ADMISSION

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

CURRICULUM**Applied Music**

Four semesters of studio study; a minimum of 12 credit hours must be earned.

Four artist diploma recitals (1 cr. each) (with the approval of the faculty, voice majors may substitute one substantial operatic role for one of these recitals).

Instrumentalists must present three solo recitals and one chamber music recital.

Two semesters of MUS-F550 Chamber Music (1 cr. each) required for instrumentalists only.

Music Theory and Music History

Students must demonstrate proficiency in music theory equivalent to diatonic and chromatic harmony; and in music history equivalent to courses covering the music history of the common practice period.

Keyboard Proficiency

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

Electives

Music courses at the 300- or 400-level (6 cr.). Courses in music history, theory, literature, pedagogy, or composition are recommended, with permission from the advisor.

Ensemble

MUS-X 003 Graduate Music Ensemble (0 cr.)
(required each semester for both instrumentalists and singers)

Credit, Residence, and Time Limit

Students must earn a minimum of 24 credit hours, excluding major ensemble, and have at least two regular semesters or four summer sessions in residence. Students must complete the diploma requirements within four regular semesters. Summer sessions do not count toward the time limit.

INTEGRATED NEW MEDIA STUDIES

Professors: **Ackoff, Lasater, Meyer**

Lecturer: **Mociulski**

Program Director, Graphic Design: **Ackoff**

Area Coordinator: **Lasater**

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

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

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



TRANSFER CREDIT HOURS

As applicable within the B.F.A. in INMS degree, students may transfer credit hours earned at other IU campuses or under articulation agreement with Ivy Tech Community College without portfolio review, subject to IU South Bend Transfer of Credit policy (see index of this bulletin). Otherwise, transfer students with studio credit hours from their previous institutions must submit portfolios for faculty evaluation, as well as course descriptions and syllabi, where available. Specific procedures for the submission of transfer credit hours may be found on the INMS area website.

UPPER-DIVISIONAL REVIEW

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

BACHELOR OF FINE ARTS IN INTEGRATED NEW MEDIA STUDIES (122-123 CR.)

CAMPUSWIDE CURRICULUM (30 CR.)

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

For a detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses, see pages 35-40 in this publication.

FUNDAMENTAL LITERACIES (13 CR.)

Writing

ENG-W 131 Elementary Composition 1 (with a grade of C or higher)

Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S 121 Public Speaking (with a grade of C or higher)

Visual Literacy

JOUR-J 210 Visual Communication

Quantitative Reasoning

Select from approved course list, page 37

Information Literacy

COAS-Q 110 Introduction to Information Literacy (1 cr.) (course to be taken in conjunction with ENG-W 131 Elementary Composition 1)

Computer Literacy

FINA-P 273 Computer Art and Design I

COMMON CORE COURSES (6 CR.)

The Natural World

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

MUS-T 190 Literary and Intellectual Traditions
VT: Exploring Musical Genres: Classical Music and Beyond

Art, Aesthetics, and Creativity

FINA-A 399 Art, Aesthetics, and Creativity
VT: The Artist and New Media

CONTEMPORARY SOCIAL VALUES (8 CR.)

Non-Western Cultures (3 cr.)

Select from approved course list, pages 38-39

Diversity in the United States (3 cr.)

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

HISTORY AND AESTHETICS (15 CR.)

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

NEW MEDIA CORE (33 CR.)

FINA-F	102	Fundamental Studio-2D
FINA-P	273	Computer Art and Design I
FINA-P	323	Introduction to Web Design
FINA-P	475	Computer Art and Design III
FINA-S	291	Fundamentals of Photography
FINA-S	323	Intermediate Photoshop
MUS-A	101	Introduction to Audio Technology
TEL-T	336	Digital Video Production
TEL-T	273	Media Program Design
TEL-T	283	Introduction to Production Techniques and Practices
TEL-T	434	Advanced Production Workshop

GROUP FOCUS (8-9 CR.)

Select one of the following focus areas:

Music

MUS-A	190	Art, Aesthetics, and Creativity
VT:		Exploring Musical Composition
MUS-K	403	Electronic Studio Resources I
MUS-T	120	Computer Skills for Musicians (2 cr.)

Design

FINA-P	324	Intermediate Web Design (5 cr.)
FINA-P	455	Advanced Lettering and Typography
FINA-S	324	Page Layout and Design

Video and Motion Media

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

GENERAL ELECTIVES (18 CR.)

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

WORLD LANGUAGE (6 CR.)

Two semesters of one world language

MINOR (15 CR.)

Students must complete a minor to complement their degree program and provide additional skills in a related area. The student may select a minor from any field.

BACHELOR OF FINE ARTS SHOW (0 CR.)

FINA-S	499	Bachelor of Fine Arts Final Review (0 cr.)
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BACHELOR OF FINE ARTS IN INTEGRATED NEW MEDIA STUDIES WITH A CONCENTRATION IN GRAPHIC DESIGN (123 CR.)

CAMPUSWIDE CURRICULUM (30 CR.)

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

FUNDAMENTAL LITERACIES (13 CR.)

Writing

ENG-W	131	Elementary Composition 1 (with a grade of C or higher)
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Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S	121	Public Speaking (with a grade of C or higher)
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Visual Literacy

JOUR-J	210	Visual Communication
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Quantitative Reasoning

Select from approved course list, page 37

Information Literacy

COAS-Q	110	Introduction to Information Literacy (1 cr.) (course to be taken in conjunction with ENG-W 131 Elementary Composition 1)
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Computer Literacy

FINA-P	273	Computer Art and Design I
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COMMON CORE COURSES (6 CR.)

The Natural World

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

MUS-T	190	Literary and Intellectual Traditions
VT:		Exploring Musical Genres: Classical Music and Beyond

Art, Aesthetics, and Creativity

FINA-A	399	Art, Aesthetics, and Creativity
VT:		The Artist and New Media

CONTEMPORARY SOCIAL VALUES (8 CR.)**Non-Western Cultures (3 cr.)**

Select from approved course list, pages 38-39

Diversity in the United States (3 cr.)

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

HISTORY AND AESTHETICS (15 CR.)

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

NEW MEDIA CORE (33 CR.)

FINA-F	102	Fundamental Studio-2D
FINA-P	273	Computer Art and Design I
FINA-P	323	Introduction to Web Design
FINA-P	475	Computer Art and Design III
FINA-S	291	Fundamentals of Photography
FINA-S	323	Intermediate Photoshop
MUS-A	101	Introduction to Audio Technology
TEL-T	273	Media Program Design
TEL-T	283	Introduction to Production Techniques and Practices
TEL-T	336	Digital Video Production
TEL-T	434	Advanced Production Workshop

GRAPHIC DESIGN CONCENTRATION (24 CR.)

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

GENERAL ELECTIVES (18 CR.)

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

WORLD LANGUAGE (6 CR.)

Two semesters of one world language

BACHELOR OF FINE ARTS SHOW (0 CR.)

FINA-S	499	Bachelor of Fine Arts Final Review (0 cr.)
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BACHELOR OF FINE ARTS IN INTEGRATED NEW MEDIA STUDIES WITH A CONCENTRATION IN INFORMATICS (123 CR.)**CAMPUSWIDE CURRICULUM (27 CR.)**

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

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

FUNDAMENTAL LITERACIES (13 CR.)**Writing**

ENG-W	131	Elementary Composition 1 (with a grade of C or higher)
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Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S	121	Public Speaking (with a grade of C or higher)
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Visual Literacy

JOUR-J	210	Visual Communication
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Quantitative Reasoning

Select from approved course list, page 37

Information Literacy

COAS-Q	110	Introduction to Information Literacy (1 cr.) (course to be taken in conjunction with ENG-W 131 Elementary Composition 1)
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Computer Literacy

FINA-P	273	Computer Art and Design I
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COMMON CORE COURSES (6 CR.)**The Natural World**

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

MUS-T	190	Literary and Intellectual Traditions
VT:		Exploring Musical Genres: Classical Music and Beyond

Art, Aesthetics, and Creativity

FINA-A	399	Art, Aesthetics, and Creativity
VT:		The Artist and New Media

CONTEMPORARY SOCIAL VALUES (8 CR.)

Non-Western Cultures (3 cr.)

Select from approved course list, pages 38-39

Diversity in the United States (3 cr.)

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

HISTORY AND AESTHETICS (15 CR.)

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

NEW MEDIA CORE (33 CR.)

FINA-F	102	Fundamental Studio-2D
FINA-P	273	Computer Art and Design I
FINA-P	323	Introduction to Web Design
FINA-P	475	Computer Art and Design III
FINA-S	291	Fundamentals of Photography
FINA-S	323	Intermediate Photoshop
MUS-A	101	Introduction to Audio Technology
TEL-T	273	Media Program Design
TEL-T	283	Introduction to Production Techniques and Practices
TEL-T	336	Digital Video Production
TEL-T	434	Advanced Production Workshop

INFORMATICS CONCENTRATION (24 CR.)

CSCI-A	201	Introduction to Programming
CSCI-A	340	An Introduction to Web Programming
INFO-I	101	Introduction to Informatics (4 cr.)
INFO-I	202	Social Informatics
INFO-I	300	Human-Computer Interaction
INFO-I	310	Multimedia Arts and Technology
TEL-T	430	Topical Seminar in Design and Production

GENERAL ELECTIVES (18 CR.)

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

WORLD LANGUAGE (6 CR.)

Two semesters of one world language

BACHELOR OF FINE ARTS SHOW (0 CR.)

FINA-S	499	Bachelor of Fine Arts Final Review (0 cr.)
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MINOR IN INTEGRATED NEW MEDIA STUDIES (18 CR.)

REQUIRED CORE COURSES

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

REQUIRED UPPER-LEVEL COURSES

Select two of the following:

FINA-A	399	Art, Aesthetics, and Creativity
VT:		The Artist and New Media
FINA-P	324	Intermediate Web Design (5 cr.)
FINA-S	323	Intermediate Photoshop
FINA-S	300	Video Art
FINA-S	324	Page Layout and Design
TEL-T	430	Topical Seminar in Design and Production

RECOMMENDED ELECTIVES (NOT REQUIRED)

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

STUDIO MINOR IN GRAPHIC DESIGN (18 CR.)

ART HISTORY COURSES (3 CR.)

Select one of the following:

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

UPPER-LEVEL ART HISTORY (3 CR.)

FINA-A	470	Problems in Art History
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FUNDAMENTAL COURSES (6 CR.)

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

STUDIO COURSES (6 CR.)

FINA-S	324	Page Layout and Design
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Select one of the following:

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

THEATRE AND DANCE

Associate Professor: **J.R. Colborn**

Assistant Professors: **T. Hanson, Hine-Johnson, Park**

Lecturer: **Fry**

Faculty Emeritus: **Pepperdine**

Area Coordinator: **T. Hanson**

The theatre and dance area of the Ernestine M. Raclin School of the Arts offers a program of study which leads to a Bachelor of Arts or Bachelor of Fine Arts degree in theatre. The academic and production aspects of the program are integrated to provide students every opportunity to learn the art of theatre.

BACHELOR OF ARTS IN THEATRE

The Bachelor of Arts in theatre gives students a broad acquaintance and experience with the various ways theatre artists study, interpret, and articulate the world in which we live.

DEGREE REQUIREMENTS

- 122 credit hours
- At least 30 credit hours must be at the 300- or 400-level
- Successful participation in major season productions as directed by the area coordinator of theatre and dance

THEATRE UPPER-DIVISIONAL REVIEW

All students are considered pre-Bachelor of Arts and pre-Bachelor of Fine Arts students until they pass an upper-divisional review.

Students are expected to complete this review at the earliest possible point in their academic careers. Once students complete between 50 and 60 credit hours, including courses listed below, they are scheduled for their upper-divisional review:

THTR-T 120	Acting I: Fundamentals of Acting
THTR-T 190	Literary and Intellectual Traditions
VT:	Play Structure and Analysis
THTR-T 225	Stagecraft 1
THTR-T 228	Design for the Theatre
THTR-T 230	Costume Design and Technology I



And at least three of the following for the appropriate concentration:

Performance

THTR-T 220	Acting II: Scene Study
THTR-T 320	Acting III: Shakespeare
THTR-T 349	Theatre Practicum

Select one of the following:

THTR-T 327	Period Styles
THTR-T 434	Historic Costumes for the Stage

Design/Technology;

THTR-T 335	Stage Lighting Design
THTR-T 326	Introduction to Scenic Design
THTR-T 405	Stage Management
THTR-T 424	Stagecraft 2
THTR-T 430	Costume Technology II

Select one of the following:

THTR-T 327	Period Styles
THTR-T 434	Historic Costumes for the Stage

Students undertaking this review are expected to perform the following:

- Performance concentration students present two contrasting monologues representing their understanding of acting performance and the audition process, including a resume.
- Design/Technology students present a portfolio representing their achievements in the studio and in production, including a resume.
- All students will participate in an interview. The audition and the portfolio should show breadth (work in all the areas that a student has studied) and quality (a careful selection of the best work in the student's area of concentration). The faculty expects to see work that demonstrates ability and improvement.

The faculty expects students to present their work in good condition and in a manner that expresses their personal development, course of study, or academic goals. For the interview, students are expected to have outlined their achievements so far and goals for the future, as well as to address any faculty questions.

At the conclusion of the review, the faculty may choose to accept a student into the appropriate degree programs, Bachelor of Arts or Bachelor of Fine Arts with, or without, provisions outlined by the faculty. The faculty may also decide to rehear students if work in some areas requires improvement. In certain cases, the faculty may decline to accept a student into the degree programs, if the quality of either their classroom or studio work is deemed insufficient. A student may attempt to pass upper-divisional review only two times. Each hearing counts as one attempt; failure to meet provisions within a specified time counts as one attempt. Failure to attend a scheduled review counts as one attempt.

CAMPUSWIDE GENERAL EDUCATION

For a more detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses, see pages 35-40 in this publication.

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

CAMPUSWIDE CURRICULUM (39 CR.)

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

FUNDAMENTAL LITERACIES (19 CR.)**Writing**

ENG-W 131 Elementary Composition 1 (with a grade of C or higher)

Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S 121 Public Speaking (with a grade of C or higher)

Visual Literacy

Select one of the following:

THTR-T 228 Design for the Theatre

Select from approved course list, page 37

Quantitative Reasoning

Select one of the following:

MATH-M 111 Mathematics in the World

Other course at Level 6 equivalency or above

Information Literacy

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

Computer Literacy

Select from approved course list, page 37

COMMON CORE COURSES (12 CR.)

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

The Natural World

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

THTR-T 190 Literary and Intellectual Traditions
VT: The Structure and Analysis of Drama

Select from T 399 offerings, page 38

Art, Aesthetics, and Creativity

Select from THTR-A 399 offerings, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

Select from approved course list, pages 38-39

Diversity in United States Society (3 cr.)

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from THTR-D offerings, page 40

ADDITIONAL REQUIREMENTS (15 CR.)

Two semesters of one world language

HIST-H 113 History of Western Civilization 1

HIST-H 114 History of Western Civilization 2

Select one of the following:

THTR-T 327 Period Styles

THTR-T 434 Historic Costumes for the Stage

ELECTIVES (25 CR.)**MAJOR REQUIREMENTS (43 CR.)****Theatre Core (34 cr.)**

THTR-T 120 Acting I: Fundamentals of Acting

THTR-T 225 Stagecraft 1

THTR-T 228 Design for the Theatre

THTR-T 230 Costume Design and Technology I

THTR-T 335 Stage Lighting Design

THTR-T 340 Directing I: Fundamentals of Directing

THTR-T 349 Theatre Practicum (1 cr.) (three semesters; freshmen are not permitted to enroll)

THTR-T 405 Stage Management

THTR-T 470 History of the Theatre 1

THTR-T 471 History of the Theatre 2

THTR-T 483 Topics in Theatre and Drama

THTR-T 485 Capstone Project (1 cr.)

Area of Specialization Requirements (9 cr.)**Performance (9 cr.)**

THTR-T 300 Musical Theatre Workshop

THTR-T 320 Acting III: Shakespeare

THTR-T 420 Acting IV: Realism

Design/Technical (9 cr.)

FINA-F 100 Fundamental Studio—Drawing

Select two of the following:

THTR-T 290 History and Design of Stage Makeup

THTR-T 326 Introduction to Scenic Design

THTR-T 425 Stagecraft III

THTR-T 430 Costume Technology II

- THTR-T 433 Costume Design II
 THTR-T 438 Advanced Stage Lighting Design

Theatre Studies (9 cr.)

Select one or two of the following:

- THTR-T 220 Acting II: Scene Study
 THTR-T 223 Vocal and Physical Preparation I
 THTR-T 431 On-Camera Techniques
 THTR-T 479 Problems in Performance

Select one or two of the following:

- THTR-T 290 History and Design of Stage Makeup
 THTR-T 326 Introduction to Scenic Design
 THTR-T 433 Costume Design II
 THTR-T 438 Advanced Stage Lighting Design

BACHELOR OF FINE ARTS IN THEATRE

The Bachelor of Fine Arts degree in theatre is designed to prepare students for the professional theatre or additional training at the graduate level. It features an intense focus on a selected area of concentration (performance or design/technical) and extensive production experience designed to promote excellence.

DEGREE REQUIREMENTS

- 128 credit hours
- At least 30 credit hours must be at the 300- or 400-level
- Successful participation in major season productions, as directed by the area coordinator of theatre and dance

CAMPUSWIDE GENERAL EDUCATION

For a more detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses, see pages 35-40 in this publication.

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

CAMPUSWIDE CURRICULUM (39 CR.)

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

FUNDAMENTAL LITERACIES (19 CR.)**Writing**

- ENG-W 131 Elementary Composition 1 (with a grade of C or higher)

Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

- SPCH-S 121 Public Speaking (with a grade of C or higher)

Visual Literacy

Select one of the following:

- THTR-T 228 Design for the Theatre
 Select from approved course list, page 37

Quantitative Reasoning

Select from approved course list, page 37
 (mathematics Level 6 equivalency or above)

Information Literacy

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

Computer Literacy

Select from approved course list, page 37

COMMON CORE COURSES (12 CR.)

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

The Natural World

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

- THTR-T 190 Literary and Intellectual Traditions
 VT: The Structure and Analysis of Drama

Select from approved course list, page 38

Art, Aesthetics, and Creativity

Select from THTR-A 190 or A 399 offerings, page 38



CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

Select from approved course list, pages 38-39

Diversity in United States Society

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from THTR-D offerings, page 40

ADDITIONAL REQUIREMENTS (9 CR.)

HIST-H	113	History of Western Civilization 1
HIST-H	114	History of Western Civilization 2

Select one of the following:

THTR-T	327	Period Styles
THTR-T	434	Historic Costumes for the Stage

ELECTIVES (1-2 CR.)**MAJOR REQUIREMENTS (81-82 CR.)****Theatre Core (34 cr.)**

THTR-T	120	Acting I: Fundamentals of Acting
THTR-T	225	Stagecraft 1
THTR-T	228	Design for the Theatre
THTR-T	230	Costume Design and Technology I
THTR-T	335	Stage Lighting Design
THTR-T	340	Directing I: Fundamentals of Directing
THTR-T	349	Theatre Practicum (1 cr.) (three semesters; freshmen are not permitted to enroll)
THTR-T	405	Stage Management
THTR-T	470	History of the Theatre 1
THTR-T	471	History of the Theatre 2
THTR-T	483	Topics in Theatre and Drama
THTR-T	485	Capstone Project (1 cr.)

CONCENTRATION REQUIREMENTS (44-45 CR.)**Performance (44 cr.)**

THTR-D	120	Ballet I (2 cr.)
THTR-D	220	Ballet II (2 cr.)
THTR-T	220	Acting II: Scene Study
THTR-T	223	Vocal and Physical Preparation I
THTR-T	224	Vocal and Physical Preparation II
THTR-T	290	History and Design of Stage Makeup
THTR-T	300	Musical Theatre Workshop
THTR-T	320	Acting III: Shakespeare
THTR-T	392	Theatre Internship
THTR-T	420	Acting IV: Realism
THTR-T	423	Acting V: Period Comedy
THTR-T	431	On-Camera Techniques
THTR-T	442	Directing II: Advanced Directing

Select one of the following options:

Option 1

MUS-V	211	Singing for Actors I (2 cr.)
MUS-V	212	Singing for Actors II (2 cr.)

Option 2

MUS-V	100	Voice Elective/Secondary (4 cr.)
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Design/Technical (45 cr.)

FINA-F	100	Fundamental Studio–Drawing
THTR-T	290	History and Design of Stage Makeup
THTR-T	326	Introduction to Scenic Design
THTR-T	392	Theatre Internship
THTR-T	427	Design Studio (four semesters; junior standing required)
THTR-T	433	Costume Design II
THTR-T	438	Advanced Stage Lighting Design

SPECIALTY REQUIREMENTS (15 CR.)

Students must also select a specialty and complete 15 credit hours within that specialty:

Costume Design

THTR-T	327	Period Styles
THTR-T	330	Rendering
THTR-T	332	Scene Painting
THTR-T	430	Costume Technology II
THTR-T	434	Historic Costumes for the Stage

Scene Design

THTR-T	327	Period Styles
THTR-T	330	Rendering
THTR-T	332	Scene Painting
THTR-T	434	Historic Costumes for the Stage
THTR-T	439	Technical Drawing

Lighting Design

THTR-T	327	Period Styles
THTR-T	330	Rendering
THTR-T	332	Scene Painting
THTR-T	424	Stagecraft 2
THTR-T	439	Technical Drawing

Technical Design

THTR-T	327	Period Styles
THTR-T	332	Scene Painting
THTR-T	424	Stagecraft 2
THTR-T	439	Technical Drawing
THTR-T	490	Independent Study in Theatre and Drama

THEATRE UPPER-DIVISIONAL REVIEW

All students are considered pre-Bachelor of Arts or pre-Bachelor of Fine Arts students until they pass an upper-divisional review. Students are expected to complete this review at the earliest possible point in their academic careers. Once students complete between 50 and 60

credit hours, including at least five of the fundamental courses listed below, they are scheduled for their upper-divisional review:

THTR-T 120	Acting I: Fundamentals of Acting
THTR-T 190	Literary and Intellectual Traditions
VT:	The Structure and Analysis of Drama
THTR-T 225	Stagecraft 1
THTR-T 228	Design for the Theatre
THTR-T 230	Costume Design and Technology I

Students undertaking this review are expected to present either a portfolio of work (design/technology concentrations) representing their achievements, or a prepared audition (performance concentration). Faculty expect students to present their work in good condition and in a manner that expresses their personal development, course of study, or academic goals. Also, students are expected to make a brief opening statement outlining their achievements so far and goals for the future, as well as to address any faculty questions. In addition, the faculty expects that students attain a minimum GPA of 2.0 in all courses taken, and a minimum 2.5 GPA in courses in the theatre.

At the conclusion of the review, the faculty may choose to accept a student into the Bachelor of Arts or Bachelor of Fine Arts degree programs with or without provisions outlined by the faculty. The faculty may also decide to rehear students if work in some areas requires improvement. In certain cases, the faculty may decline to accept a student into the Bachelor of Arts or Bachelor of Fine Arts degree programs, if the quality of either their classroom or production work is deemed insufficient. A student may attempt to pass upper-divisional review only two times. Failure to attend a scheduled review counts as one attempt.

MINOR IN DANCE (18 CR.)

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

THTR-D 120	Ballet I (2 cr.)
THTR-D 115	Modern Dance I (2 cr.)
THTR-D 205	Choreography
THTR-D 300	Dance History: An American Perspective

Dance electives (8 cr.)

Successful participation in major season productions, as directed by the area coordinator of theatre and dance

MINOR IN THEATRE (15 CR.)

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

THTR-A 190	Art, Aesthetics, and Creativity
THTR-T 120	Acting I: Fundamentals of Acting
THTR-T 225	Stagecraft 1

Theatre electives (6 cr.)

Successful participation in major season productions, as directed by the area coordinator of theatre and dance

VISUAL ARTS

Professor: **Meyer**

Associate Professors: **Larkin, S. Moore, Natella, M. Nilsen**

Assistant Professors: **Monsma, Rusnock**

Faculty Emeriti: **Droege, Langeland, Zisla**

Area Coordinator: **J.R. Colborn**

The Visual Arts Program offers students the choice of two degrees; a Bachelor of Arts (B.A.) and a Bachelor of Fine Arts (B.F.A.). These degrees are built on a fundamental core of courses in drawing, two- and three-dimensional design, and art history. Areas of advanced study include painting, drawing, sculpture, ceramics, printmaking, photography, and the history of art. Students have the opportunity to pursue areas of individual interests through an interdisciplinary course of study. Courses outside of the student's area of concentration fulfill elective requirements. Whether a student takes a single course or chooses to follow one of the degree programs described below, the study of the visual arts offers the opportunity to observe and analyze the world around us and express our intellectual, emotional, and physical relationships to it.

TRANSFER STUDENTS

Transfer students with studio credit from their previous institutions must submit portfolios for faculty evaluation. Separate portfolios that contain work representative of the course work for transfer must be submitted for each area of study. Students must submit work by the middle of their first semester. Transfer students who do not submit a portfolio do not receive credit for their previous course work.

BACHELOR OF ARTS IN FINE ARTS (122 CR.)

The Bachelor of Arts (B.A.) degree offers students a wide range of options, permitting them to combine their study in the visual arts with a well-rounded general education. Graduates of this degree program develop skills in three or more studio areas of their choice as well as a broad familiarity with the basic principles of several academic disciplines in the sciences, humanities, and social sciences.

CAMPUSWIDE GENERAL EDUCATION

For a more detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses, see pages 35-40 in this publication.

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

CAMPUSWIDE CURRICULUM (39 CR.)

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

FUNDAMENTAL LITERACIES (19 CR.)**Writing**

ENG-W 131 Elementary Composition 1 (with a grade of C or higher)

Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S 121 Public Speaking (with a grade of C or higher)

Visual Literacy

FINA-A 109 Ways of Seeing: Visual Literacy

Quantitative Reasoning

Select one of the following:

MATH-M 111 Mathematics in the World

Other approved mathematics course, page 37

Information Literacy

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

Computer Literacy

FINA-P 273 Computer Art and Design I

COMMON CORE COURSES (12 CR.)

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

**The Natural World**

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

Select from approved course list, page 38

Art, Aesthetics, and Creativity

Select from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

Select from approved course list, pages 38-39

Diversity in United States Society

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

ADDITIONAL REQUIREMENTS (20 CR.)**World Languages (6 cr.)**

Select two courses in one world language (Chinese, French, German, Japanese, or Spanish)

Natural Science (5 cr.)

Select from life sciences, chemistry, physics (must include a laboratory)

Social Science (3 cr.)

Select from anthropology, economics, geography, political science, psychology, or sociology

Arts Outside of Major (6 cr.)

Select two courses from communication arts, graphics, music, new media, or theatre

ELECTIVES (15 CR.)

Three courses must be at the 300- or 400-level.

FINE ARTS CORE REQUIREMENTS (48 CR.)**Foundation Level**

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

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

UPPER-LEVEL REQUIREMENTS (33 CR.)**Art History (9 cr.)**

Three courses must be at the 300- or 400-level.

Studio (24 cr.)

Select eight courses (at least 24 credit hours) above the 100-level. Three courses must be at the 300- or 400-level. These courses must be distributed among at least three different studio areas; 300-level courses may be taken twice for credit and some 400-level studio courses may be taken three times for credit. No more than 45 studio credit hours above the 100-level are counted toward graduation.

BACHELOR OF FINE ARTS (129 CR.)

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

CAMPUSWIDE GENERAL EDUCATION

For a more detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses, see pages 35-40 in this publication.

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

CAMPUSWIDE CURRICULUM (39 CR.)

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

FUNDAMENTAL LITERACIES (16 CR.)**Writing**

ENG-W 131 Elementary Composition 1 (with a grade of C or higher)

Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S 121 Public Speaking (with a grade of C or higher)

Visual Literacy

FINA-A 109 Ways of Seeing: Visual Literacy

Quantitative Reasoning

Select one of the following:

MATH-M 111 Mathematics in the World
Other approved mathematics course, page 37

Information Literacy

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

Computer Literacy

FINA-P 273 Computer Art and Design I (credit hours counted in concentration for foundation requirement)

COMMON CORE COURSES (9 CR.)

Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level. FINA-A 399 Art, Aesthetics, and Creativity taught by an art historian is counted in concentration for art history requirement.

The Natural World

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

Select from approved course list, page 38

Art, Aesthetics, and Creativity

Select one of the following:

FINA-A 190 Art, Aesthetics, and Creativity

FINA-A 399 Art, Aesthetics, and Creativity

CONTEMPORARY SOCIAL VALUES (5 CR.)

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

Non-Western Cultures

Requirement fulfilled by non-Western art history course

Diversity in United States Society

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

ADDITIONAL REQUIREMENTS (21 CR.)**World Languages (6 cr.)**

Select two courses in one world language (Chinese, French, German, Japanese, Spanish)

Upper-Level Electives (15 cr.)

Select five courses at the 300- or 400-level

CORE REQUIREMENTS (78 CR.)**Foundation Level (12 cr.)**

FINA-F 100 Fundamental Studio–Drawing

FINA-F 101 Fundamental Studio–3D

FINA-F 102 Fundamental Studio–2D

FINA-P 273 Computer Art and Design I

Art History/Foundation Level (6 cr.)

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

Survey Level (9 cr.)

Three 200-level courses, outside area of concentration

Upper-Level Concentration (39 cr.)

Thirteen studio courses in one area

Art History/Upper Level (9 cr.)

Three courses at the 300- or 400-level

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

Senior Level (3 cr.)

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

AREAS OF STUDY

Students in the Bachelor of Fine Arts degree program select, with the advice of the faculty, an area of primary concentration consisting of 39 credit hours at the time of their upper-divisional review (discussed below). It is possible for students to select an area of secondary concentration of 15 credit hours; or 18 credit hours for a minor.

DRAWING AND PAINTING (39 CR.)

The Drawing and Painting Program provides a thorough grounding in the development of technical skills and visual description. Students work within a range of traditional and contemporary approaches and are encouraged to find a personal voice in working with a variety of subject matter. The program is particularly strong in its emphasis on the figure. Different mediums are explored including pencil, charcoal, pen and ink, oil and pastel. The Bachelor of Fine Arts degree program allows students to expand their art-making experience by including classes from areas that include photography, printmaking, and sculpture. Students who wish to concentrate in drawing and painting should complete the following courses:

FINA-S	200	Drawing 1
FINA-S	230	Painting 1
FINA-S	301	Drawing 2
FINA-S	331	Painting 2
FINA-S	401	Drawing 3
FINA-S	403	Anatomy for the Artist
FINA-S	431	Painting 3

Select two of the following: (6 cr.)

FINA-S	343	Printmaking II Lithography
FINA-S	344	Printmaking II Silkscreen
FINA-S	371	Sculpture 2
FINA-S	392	Intermediate Photography

FINA-S	401	Drawing 3 (may take three times for credit)
FINA-S	402	Pastel Drawing
FINA-S	431	Painting 3 (may take three times for credit)
FINA-S	471	Sculpture 3
FINA-S	491	Advanced Photography 2
FINA-S	497	Independent Study in Studio Art

The following courses are to be taken in the last three semesters (9 credit hours of Bachelor of Fine Arts courses; 3 credit hours must be Bachelor of Fine Arts Drawing.)

FINA-S	405	Bachelor of Fine Arts Drawing
FINA-S	432	Bachelor of Fine Arts Painting

PHOTOGRAPHY (39 CR.)

Based on the tradition of fine art photography, this program stresses the formal and conceptual aspects of the medium as well as an aesthetic and cultural understanding of photography in an historical and contemporary context. Students will utilize digital, black and white, and alternative processes in photography. Students interested in graduate study, professional employment, or exploring the use of photography in their personal expression benefit from this program. Students are required to take FINA-A 477 History of Photography as one of the upper-level art history classes. Beginning fall 2012, all Bachelor of Fine Arts (B.F.A.) photography students will be required to purchase a DSLR camera.

The following courses comprise the B.F.A. concentration in photography:

FINA-S	291	Fundamentals of Photography
FINA-S	296	Fundamentals of Digital Photography (5 cr.)
FINA-S	300	Video Art
FINA-S	304	Digital Imaging
FINA-S	323	Intermediate Photoshop
FINA-S	392	Intermediate Photography
FINA-S	406	Artificial Lighting
FINA-S	407	Alternative Processes in Photography
FINA-S	423	Large Format Photography
FINA-S	492	Bachelor of Fine Arts Photography
FINA-S	495	Advanced Photo Systems

Select up to three additional upper-level art classes



PRINTMAKING (39 CR.)

The Printmaking Program recognizes that all individuals express their art in unique ways. The concentration requires that students become familiar with a set of core technologies, intaglio, silkscreen, lithography, papermaking, and book design. They are asked to specialize in one and encouraged to take additional upper-level course work in one other selected field; choosing from design, photography, or drawing. Bachelor of Fine Arts candidates produce work that synthesizes their areas of expertise.

FINA-S	200	Drawing 1
FINA-S	240	Basic Printmaking Media
FINA-S	291	Fundamentals of Photography
FINA-S	302	Printmaking II Book Arts
FINA-S	341	Printmaking II Intaglio
FINA-S	343	Printmaking II Lithography
FINA-S	344	Printmaking II Silkscreen
FINA-S	417	Hand Papermaking I
FINA-S	442	Bachelor of Fine Arts Printmaking (6 cr.)

JOUR-J 210 Visual Communication
Select any two 400-level printmaking courses

**SCULPTURE (39 CR.)**

In this program, students learn to work in many three-dimensional media including clay, ceramics, plaster, jewelry, wood, and stone. With a particular strength in casting, the program emphasizes extensive work in the finishing, patination, and presentation of bronze sculpture. The Bachelor of Fine Arts degree program is a perfect basis for moving on to an Master of Fine Arts degree program. The Bachelor of Fine Arts concentration in sculpture includes the following courses:

FINA-S	260	Ceramics 1
FINA-S	270	Sculpture 1
FINA-S	361	Ceramics 2
FINA-S	371	Sculpture 2 (may be taken two times for credit)
FINA-S	403	Anatomy for the Artist
FINA-S	471	Sculpture 3 (may be taken three times for credit)
FINA-S	472	Bachelor of Fine Arts Sculpture (may be taken four times for credit)

VISUAL ARTS UPPER-DIVISIONAL REVIEW

All students are considered pre-Bachelor of Arts or pre-Bachelor of Fine Arts students until they pass an upper-divisional review. No student may take any Bachelor of Fine Arts courses nor any 400-level studio courses before he or she successfully passes the upper-divisional review. Students are expected to complete this review at the earliest possible point in their academic careers. Once students complete between 50 and 60 credit hours, including at least five of the six fundamental courses listed below, they are scheduled for their upper-divisional review:

FINA-A	101	Ancient and Medieval Art
FINA-A	102	Renaissance Through Modern Art
FINA-F	100	Fundamental Studio—Drawing
FINA-F	101	Fundamental Studio—3D
FINA-F	102	Fundamental Studio—2D
FINA-P	273	Computer Art and Design I

Students undertaking this review are expected to present a portfolio of work representing their achievements in the studio. Students with transfer credit(s) must have submitted their portfolios prior to the upper-divisional review. This portfolio should show breadth (work in all the areas that a student has studied) and quality (a careful selection of the best work in the student's area of concentration). The faculty expects to see work that demonstrates ability and improvement. The faculty expect students to present their work in good condition and in a manner that expresses their personal development, course of study, or academic goals. Also, students are expected to make a brief, 3-5 minute, opening statement outlining their achievements so far and goals for the future, as well as to address any faculty questions. For Bachelor of Fine Arts students, this should include a statement of proposed concentration. In addition, the faculty expects that students attain a minimum GPA of 2.0 in all courses taken, and a minimum 2.5 GPA in courses in the visual arts.

At the conclusion of the review, the faculty may choose to accept a student into the B.A. or Bachelor of Fine Arts degree programs with or without provisions outlined by the faculty. The faculty may also decide to rehear students if work in some areas requires improvement. In certain cases, the faculty may decline to accept a student into the B.A. or Bachelor of Fine Arts degree programs, if the quality of either their classroom or studio work is deemed insufficient. A student may attempt to pass

upper-divisional review only two times. Each hearing counts as one attempt; failure to meet provisions within a specified time counts as one attempt. Failure to attend a scheduled review counts as one attempt.

MINOR IN ART HISTORY

The minor in art history is open to all IU South Bend students. Visual arts B.A. and Bachelor of Fine Arts students can meet minor requirements with only 3 additional credit hours beyond their art history requirements. Except where stated otherwise, 300-level courses have either FINA-A 101 Ancient and Medieval Art or FINA-A 102 Renaissance through Modern Art as prerequisites, 400-level courses have both FINA-A 101 Ancient and Medieval Art or FINA-A 102 Renaissance through Modern Art as prerequisites. Students are encouraged to plan their minor studies under the guidance of an art history faculty member.

The minor in art history consists of a total of 18 credit hours, distributed as follows:

Survey Courses (6 cr.)

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

Upper-Level Courses (12 cr.)

Four 300- or 400-level art history courses

MINOR IN FINE ARTS

The minor in visual arts is open only to non-visual arts majors.

Fundamental Courses (6 cr.)

Select two of the following:

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

Studio Courses (6 cr.)

300- or 400-level studio courses in one area

Art History Courses (6 cr.)

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

STUDIO MINORS

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

The following minors are open to all IU South Bend students, including visual arts majors.

DRAWING AND PAINTING (18 CR.)

Art History Courses (3 cr.)

Select one of the following:

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

Fundamental Courses (3 cr.)

FINA-F 100	Fundamental Studio–Drawing
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Studio Courses (12 cr.)

Select four of the following:

FINA-S 200	Drawing 1 (2-3 cr.)
FINA-S 230	Painting 1 (2-3 cr.)
FINA-S 301	Drawing 2 (2-3 cr.)
FINA-S 331	Painting 2 (2-3 cr.)

GRAPHIC DESIGN (18 CR.)

Art History Courses (3 cr.)

Select one course from the following:

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

Upper-Level Art History Courses (3 cr.)

FINA-A 470	Problems in Art History
FINA-A 470	Problems in Art History

Fundamentals Courses (6 cr.)

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

Studio Courses (6 cr.)

FINA-S 324	Page Layout and Design
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Select one course from the following:

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

PHOTOGRAPHY (18 CR.)

Art History Courses (3 cr.)

FINA-A 477	History of Photography (permission of instructor required for non-visual arts students)
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Fundamental Courses (3 cr.)

FINA-F 102	Fundamental Studio–2D
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Studio Courses (12 cr.)

FINA-S 296	Fundamentals of Digital Photography (5 cr.)
FINA-S 392	Intermediate Photography

Select two of the following:

FINA-A 190	Art, Aesthetics, and Creativity
VT:	Point and Shoot
FINA-S 300	Video Art
FINA-S 304	Digital Imaging
FINA-S 322	Color Photography
FINA-S 406	Artificial Lighting
FINA-S 407	Alternative Processes in Photography
FINA-S 423	Large Format Photography
FINA-S 495	Advanced Photo Systems

PRINTMAKING (18 CR.)

Art History Courses (3 cr.)

Select one of the following:

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

Select one of the following:

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

Studio Courses (12 cr.)

Select four of the following:

- FINA-S 240 Basic Printmaking Media
- FINA-S 302 Printmaking II Book Arts
- FINA-S 341 Printmaking II Intaglio
- FINA-S 343 Printmaking II Lithography
- FINA-S 344 Printmaking II Silkscreen
- FINA-S 417 Hand Papermaking I

SCULPTURE (18 CR.)

Art History Courses (3 cr.)

Select one of the following:

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

Fundamental Courses (3 cr.)

- FINA-F 102 Fundamental Studio–2D

Studio Courses (12 cr.)

- FINA-S 270 Sculpture 1
- FINA-S 371 Sculpture 2

Select two of the following:

- FINA-S 200 Drawing 1
- FINA-S 260 Ceramics 1
- FINA-S 361 Ceramics 2
- FINA-S 403 Anatomy for the Artist
- FINA-S 471 Sculpture 3



SCHOOL OF BUSINESS AND ECONOMICS

ROBERT H. DUCOFFE, DEAN

ADMINISTRATION BUILDING 204J // (574) 520-4346 // WWW.IUSB.EDU/~BUSE

Professors: **D. Agbetsiafa, Aghimien, T. Anderson, Ducoffe, Espahbodi, M. Fox, Kohli, M. Lee, Mehran, Sabbaghi, Saksena, Vollrath**

Associate Professors: **Chari, Fred, L. Hall, B. Kern, G. Kern, D. Singh, Vaidyanathan**

Assistant Professors: **Bindroo, Costea, David, Kenagy, Meisami, Mendez-Rodriguez, Pant, Pathak, Wu, Yin, Zhuang**

Lecturers: **M. Schroeder, Zarazee**

Faculty Emeriti: **Bartholomew, L. Blodgett, Harriman, Herschede, Joray, Knowles, Kochanowski, Naffziger, Norton, Peck, Swanda, Tawadros, Withy**

Associate Dean: **Sabbaghi**

Assistant Dean and Director of Graduate Studies: **Saksena**

Area Chairs: **D. Agbetsiafa, Aghimien, M. Fox, M. Lee, Mehran, Sabbaghi**

Director of the Bureau of Business and Economic Research: **D. Agbetsiafa**

Director of the Center for Economic Education: **D. Agbetsiafa**

Director of CTS Center for Experiential Education: **Zarazee**

Director of the M.S.-M.I.T. Program: **Vaidyanathan**

Director of the Institute for Applied Community Research: **L. Hall**

Director of Administrative and Student Services: **P. Agbetsiafa**

Academic Advisor: **Coleman**



MISSION STATEMENT

The School of Business and Economics at Indiana University South Bend offers high-quality, AACSB-accredited educational programs that provide business knowledge and develop skills that enable our diverse student body to succeed in a dynamic environment. We emphasize superior teaching and learning; greatly value scholarship, and engage in service to the wider community. As part of a state-assisted university, we serve as a professional resource committed to the economic development of our region. We strive for academic excellence through rigorous and relevant teaching; an intellectually active faculty engaged in research that contributes to discipline-based scholarship, to practice, and to learning and instruction; and through extensive involvement in public, professional, and university service.

To our students, we offer outstanding instruction by dedicated faculty and well-established, affordable Indiana University undergraduate and graduate programs that meet the highest academic standards. As part of a comprehensive university system, we serve a broad range of students including traditional, nontraditional, minority, and international students who seek to compete in a global business environment. To our faculty, we provide an intellectually stimulating environment that enhances teaching, research, and service. To employers, we develop well-educated graduates who contribute to and lead organizations in our region and beyond. To our community at large, we serve as a highly regarded educational and training resource for current and future leaders, as well as a widely respected, responsive, and continuing professional partner.

VISION STATEMENT

The School of Business and Economics at Indiana University South Bend aspires to be the best regional business school in the nation, recognized for academic excellence, and for contributing to the overall development of our region and our broader environment.

We will achieve this vision by:

- Providing rigorous and relevant programs that are intellectually grounded, innovative, integrative, technologically advanced, and global in perspective
- Preparing students for successful leadership roles
- Collaborating with stakeholders to align our teaching, scholarship, and service to the needs of the community
- Serving as a primary source for creating and applying business knowledge to promote regional economic development

GENERAL INFORMATION

ACCREDITATION

The IU South Bend School of Business and Economics measures its quality against the highest standard in business education: AACSB International—The Association to Advance Collegiate Schools of Business.

Established in 1916, AACSB International is the premier accrediting agency for bachelor's, master's, and doctoral degree programs in business administration and management. IU South Bend stands among only 22 percent of national collegiate business degree programs that have achieved the level of excellence necessary to earn AACSB International accreditation. IU South Bend's professional colleagues include AACSB International founders; the University of Chicago, the University of Pennsylvania, Northwestern University, and Yale University.

THE BUREAU OF BUSINESS AND ECONOMIC RESEARCH

The Bureau of Business and Economic Research (BBER) supports research activities of the School of Business and Economics and provides business and economic expertise to the public in the Michiana region, including government, business, and nonprofit organizations. The BBER maintains a database of local economic indicators, publishes a quarterly report on the local economy, conducts research on local and regional issues, and serves as a vital source of information on regional economic activity.

CTS CENTER FOR EXPERIENTIAL EDUCATION

The vision of the CTS Center for Experiential Education (CTS-CEE) is for every business student at IU South Bend to have an expanded portfolio of experiential learning opportunities during their studies and, in the process, engage the entire business student body, in both South Bend and Elkhart, in serving our community and

promoting the healthy growth of the Michiana economy. Field projects, internships, and faculty development are priorities of the CTS-CEE.

ENTREPRENEURSHIP PROGRAM

The School of Business and Economics maintains an active and high profile role with the small business sector of the economy. In addition to credit courses available to students pursuing business degrees, a symposia series is offered to the community; faculty and students also enjoy regular involvement with the Collegiate Management Assistance Program of the Small Business Development Center.

For over ten years, the School of Business and Economics has presented the Entrepreneurship Lecture Series. This series is sponsored by Lake City Bank. The speakers within this series showcase many of the area's premier business organizations and their chief executives. Each speaker delves into an aspect of entrepreneurship. Topics include: strategies, business plans, creating an organization, venture financing, and franchising. This series is part of the undergraduate course BUS-W 311 New Venture Creation and also is part of an Master of Business Administration (M.B.A.) seminar course.

The most recent development within the Entrepreneurship Program is the Entrepreneurship Competition sponsored by Kem Krest. This competition awards prize money to the most deserving entrepreneurial projects that business students undertake. The competition will also put aspiring entrepreneurs in touch with experts and sources of capital that may further help develop projects.

STUDENT ORGANIZATIONS

The faculty of the business and economics school recognize that student organizations contribute greatly to its programs. Some of these organizations are honorary in nature and facilitate recognition of outstanding performance. These organizations include Beta Gamma Sigma (the honorary business society), Omicron Delta Epsilon (the honorary economics society), and International Honor Society of the Financial Management Association (the honorary finance society). Organizations such as the Accounting Association, American Advertising Federation, American Marketing Association, Society for Human Resource Management, Economic Forum, Management Information Systems (MIS) Club, and Financial Management Association enable students to develop their interests in various fields through extracurricular programs.

BETA GAMMA SIGMA

Beta Gamma Sigma is the national honor society for business students. Membership in this organization is the highest scholastic honor that a business student can attain. Membership is restricted to students of high scholarship in institutions with degree programs accredited by AACSB International. To be eligible for membership, business majors of junior standing must have a cumulative grade point average of 3.8 or higher

and completion of a minimum of 70 credit hours with at least 45 credit hours at Indiana University; seniors must have a cumulative grade point average of 3.65 or higher and completion of at least 45 credit hours at Indiana University; and graduate students must have a cumulative grade point average of 3.75 and at least 27 graduate credit hours completed.

STUDENT AWARDS

The following awards are made to students in the School of Business and Economics:

- Excellence Award to one student in each of the major areas: accounting, advertising, banking, economics, finance, health care management, human resource management, international business, general business, marketing, management information systems, and small business and entrepreneurship
- Indiana Association of Certified Public Accountants, Inc. Award
- Wall Street Journal Award

GRADUATION WITH DISTINCTION

Honors for excellence in scholarship are awarded at Commencement to a limited number of students graduating with the degree Bachelor of Science in Business and Bachelor of Science in Economics. The number so honored will not exceed 10 percent of the graduating class in the school for that year. Graduates whose minimum grade point averages are 3.9 and who complete at least 60 credit hours at IU South Bend are graduated with highest distinction; those whose minimum grade point averages are 3.8 and who complete at least 60 credit hours at IU South Bend are graduated with high distinction; and those whose minimum grade point averages are 3.65 and who complete at least 60 credit hours at IU South Bend are graduated with distinction. Graduates receiving these honors have them so noted on their diplomas and in the Commencement program and are eligible to wear the cream and crimson fourragère at Commencement.

BACHELOR OF SCIENCE IN BUSINESS

The undergraduate degree programs provide opportunities for breadth of education as well as for a reasonable amount of specialization. As a member of AACSB International—The Association to Advance Collegiate Schools of Business, IU South Bend's School of Business and Economics subscribes to the principle that a significant portion of a student's academic program should center in general-education subjects.

The general-education aspects of the degree program are then complemented by study in the basic areas of business administration. The application of this principle ensures the planning of balanced study programs and, at the same time, enables a student with an interest in one or another professional area of business to specialize in that field.

In addition, all undergraduate study programs include courses that ensure the development of a basic understanding of the principles and practices involved in the management of business firms in the dynamic, social, and political environment of the world today.

Consideration is also given to basic trends of development that are likely to shape the patterns of the world in the years ahead. Beyond these basic requirements, students are given an opportunity to pursue studies in a general program or to select a major from a wide variety of subject areas.

Upon admission to senior standing, the student enjoys a number of privileges and opportunities. The range of elective courses is wider than at any other stage of the program. Special opportunities are provided for discussion and counseling with senior members of the faculty. Courses on this level assure widespread participation by students in the discussion and solution of cases, projects, and special problems drawn from the contemporary business scene. Also, seniors typically hold responsible offices in professional student organizations, affording them unusual extracurricular opportunities for development.

The course BUS-X 310 Business Career Planning and Placement prepares students for transition to the world of business and helps them locate and select employment opportunities that hold greatest promise for them.

The study program does not end with graduation. In recognition of the importance of continuing education beyond the classroom and after completion of formal courses, the school's faculty encourages all seniors to pursue a program of guided reading and general development following graduation.

Undergraduate students in the school may pursue curricula in:

- A general degree program
- Specialized subject-matter fields
- Combined programs based on selected courses in the school and in various other academic programs of the university



ADMISSION

Students eligible to apply for admission to the undergraduate degree program in the School of Business and Economics must:

- Have completed a minimum of 56 credit hours that count toward graduation on the college level either at IU South Bend or elsewhere (have completed their freshman and sophomore years)
- Have earned a minimum cumulative grade point average (CGPA) of 2.0 over all courses taken (averages are computed on the basis of all course enrollments in which grades A, B, C, D, and F were awarded; all WF and FN grades are counted as F in determining the grade point average)
- Have completed the following courses (or their equivalents) either at IU South Bend or elsewhere with a minimum grade point average of 2.0 (C) and a minimum grade of C in any of those courses marked with an asterisk (*)

BUS-A	201	Introduction to Financial Accounting*
BUS-A	202	Introduction to Managerial Accounting*
BUS-B	190	Human Behavior and Social Institutions*
VT:		Principles of Business Administration
BUS-K	201	The Computer in Business*
ECON-E	103	Introduction to Microeconomics*
ECON-E	104	Introduction to Macroeconomics*
ECON-E	270	Introduction to Statistical Theory in Economics and Business*
ENG-W	131	Elementary Composition 1*
ENG-W	232	Introduction to Business Writing*
MATH-M	118	Finite Mathematics*
MATH-M	119	Brief Survey of Calculus 1*
SPCH-S	121	Public Speaking
		Select from B 399 offerings, page 38

Select one of the following:

BUS-L	201	Legal Environment of Business*
BUS-L	203	Commercial Law I* ¹

ELIGIBILITY FOR ENROLLMENT IN BUSINESS AND ECONOMICS COURSES NUMBERED 301 AND ABOVE

Business and economics courses numbered 301 and above are offered only to students who meet one of the following criteria:

- Students officially certified to the School of Business and Economics as Bachelor of Science degree majors (provided the student has accomplished a minimum of 56 credit hours, junior-class standing)
- Students officially registered in the minor in business (provided the student has accomplished a minimum of 56 credit hours, junior-class standing)
- Students registered for other university programs that specifically require upper-division business

or economics courses (provided the student has accomplished a minimum of 56 credit hours, junior-class standing)

- Other students who have obtained specific permission from the School of Business and Economics (provided the student has accomplished a minimum of 56 credit hours, junior-class standing)

Freshmen, sophomores, and prebusiness students are not permitted to enroll in business and economics courses numbered 301 or above.

ENROLLMENT RESTRICTION

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

TRANSFER CREDIT POLICY

Students of approved colleges who transfer to undergraduate study in the School of Business and Economics must take the courses required in the freshman and sophomore years by the School of Business and Economics if they have not had equivalent courses in the school from which they transfer.

Courses taken at other institutions that appear similar in either title or objective to the 300- or 400-level (junior and senior) courses offered by the School of Business and Economics are transferred as undistributed electives and are not regarded as equivalent unless at least one of the following validation processes is performed:

- Completion of a course review with documented evaluation of the content, level, method of instruction, objectives, etc., used in the course(s) validated. The evaluation must be performed by an appropriate member of the school's faculty; or
- Successful completion of an examination based upon the material covered in that course.

At least one of the validation processes must be completed and documented before any administrative action can be taken to officially equate a transferred course with a course offered by the school.

The validation process can be completed prior to a student's certifying to the school; but no actual transfer course equivalency can be effected until after the student has officially certified to the school.

The validation process cannot take place prior to receipt of an official IU South Bend credit transfer report or if the student is registered in a course offered by another institution.

Courses in advanced business subjects (not open to freshmen and sophomores) which have been taken at other institutions in the freshman and sophomore years, are not accepted as equivalents of the courses offered

VT: = Variable title

* Grade of C (C- does not count) or higher is required for each course.

¹ Accounting majors should take BUS-L 203 in lieu of BUS-L 201

at Indiana University unless the student passes special examinations of the School of Business and Economics in such subjects. Additionally, courses in advanced business subjects (not open to freshmen and sophomores) which have been taken at two-year institutions, are not accepted as equivalents of the courses offered at IU South Bend.

Credit hours earned through junior and community colleges are limited to a maximum of 60 credit hours.

Only credit hours earned at Indiana University count toward a student's grade point average. Grades from other universities transfer as credit only, although transfer grades appear on the credit transfer report. The school accepts transfer students as late as the senior year.

STUDENT'S RESPONSIBILITY

All colleges establish certain academic requirements that must be met before a degree is granted. Advisors, directors, and deans always help a student meet these requirements; but each student is individually responsible for fulfilling them. If requirements are not satisfied, the degree is withheld pending adequate fulfillment. For this reason, it is important for each student to be well acquainted with all requirements described in this publication.

CREDIT HOUR REQUIREMENTS

The minimum number of credit hours required for the bachelor's degree is 123 credit hours in courses meeting the various requirements stated in this publication. Of these, at least 48 credit hours shall be in business and economics courses, and at least 53 credit hours shall be in courses other than business and economics.

PASS/FAIL OPTION

Business students may elect to take one course each semester with a grade of P (Pass) or F (Fail), with a maximum of two such courses each school year, including summer sessions. The election of this option must be exercised by the student within the first three weeks of the semester. Limitations on use of the Pass/Fail policy are as follows: business students may not take any business course Pass/Fail. Also, the Pass/Fail option cannot be used for courses that satisfy the campuswide general-education requirements. The option can be used for courses that are pure electives taken outside the School of Business and Economics. A grade of P is not counted in the cumulative grade point average, but a grade of F is included. A grade of P cannot be changed subsequently to a grade of A, B, C, or D.

CORRESPONDENCE STUDY

Business, economics, and speech courses may not be taken by correspondence to count toward degree requirements. All students wishing to apply credit from correspondence study toward a degree must secure the advisor's signature on the enrollment application before submitting it to the correspondence study program. Any exceptions to the above policy must have the approval of the dean.

REPEATING A COURSE LIMITATION POLICY

Business majors are not permitted to retake a course in which they have received a grade of B– (2.7) or higher. Independent study courses and all other courses that allow students to obtain additional credit by retaking the same course number are exceptions, as would any other extraordinary situations.

All business majors are restricted to three attempts to complete a credit course. Viable exceptions may be accepted by petitioning the school. The word *attempts* is intended to mean a transcript record of W, F, FN, or a completed course letter grade. In particular, WX is excluded (dropping a class within the first week).

REPEATING A FAILED COURSE

The School of Business and Economics, for its own internal purposes (e.g., admission, probation, graduation, etc.), calculates grade point averages where a failed course is involved using both the original grade of F and the makeup grade. This policy applies to all courses taken by undergraduate students admitted to the school.

GENERAL SCHOLARSHIP RULE

Any student who does not possess the necessary preliminary training, or who lacks other qualifications, may be required by the Committee on Admission and Probation to enroll in such courses as the committee may designate or to take such other corrective action as is necessary or desirable. The committee may review a student's record at any time and take whatever action seems necessary for the student's best interests or for the best interests of the school.

GRADE REQUIREMENTS

To graduate with an undergraduate degree from the School of Business and Economics, students must attain a minimum grade point average (GPA) of 2.0 (C) in all business and economics courses, earn a minimum grade of C in each course in their concentration and basic administration core requirements (a grade of C– does not satisfy this requirement), and a minimum cumulative grade point average of 2.0 (C). Transfer students admitted from other institutions with deficiencies in credit points are expected to overcome those deficiencies with Indiana University grades.

ENGLISH REQUIREMENT

Students must demonstrate their ability to use correct, clear, effective English. The student must satisfy this requirement by completing ENG-W 131 Elementary Composition 1 and ENG-W 232 Introduction to Business Writing, or equivalent transfer credit, with a minimum grade of C (a grade of C– does not satisfy this requirement). Students whose records indicate serious writing deficiencies are required to enroll in ENG-W 31 Pre-Composition and ENG-W 130 Principles of Composition, which are specially designed for their needs.

DISMISSAL AND READMISSION

The Committee on Admission, Probation, and Withdrawal has the authority to order dismissal and to entertain applications for readmission, according to university regulations as carried out in the Academic Regulations and Policies section of this publication.

PHYSICAL EDUCATION COURSES

Students may select a maximum of 4 credit hours of special elective Health, Physical Education, and Recreation (HPER) courses. Physical education courses carry regular credit and count as general-education electives (students cannot enroll in the same course twice and receive credit). Grades earned in these courses are not included in the student's cumulative grade point average.

CAREER SERVICES

All undergraduate students are urged to register with the Office of Career Services. BUS-X 310 Business Career Planning and Placement should be completed satisfactorily during the junior year. Information about employment in specific career fields is available in the Office of Career Services.

SPECIAL CREDIT EXAMINATIONS

The School of Business and Economics does not accept transfer of credit from other institutions for business courses if the credit was awarded on the basis of self-acquired competency. For nonbusiness courses, the school accepts course-specific credit awarded on the basis of self-acquired competency by other degree-granting divisions/schools of Indiana University and by other institutions accredited by the North Central Association of Colleges or comparable regional associations.

The school does not accept general (non-course-specific) self-acquired competency credit awarded by other divisions/schools of Indiana University or by other institutions.

CONCENTRATION DECLARATION

Students declare a concentration once they are admitted to the upper-level business program and are expected to meet the requirements for that concentration beginning that semester. Any student who has not selected a specific concentration is classified as a general business major and is expected to follow the program of that concentration.

SENIOR RESIDENCE REQUIREMENT

The senior year (the last 30 credit hours) must be completed at Indiana University. Students are certified for graduation by the Indiana University campus on which they complete the last two semesters (30 or more credit hours). In addition, at least 50 percent of all business course credit hours must be taken at IU South Bend. Permission to take credit during the senior year at

another institution, or by correspondence study courses, may be procured to a maximum of 6 credit hours by petitioning the dean.

APPLICATION FOR DEGREE

Candidates for the Bachelor of Science in Business or Bachelor of Science in Economics must file a degree application by March 1 if they are graduating in December or by October 1 if they are graduating in May or August. Degree application forms are available at the school's undergraduate office. Unless the application has been completed and submitted to the school, the student's academic records will not be audited for degree certification. Without this audit, the student cannot be recommended for the conferral of the degree.

CREDIT DEADLINE

All credit of candidates for degrees, except for the work of the current semester, must be on record at least one month prior to the conferral of degrees. All I (Incomplete) and R (Deferred) grades must be removed before a student can be certified for a degree.

COMPREHENSIVE EXAMINATION REQUIREMENT

Each business student, as a condition for graduation, must pass a comprehensive examination during their senior year. Graduating seniors are notified in advance of their scheduled examination date.

STATUTE OF LIMITATIONS

Student candidates for the degree Bachelor of Science in Business and Bachelor of Science in Economics have the right to complete degree requirements specified by the IU South Bend Bulletin in effect at the time they matriculate at Indiana University, provided that:

- The necessary courses are available, and
- No more than eight calendar years have elapsed since matriculation.

In the event that courses are not available or more than eight years have elapsed, students must apply to the dean to update their degree programs to the IU South Bend Bulletin currently in effect.

REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE

The School of Business and Economics offers to holders of a bachelor's degree in schools other than business, a second bachelor's degree in business.

The candidate is exempt from any of those requirements already fulfilled in acquiring the first bachelor's degree. Students must meet the certification and degree requirements specified in the IU South Bend Bulletin at the time they are admitted for the second degree.

Normally the holder of a bachelor's degree who wishes to pursue further education is encouraged to become qualified for admission to graduate study. In certain cases, a student may be admitted to candidacy for a second bachelor's degree. When such admission is granted, candidates must earn at least 30 additional

credit hours in residence and meet the requirements of the School of Business and Economics and of the concentration in which they are candidates. Students awarded the Bachelor of Science in Business at IU South Bend may register as special students to meet the requirements of another concentration, but cannot be certified for the degree a second time.

The School of Business and Economics reserves the right to specify any additional course requirements or repetition of previously taken courses in order to ensure that a student's second Bachelor of Science or second area of concentration is compatible with the school's current academic objectives.



DEGREE REQUIREMENTS

The 123 credit hour undergraduate curricula for students majoring in business administration consists essentially of three parts: the campuswide general-education core, the basic business administration core, and the professional courses for a specific concentration.

The following is a list of the courses and credit hours that all undergraduate curricula require. In certain curricula concentrations, specific campuswide general-education courses are required within the seven groups of courses listed. Students must attain a grade of not less than a C in any of those courses marked with an asterisk (*).

CAMPUSWIDE GENERAL EDUCATION

For a more detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses, see pages 35-40 in this publication.

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

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

FUNDAMENTAL LITERACIES (25 CR.)

Writing (6 cr.)

ENG-W 131	Elementary Composition 1*
ENG-W 232	Introduction to Business Writing*

Critical Thinking (3 cr.)

Select one of the following:

PHIL-P 105	Thinking and Reasoning
PHIL-P 110	Introduction to Philosophy
PHIL-P 150	Elementary Logic
	Other Critical Thinking course

Oral Communication (3 cr.)

SPCH-S 121	Public Speaking
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Visual Literacy (3 cr.)

Select from approved course list, page 37

Quantitative Reasoning (6 cr.)

MATH-M 118	Finite Mathematics*
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Select one of the following:

MATH-M 119	Brief Survey of Calculus 1*
MATH-M 215	Calculus I (5 cr.)*

Information Literacy

COAS-Q 110	Introduction to Information Literacy (1 cr.)
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Computer Literacy (3 cr.)

BUS-K 201	The Computer in Business*
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Recommend CSCI-A 106 Introduction to Computing/
CSCI-A 107 Advanced Microcomputing prior to BUS-K 201 for students with limited computer skills.

COMMON CORE COURSES (15 CR.)

Students must complete courses from each of the following four areas, as designated in the Schedule of Classes.

The Natural World (3 cr.)

Select N 190 from approved course list, page 38

Human Behavior and Social Institutions (6 cr.)

BUS-B 190	Human Behavior and Social Institutions*
VT:	Principles of Business Administration

Select from B 399 offerings, page 38

Literary and Intellectual Traditions (3 cr.)

Select T 190 from approved course list, page 38

Art, Aesthetics, and Creativity (3 cr.)

Select A 190 from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures (3 cr.)

Select from approved course list, pages 38-39

Diversity in United States Society (3 cr.)

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

ADDITIONAL REQUIREMENTS (8 CR.)

Additional elective courses chosen throughout the university excluding business, economics, technical, and general studies courses; world language courses are highly recommended. (Accounting majors need only to select 5 credit hours of electives and take SPCH-S 223 Business and Professional Communication.)

BASIC BUSINESS ADMINISTRATION CORE COURSES

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

Freshman Year

BUS-B	190	Human Behavior and Social Institutions*
	VT:	Principles of Business Administration
ECON-E	103	Introduction to Microeconomics*
ECON-E	104	Introduction to Macroeconomics*

Sophomore Year

BUS-A	201	Introduction to Financial Accounting*
BUS-A	202	Introduction to Managerial Accounting*
BUS-L	201	Legal Environment of Business* ¹
ECON-E	270	Introduction to Statistical Theory in Economics and Business*

Junior Year

BUS-D	300	International Business Administration*
BUS-F	301	Financial Management*
BUS-K	321	Management of Information Technology*
BUS-M	301	Introduction to Management Marketing*
BUS-P	301	Operations Management*
BUS-X	310	Business Career Planning and Placement* (1 cr.)
BUS-Z	302	Managing and Behavior in Organizations*

Senior Year

BUS-J	401	Administrative Policy*
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BUSINESS CONCENTRATIONS

In addition to fulfilling the campuswide general-education requirements and the basic business administration core requirements previously listed, students must select one or more of the following business concentrations:

Accounting	Human Resource Management
Advertising	International Business
Banking	Management Information Systems
Finance	Marketing
General Business	Small Business and Entrepreneurship
Health Care Management	

ACCOUNTING

The accounting curriculum prepares students for positions as accountants, auditors, controllers, income tax accountants, financial statement analysts, cost accountants, budget officers, and governmental or institutional accountants. In addition, it equips the prospective business executive with a tool for intelligent analysis, prediction, decision making, and control.

The accounting curriculum also provides excellent background for the student planning to pursue graduate work in business administration or law.

Accounting graduates who meet requirements of the State Board of Certified Accountants of Indiana are eligible to sit for the Uniform Certified Public Accountant's (CPA) Examination in Indiana. Those who wish to engage in public accounting practice should familiarize themselves with the rules and regulations issued by:

Indiana Professional Licensing Agency
Attention: Indiana Board of Accountancy
302 W. Washington Street
Indianapolis, Indiana 46204

Students planning to practice outside Indiana should consult the CPA board of their state of residence.

CONCENTRATION REQUIREMENTS

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

Junior and Senior Years

BUS-A	311	Intermediate Accounting I
BUS-A	312	Intermediate Accounting II
BUS-A	325	Cost Accounting
BUS-A	328	Introduction to Taxation
BUS-A	337	Accounting Information Systems
BUS-A	424	Auditing and Assurance Services
SPCH-S	223	Business and Professional Communication

Select two of the following:

BUS-A	335	Accounting for Government and Not-For-Profit Entities
BUS-A	339	Advanced Income Tax
BUS-A	425	Contemporary Accounting Theory

Select one of the following with an accounting focus:

BUS-F	302	Financial Decision Making
BUS-F	420	Equity and Fixed Income Investment
BUS-J	404	Business and Society
BUS-K	301	Enterprise Resource Planning
BUS-L	303	Commercial Law 2
BUS-W	311	New Venture Creation
BUS-X	481	Undergraduate Internship in Business and Economics
BUS-X	482	Undergraduate Field Project in Business and Economics

Students must attain a grade of not less than C in each course.

VT: = Variable title

* Accounting majors should take BUS-L203 in lieu of BUS-L 201.

ADVERTISING

The advertising curriculum provides an educational foundation for those preparing for careers in which advertising may play a major role. Such careers include work in the management of advertising; advertising sales; product management with those firms where strong emphasis is placed on advertising; or specialized areas of copy, layout, design, or production.

Employment in these careers may be with advertising departments of manufacturing, distributing, or retailing firms; with media, including television, radio, newspapers, magazines, direct mail, or the Internet; with advertising agencies; or with companies dealing in specialized aspects of advertising and sales promotion.

Because the advertising function in a business firm constitutes part of a total marketing program, the advertising curriculum provides, first of all, a base of general business and marketing studies. The capstone of this degree program is a modest degree of specialization in advertising courses.

CONCENTRATION REQUIREMENTS

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

Junior and Senior Years

BUS-M	303	Marketing Research
BUS-M	405	Consumer Behavior
BUS-M	415	Advertising and Promotion Management
BUS-M	418	Advertising Strategy

Select two of the following:

BUS-M	401	International Marketing
BUS-M	419	Retail Strategy
BUS-M	426	Sales Management
BUS-M	450	Marketing Strategy

Select one of the following:

ENG-W	203	Creative Writing
FINA-S	250	Graphic Design I
JOUR-C	200	Introduction to Mass Communications

Students must attain a grade of not less than C in each course.



Electives

Students following the advertising curriculum are urged to select additional courses in behavioral science and should select advanced general-education and advertising courses in consultation with their advisor. Electives in advertising include 400-level marketing courses.

BANKING

This degree program provides a solid financial background along with entrepreneurial skills to service this growing market. The need for specialized education arises from the increased competitiveness within the financial services industry. Many banks make tremendous efforts to serve not only the budding entrepreneur, but also those entrepreneurs successful in growing to new heights in sales and market expansion. Growing entrepreneurial businesses have significant funding needs. As is often the case with a growing business, there are insufficient internally generated cash flows to finance expansion. Firms can choose to go public, seek private equity, or turn to their banker to supply the funds needed to stoke future growth. Banks need skilled employees with the ability to recognize those entrepreneurial opportunities, who possess the depth of finance knowledge to evaluate the deal's potential, and who have the ability to close the sale. The program offers a wide variety of courses in finance, entrepreneurship, and sales management to ensure that graduates possess the skills necessary to be successful in this growing industry.

CONCENTRATION REQUIREMENTS

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

Junior and Senior Years

BUS-F	302	Financial Decision Making
BUS-F	345	Money, Banking, and Capital Markets
BUS-F	420	Equity and Fixed Income Investment
BUS-M	426	Sales Management
BUS-W	311	New Venture Creation

Select one of the following:

BUS-F	444	Applications in Financial Management
BUS-F	446	Bank and Financial Intermediation
BUS-F	494	International Finance

Select one of the following:

BUS-W	430	Organizations and Organizational Change
BUS-Z	440	Personnel-Human Resource Management

Students must attain a grade of not less than C in each course.

FINANCE

The ability to analyze a corporation's financial status, and to implement sound financial programs for raising capital and for choosing from among competing investment opportunities, is of the utmost importance to any business organization.

Students who graduate with a finance concentration are prepared for entry-level positions in finance. This includes positions in financial institutions such as commercial banks, savings and loans, credit unions, brokerage and investment banking firms, investment advisory organizations, insurance companies, mutual funds, and pension funds. In addition to opportunities in the financial services industry, extensive employment opportunities exist in the corporate sector as well as in government.

Courses on financial institutions, financial decision making, business financial management, investments, security analysis, and portfolio management enable students to acquire a depth of understanding in areas of particular interest.

The field of finance traditionally is divided into three subfields: financial markets and institutions, investments, and business financial management. Financial markets and institutions examine the ways in which financial intermediaries such as commercial banks, insurance companies, and pension funds facilitate the transfer of funds from savers/investors to demanders of funds who engage in the production and consumption of real economic goods and services.

Services provided by financial institutions include the evaluation and bearing of risk and the repackaging of funds in terms of maturity and size of investment. Also examined, on a macro basis, are the markets for financial securities created by corporations and financial intermediaries.

Typical questions would be what sectors of government and the economy are the foremost demanders of funds in different segments of the business cycle and, in aggregate, what proportion of corporate financing has been provided by debt over time.

Investments is the study of how individuals and institutions allocate funds to financial assets such as stocks, bonds, options and futures contracts and, to a lesser extent, real assets such as real estate and precious metals. Investments is itself divided into two areas: security analysis, concerned with the valuation of individual securities; and portfolio management, concerned with the selection of combinations of assets such that return is maximized given the level of risk that is borne.

Business financial management concentrates on the management of a firm's assets, both short-term working capital and longer-term capital projects, and on the financing of these assets. Financing considerations include the choice of capital structure (proportions of debt and equity used in the financing mix) and dividend policy.

CONCENTRATION REQUIREMENTS

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

Junior and Senior Years

BUS-F	302	Financial Decision Making
BUS-F	345	Money, Banking, and Capital Markets
BUS-F	420	Equity and Fixed Income Investment
BUS-F	444	Applications in Financial Management

Select three of the following:

BUS-A	311	Intermediate Accounting I
BUS-A	312	Intermediate Accounting II*
BUS-A	325	Cost Accounting*
BUS-F	423	Topics in Investment
BUS-F	446	Bank and Financial Intermediation
BUS-F	490	Independent Study in Finance
BUS-F	494	International Finance

Students must attain a grade of not less than C in each course.

MINOR IN FINANCE FOR BUSINESS MAJORS

Students pursuing a four-year degree may combine formal study in finance as they pursue a major concentration in one of the functional areas. Students who elect this program must notify their advisor before the end of their junior year.

REQUIREMENTS (12 CR.)

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

BUS-F	301	Financial Management
BUS-F	302	Financial Decision Making
BUS-F	345	Money, Banking, and Capital Markets
BUS-F	420	Equity and Fixed Income Investment

Students must attain a minimum cumulative grade point average of 2.0 (C) in all four of the courses taken for the minor, and not less than a C in each course. Note that these courses may not be taken by correspondence study nor independent study; they also may not be studied through an internship.

GENERAL BUSINESS

For students wishing to pursue a broad, general degree program, this curriculum provides a vehicle for organizing their studies. The integrating focus is the responsibility for administering the multiple operations of the business firm in a rapidly changing environment. Emphasis is on the process involved in setting goals for corporate effort, coordinating and controlling multiple programs, and regulating inputs and outputs with varied environments.

* Credit not given for both BUS-A 312 and BUS-A 325

Objectives at the undergraduate level are to provide a broad, liberal education as a base and to develop proficiency in understanding and solving interrelated business problems.

CONCENTRATION REQUIREMENTS

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

Junior and Senior Years

BUS-J	404	Business and Society
BUS-W	430	Organizations and Organizational Change
BUS-Z	440	Personnel-Human Resource Management

Select one of the following:

BUS-F	302	Financial Decision Making
BUS-F	420	Equity and Fixed Income Investment

Select one of the following:

BUS-L	303	Commercial Law 2
BUS-X	481	Undergraduate Internship in Business and Economics
BUS-X	482	Undergraduate Field Project in Business and Economics

Select one of the following:

BUS-M	303	Marketing Research
BUS-M	426	Sales Management

Select one of the following:

ECON-E	305	Money and Banking
ECON-E	321	Intermediate Microeconomic Theory
ECON-E	322	Intermediate Macroeconomic Theory

Students must attain a grade of not less than C in each course.

HEALTH CARE MANAGEMENT

This program prepares students to fill administrative positions in various types of health care organizations, such as group practice clinics, nursing care facilities, hospitals, and managed care organizations. It imparts the managerial and technical knowledge and skills needed by managers who will be responsible for applying their expertise to managing either small health care organizations or departmental units within larger institutions.

CONCENTRATION REQUIREMENTS

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

Junior and Senior Years

BUS-H	320	Systems of Health Care Delivery
BUS-H	352	Health Care Financial Management
BUS-H	354	Economics of Health Care

BUS-H	402	Hospital Organization and Management
BUS-H	411	Management of Long-term Care Facilities
BUS-Z	440	Personnel-Human Resource Management

Students must attain a grade of not less than C in each course.

HUMAN RESOURCE MANAGEMENT

The Human Resource (HR) Management Program is designed for students whose career objectives encompass the field of human resources. From its early beginnings as a staff function involving the maintenance of records and the administration of benefit programs, personnel administration has grown and expanded to encompass the total development and utilization of human resources in organizations. While company titles may vary from vice president of strategic human resources to vice president for organization planning and development, there are few firms of any size or consequence today that do not have a human resources specialist reporting directly to the company's highest level. This practice reflects the awareness that its human resources are an organization's greatest asset.

For this reason, the curriculum is designed to acquaint the student with modern human resources management in its broadest sense. Included are the traditional areas of HR administration and labor relations such as employment, management development, wage and salary administration, organization planning, and contract negotiations, as well as developments in the behavioral sciences and the implications for a complete human resources program.

The objectives at the undergraduate level are to provide the student with a broad spectrum of knowledge for career preparation in organizational leadership; to prepare the student for a career in modern, professional human resources management; and to encourage and develop interest in further study and research in the area of human resources development and utilization. An internship is required to allow the student to fully embody the role of a human resource professional.

CONCENTRATION REQUIREMENTS

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

Junior and Senior Years

BUS-Z	404	Effective Negotiations
BUS-Z	440	Personnel-Human Resource Management
BUS-Z	441	Wage and Salary Administration
VT:		Compensation and Benefits
BUS-Z	444	Personnel Research and Measurement
VT:		Selection and Development

Select one of the following:

BUS-J	404	Business and Society
BUS-W	430	Organizations and Organizational Change

Select one of the following:

BUS-X	481	Undergraduate Internship in Business and Economics
BUS-X	482	Undergraduate Field Project in Business and Economics

Students must attain a grade of not less than C in each course.

INTERNATIONAL BUSINESS

The international business concentration provides students with extensive backgrounds in international business issues such as finance, law, marketing, accounting, and economics. Students have numerous curriculum choices so may tailor their degree to their own area of emphasis. The faculty has designed the concentration to facilitate students wishing to double major in an existing business discipline and in international business. Students who concentrate in international business are also required to take international courses outside the school of business to help them develop an expertise in a particular geographic area or culture. This major provides business students with the kind of cultural grounding so significant to success in global business.

CONCENTRATION REQUIREMENTS

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

Junior and Senior Years

Select four of the following:

BUS-A	490	Independent Study in Accounting
BUS-F	494	International Finance
BUS-M	401	International Marketing
BUS-W	490	Independent Study in Business Administration
ECON-E	430	International Economics

Select two of the following:

BUS-A	325	Cost Accounting
BUS-A	337	Accounting Information Systems
BUS-F	302	Financial Decision Making
BUS-F	420	Equity and Fixed Income Investment
BUS-J	404	Business and Society
BUS-M	303	Marketing Research
BUS-M	415	Advertising and Promotion Management
BUS-S	307	Data Management
BUS-W	430	Organizations and Organizational Change
BUS-Z	440	Personnel-Human Resource Management

ECON-E	305	Money and Banking
ECON-E	321	Intermediate Microeconomic Theory
ECON-E	322	Intermediate Macroeconomic Theory

Select two of the following:

ANTH-E	397	Peoples and Cultures of the Middle East
BUS-W	490	Independent Study in Business Administration
HIST-B	361	Europe in the Twentieth Century I
HIST-B	362	Europe in the Twentieth Century II
POLS-Y	330	Central American Politics
POLS-Y	335	West European Politics
POLS-Y	337	Latin American Politics
POLS-Y	343	The Politics of International Development
POLS-Y	350	Politics of the European Union
POLS-Y	376	International Political Economy
SOC-S	362	World Societies and Cultures
WGS-W	301	International Perspectives on Women

Any other course with consent of advisor

Students must attain a grade of not less than C in each course.

MINOR IN INTERNATIONAL BUSINESS FOR BUSINESS MAJORS

Students pursuing a four-year degree in business may add a minor in international business as they pursue a major concentration in one of the functional areas. Students who elect this program must notify their advisor before the end of their junior year.

REQUIREMENTS (12 CR.)

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

BUS-D	300	International Business Administration
BUS-F	494	International Finance
BUS-M	401	International Marketing

Select one of the following:

ANTH-E	397	Peoples and Cultures of the Middle East
HIST-H	237	Traditional East Asian Civilization
HIST-B	361	Europe in the Twentieth Century I
HIST-B	362	Europe in the Twentieth Century II
HIST-G	369	Modern Japan
POLS-Y	330	Central American Politics
POLS-Y	335	West European Politics
POLS-Y	337	Latin American Politics
POLS-Y	343	The Politics of International Development
POLS-Y	350	Politics of the European Union
POLS-Y	376	International Political Economy

Although not a formal prerequisite, BUS-D 300 International Business Administration (which is a required course for all business students) is the foundation course for the study of international business and should be taken before BUS-F 494 International Finance and BUS-M 401 International Marketing.

Students must attain a minimum cumulative grade point average of 2.0 (C) in all four of the courses taken for the minor and not less than C in each course.

Note: These courses may not be taken by correspondence study or independent study; they also may not be studied through an internship.

MANAGEMENT INFORMATION SYSTEMS

The Management Information Systems (MIS) degree program prepares students to fill the role of an MIS professional and/or manager in organizations in the north central Indiana and southwestern Michigan region. It gives students the computer knowledge and technical skills needed by managers who will be responsible for applying computers and other information technology (IT) in businesses and not-for-profit organizations. This is a growing area, given the increasing need for employees who understand the complexities of information technology and can contribute to effective management of IT systems.

CONCENTRATION REQUIREMENTS

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

Junior and Senior Years

BUS-K	301	Enterprise Resource Planning
BUS-K	302	Introduction to Management Science
BUS-S	307	Data Management
BUS-S	310	Systems Analysis and Project Management
BUS-S	410	Systems Implementation
BUS-S	435	Advanced Topics in Computer Information Systems
CSCI-A	201	Introduction to Programming (4 cr.)
Select one of the following with a focus in MIS:		
BUS-X	481	Undergraduate Internship in Business and Economics
BUS-X	482	Undergraduate Field Project in Business and Economics
Any 300- or 400-level business, economics, or computer science course		

Students must attain a grade of not less than C in each course.

MINOR IN MANAGEMENT INFORMATION SYSTEMS FOR BUSINESS MAJORS

Students pursuing a four-year degree may combine formal study in MIS as they pursue a major concentration in one of the functional areas. Students who elect this program must notify their advisor before the end of their junior year.

REQUIREMENTS (12 CR.)

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

BUS-K	301	Enterprise Resource Planning
BUS-K	302	Introduction to Management Science
BUS-S	307	Data Management
BUS-S	435	Advanced Topics in Computer Information Systems

Students must attain a minimum cumulative grade point average of 2.0 (C) in all four of the courses taken for the minor and not less than a C grade in each course. Note that these courses may not be taken by correspondence study or independent study; they also may not be studied through an internship.

MARKETING

The study of marketing concerns itself with all those activities related to the movement of goods and services from the producer to consumers. It deals, for example, with customer behavior; the development of product offerings to meet consumer needs; pricing policies; the institutions and channels of distribution, including retailers and wholesalers; advertising; selling; sales promotion; research; and the management of marketing to provide for business a profitable and expanding operation.

The marketing curriculum endeavors to provide the business community with broadly trained people who can approach problems with a clear understanding both of marketing and of the interrelationships of marketing with other functions of the firm. Students planning careers in marketing research and information systems, advertising, retailing, or sales management normally major in marketing and then may pursue within the curriculum additional specialization in the area of their vocational interest.

CONCENTRATION REQUIREMENTS

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

Junior and Senior Years

BUS-M	303	Marketing Research
BUS-M	401	International Marketing
BUS-M	405	Consumer Behavior
BUS-M	450	Marketing Strategy

Select two of the following:

BUS-M	415	Advertising and Promotion Management
BUS-M	419	Retail Strategy
BUS-M	426	Sales Management

Students must attain a grade of not less than C in each course.

Electives

Marketing majors are urged to consider work in the behavioral sciences, economics, and quantitative areas. Electives in marketing include all 400-level marketing and advertising courses.

MINOR IN MARKETING FOR BUSINESS MAJORS

Students pursuing a four-year degree may combine formal study in marketing as they pursue a major concentration in one of the functional areas. Students who elect this program must notify their advisor before the end of their junior year.

REQUIREMENTS (12 CR.)

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

BUS-M	301	Introduction to Management Marketing
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Select one of the following:

BUS-M	401	International Marketing
BUS-M	405	Consumer Behavior
BUS-M	415	Advertising and Promotion Management

Select two of the following:

BUS-M	303	Marketing Research
BUS-M	418	Advertising Strategy
BUS-M	419	Retail Strategy
BUS-M	426	Sales Management
BUS-M	450	Marketing Strategy

Students must attain a minimum cumulative grade point average of 2.0 (C) in all the above courses and not less than a C in each course. Note that these courses may not be taken by correspondence study.

SMALL BUSINESS AND ENTREPRENEURSHIP

The concentration in small business and entrepreneurship prepares graduates to start and manage their own organizations. This concentration also prepares graduates for management positions in the many small businesses of the United States and, increasingly, of the entire global community. Over 90 percent of all businesses in the United States can be classified as small; and with downsizing, outsourcing, and reorganizing among larger companies, the percentage of small businesses is increasing. Future careers and jobs are with smaller organizations.

In addition to credit courses, the concentration in small business and entrepreneurship offers a speaker series to the local community and to students. Faculty and students participate in a variety of research projects that investigate issues of significance to the small business community. Students also enjoy regular involvement with north central Indiana's Small Business Development Center.

Curriculum requirements are similar to other concentrations offered in the School of Business and Economics with regard to general-education, prebusiness courses, and business courses.

CONCENTRATION REQUIREMENTS

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

Junior and Senior Years

BUS-M	303	Marketing Research
BUS-W	311	New Venture Creation
BUS-W	406	Venture Growth Management
BUS-W	408	Practicum In Small Business
BUS-Z	440	Personnel-Human Resource Management

Select one of the following:

BUS-M	405	Consumer Behavior
BUS-M	415	Advertising and Promotion Management
BUS-M	419	Retail Strategy
BUS-M	450	Marketing Strategy

Students must attain a grade of not less than C in each course.

OUTSIDE MINOR IN BUSINESS FOR NON-BUSINESS MAJORS

Students pursuing a four-year degree in non-business programs may combine formal study in business with their stated major by concurrently completing an outside minor in business. Students who select this program must notify their advisor and the School of Business and Economics advisor before the end of their junior year.

REQUIREMENTS (18 CR.)

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

BUS-A	201	Introduction to Financial Accounting
BUS-F	260	Personal Finance
BUS-L	201	Legal Environment of Business
BUS-W	100	Principles of Business Administration
ECON-E	103	Introduction to Microeconomics

Select one of the following courses (after completing required prerequisites):

BUS-F	301	Financial Management
BUS-J	404	Business and Society

BUS-M	301	Introduction to Management Marketing
BUS-P	301	Operations Management
BUS-Z	302	Managing and Behavior in Organizations

Students must attain a minimum cumulative grade point average of 2.0 (C) in all the above courses and not less than a C in each course. These courses cannot be taken by correspondence study.

Students who do not plan to complete the minor in business but who wish to supplement their major with a small number of business courses in a single business area—such as accounting, finance, marketing, or other specialized study—should select business and economics courses in consultation with an advisor from the School of Business and Economics.

OUTSIDE MINOR IN FINANCE FOR NON-BUSINESS MAJORS

Students pursuing a four-year degree in non-business programs may combine formal study in finance with their stated major by concurrently completing an outside minor in finance. Students who elect this program must notify their advisor and the School of Business and Economics advisor before the end of their junior year.

REQUIREMENTS (30 CR.)

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

Required Prerequisites

BUS-A	201	Introduction to Financial Accounting
BUS-K	201	The Computer in Business (or any other computer course)
ECON-E	104	Introduction to Macroeconomics
ECON-E	270	Introduction to Statistical Theory in Economics and Business (or any statistics course)
MATH-M	118	Finite Mathematics

Required Finance Courses

BUS-F	260	Personal Finance
BUS-F	301	Financial Management
BUS-F	302	Financial Decision Making
BUS-F	345	Money, Banking, and Capital Markets
BUS-F	420	Equity and Fixed Income Investment

For non-business majors, the BUS-F 301 Financial Management course requires prerequisites of the following courses:

BUS-A	201	Introduction to Financial Accounting
ECON-E	104	Introduction to Macroeconomics

ECON-E	270	Introduction to Statistical Theory in Economics and Business (or any statistics course)
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The BUS-F 301 Financial Management course is a prerequisite for the following courses:

BUS-F	302	Financial Decision Making
BUS-F	345	Money, Banking, and Capital Markets
BUS-F	420	Equity and Fixed Income Investment

Students must attain a minimum cumulative grade point average of 2.0 (C) in all the above ten courses and not less than a C in each course. These courses may not be taken by correspondence study or by independent study; they also may not be studied through an internship.

OUTSIDE MINOR IN MANAGEMENT INFORMATION SYSTEMS FOR NON-BUSINESS MAJORS

Students pursuing a four-year degree in non-business programs may combine formal study in MIS with their stated major by concurrently completing an outside minor in MIS. Students who elect this program must notify their advisor and the School of Business and Economics advisor before the end of their junior year.

REQUIREMENTS (30 CR.)

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

Prerequisites

BUS-A	201	Introduction to Financial Accounting
BUS-K	201	The Computer in Business
ECON-E	270	Introduction to Statistical Theory in Economics and Business
MATH-M	118	Finite Mathematics

Required Management Information Systems Courses

BUS-K	301	Enterprise Resource Planning
BUS-K	302	Introduction to Management Science
BUS-K	321	Management of Information Technology
BUS-P	301	Operations Management
BUS-S	307	Data Management
BUS-S	435	Advanced Topics in Computer Information Systems

Students must attain a minimum cumulative grade point average of 2.0 (C) in all the above 10 courses and not less than a C grade in each course. These courses cannot be taken by correspondence study or by independent study; they also may not be studied through an internship.

OUTSIDE MINOR IN MARKETING FOR NON-BUSINESS MAJORS

Students pursuing a four-year degree in non-business programs may combine formal study in marketing with their stated major by concurrently completing an outside minor in marketing. Students who elect this program must notify their advisor and the School of Business and Economics advisor before the end of their junior year.

REQUIREMENTS (24 CR.)

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

Required Prerequisites

BUS-K	201	The Computer in Business
BUS-L	201	Legal Environment of Business
ECON-E	103	Introduction to Microeconomics
MATH-M	118	Finite Mathematics

Required Marketing Courses

BUS-M	301	Introduction to Management Marketing
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Select one of the following:

BUS-M	401	International Marketing
BUS-M	405	Consumer Behavior
BUS-M	415	Advertising and Promotion Management

Select two of the following:

BUS-M	303	Marketing Research
BUS-M	418	Advertising Strategy
BUS-M	419	Retail Strategy
BUS-M	426	Sales Management
BUS-M	450	Marketing Strategy

Students must attain a minimum cumulative grade point average of 2.0 (C) in all the above courses and not less than a C in each course. Note that these courses may not be taken by correspondence study.

ECONOMICS

BACHELOR OF SCIENCE IN ECONOMICS

This 123 credit hour program is designed for the student who desires to gain an appreciation for how the economic system functions. The economics degree program provides an excellent foundation for the student who intends to work in business, government, or the nonprofit sector and for the student who wants to pursue graduate-level training in law, public administration, business administration, or other professional areas. Students must attain a grade of not less than a C in any of those courses marked with an asterisk (*).

CAMPUSWIDE GENERAL EDUCATION (33-39 CR.)

For a more detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses, see page 35-40 in this publication.

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

FUNDAMENTAL LITERACIES (32 CR.)

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

Writing (6 cr.)

ENG-W	131	Elementary Composition 1*
ENG-W	232	Introduction to Business Writing*

Critical Thinking (3 cr.)

Select one of the following:

PHIL-P	105	Thinking and Reasoning
PHIL-P	110	Introduction to Philosophy
PHIL-P	150	Elementary Logic
		Other Critical Thinking course

Oral Communication (3 cr.)

SPCH-S	121	Public Speaking
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Visual Literacy (3 cr.)

Select from approved course list, page 37

Quantitative Reasoning (13 cr.)

MATH-M	118	Finite Mathematics*
MATH-M	215	Calculus I (5 cr.)*
MATH-M	216	Calculus II (5 cr.)*

Information Literacy

COAS-Q	110	Introduction to Information Literacy (1 cr.)
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Computer Literacy (3 cr.)

BUS-K	201	The Computer in Business*
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Recommend CSCI-A 106 Introduction to Computing/
CSCI-A 107 Advanced Microcomputing prior to BUS-K 201 for students with limited computer skills.

COMMON CORE COURSES (15 CR.)

Students must complete courses from each of the following four areas, as designated in the Schedule of Classes.

The Natural World (3 cr.)

Select N 190 from approved course list, page 38

Human Behavior and Social Institutions (6 cr.)

Select from approved course list, page 38
Select B 190 and B 399

Literary and Intellectual Traditions (3 cr.)

Select T 190 from approved course list, page 38

* Grade of C (C- does not count) or higher is required for each course.

1 May take ECON-S 103 Introduction to Microeconomics-Honors instead

2 May take ECON-S 104 Introduction to Macroeconomics-Honors instead

Art, Aesthetics, and Creativity (3 cr.)

Select A 190 from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures (3 cr.)

Select from approved course list, pages 38-39

Diversity in United States Society (3 cr.)

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

GENERAL-EDUCATION (NON-BUSINESS AND ECONOMICS) ELECTIVES (10 CR.)

Consult with an advisor for recommended electives.

ECONOMICS MAJOR REQUIREMENTS (34 CR.)

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

ECON-E 103	Introduction to Microeconomics ¹
ECON-E 104	Introduction to Macroeconomics ²
ECON-E 270	Introduction to Statistical Theory in Economics and Business*
ECON-E 305	Money and Banking*
ECON-E 321	Intermediate Microeconomic Theory*
ECON-E 322	Intermediate Macroeconomic Theory*
ECON-E 430	International Economics*
ECON-E 470	Introduction to Econometrics*
ECON-E 490	Advanced Undergraduate Seminar in Economics (4 cr.)*

Select two of the following:

ECON-E 304	Survey of Labor Economics*
ECON-E 308	Survey of Public Finance*
ECON-E 344	Health Economics*
ECON-E 375	Introduction to Mathematical Economics*

BASIC BUSINESS REQUIREMENTS (18 CR.)

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

BUS-A 201	Introduction to Financial Accounting
BUS-L 201	Legal Environment of Business*
BUS-F 260	Personal Finance*
BUS-B 190	Introduction to Business Administration (must take in freshman or sophomore year)*

Select two of the following:

BUS-F 301	Financial Management*
BUS-J 404	Business and Society*
BUS-K 321	Management of Information Technology*
BUS-M 301	Introduction to Management Marketing*
BUS-P 301	Operations Management*
BUS-Z 302	Managing and Behavior in Organizations*

ELECTIVES (6 CR.)

Consult with an advisor for recommended electives.

MINOR IN ECONOMICS

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

Students majoring in business who wish to earn a minor in economics are expected to complete the following requirements:

- Register their intent with the School of Business and Economics.
- Meet with an economics advisor prior to each semester's registration.
- Earn a minimum grade of C in all economics courses that count toward the minor.
- Complete the following courses:

ECON-E 103	Introduction to Microeconomics
ECON-E 104	Introduction to Macroeconomics
ECON-E 321	Intermediate Microeconomic Theory
ECON-E 322	Intermediate Macroeconomic Theory

One additional economics course at the 300- or 400-level



SCHOOL OF EDUCATION

MICHAEL HORVATH, DEAN

GREENLAWN HALL 100 // (574) 520-4845 // WWW.EDUCATION.IUSB.EDU

Professors: **Freitas, Horvath, Isaacson, Mettetal, Reck**

Associate Professors: **Alexander, Chang, K. Clark, Cress, Heck, Holm, Lewandowski, Linton, Okrah, Sage, Shepherd, Skarbek, R.L. Smith, B. Spitzer**

Assistant Professors: **Bakerson, H. Davis, Larrier, B. Thomas, A. Watson, E. Williams**

Senior Lecturer: **D. Youngs**

Lecturers: **Bontrager, Bushong, Eggleston, Hadley, Mooney, Nash, Sprague**

Faculty Emeriti: **Bailey, Calvin, DuVall, L. James, Leggett, Parelius, Peterson, Sheridan, Urbach**

Director of Student Services/Certification Officer: **Atkins**

Graduate Academic Advisor: **Welch**

Undergraduate Academic Advisors: **Behrend, D. Sanders**

Director of Field and Clinical Practice: **Young**

Director of the Child Development Center: **Wilham-Countway**

Director of the Center for Global Education: **Okrah**

Administrative Operations Manager: **Ogden**



MISSION

The School of Education prepares professionals to be leaders in and beyond P-12 classrooms. In our initial programs, future teachers become classroom leaders who are competent, ethical, reflective, and ready to promote learning for a diverse student population. In our advanced programs, teachers, counselors, and principals build on these classroom leadership responsibilities to become advocates, decision makers, researchers, and partners in school and community settings.

Welcome to IU South Bend and the School of Education. We are happy that you have joined us as a new candidate (our term for a student in the School of Education). Our programs are designed to meet the licensing requirements of the Indiana Department of Education and to be completed in four years with summer course work. All of our programs require spending time during the day in school settings in area classrooms. Our culminating experience requires a full-time student teaching experience. Candidates' progress is monitored at three critical checkpoints during their programs. More information about these critical checkpoints is provided later in this section of the IU South Bend Bulletin.

ADMISSIONS POLICIES AND PROCEDURES

ADMISSION TO IU SOUTH BEND AND THE SCHOOL OF EDUCATION

Individuals must first be admitted to IU South Bend to be eligible to register for classes. To learn more about admission requirements at IU South Bend visit the admissions website at www.admissions.iusb.edu, or contact the Office of Admissions. For questions regarding undergraduate degree programs or campus visitations, contact the Office of Admissions at (574) 520-4839. If you have a disability and need assistance, special arrangements can be made to accommodate most needs; contact Disability Support Services at (574) 520-4832.

Freshmen who apply to the School of Education must plan to attend a new student orientation to obtain information about policies and procedures and specific classes. Candidates admitted after new student orientation must schedule an appointment to meet individually with an academic advisor. In addition to the requirements outlined by the candidate's advisor, all freshmen must complete EDUC-F 100 Introduction to Teaching during one of their first two semesters in the School of Education.

ADMISSION FROM OTHER SCHOOLS WITHIN INDIANA UNIVERSITY AS WELL AS OTHER EDUCATIONAL INSTITUTIONS

Candidates, other than freshmen, registered in any other academic program of Indiana University or another educational institution, may apply for permission to transfer to the School of Education provided they are in good standing, have a minimum average of C (2.0 on a 4.0 scale), and have made arrangements to complete the specific courses required by the School of Education. All candidates are assessed according to the Unit Assessment System at three critical checkpoints.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

As candidates approach the end of their education foundations courses and Checkpoint One, they must file a separate form for admission to the Teacher Education

Program (TEP). These forms will be distributed in EDUC-M 311 Methodology for Kindergarten/Elementary Teachers and EDUC-M 314 General Methods for Senior High–Junior High/Middle School Teachers by the Office of Education Student Services in Greenlawn Hall 120. In addition to the academic requirements described later in this section of the IU South Bend Bulletin, Checkpoint One assessments involve a review of various artifacts. These documents may be reviewed by faculty to determine if each candidate meets the standards necessary for admission into the Teacher Education Program.

EDUCATION STUDENT SERVICES

ACADEMIC ADVISING AND PROGRAM PLANNING

Academic advising is available from the Office of Education Student Services in Greenlawn Hall 120. Many advising options are available to education majors. Advisors meet with students during scheduled walk-in times to address small issues. Individual appointments may be made with advisors for an individual program review, group sessions are held as scheduled, and many materials are available at www.education.iusb.edu, the School of Education website. Candidates are strongly encouraged to meet with advisors frequently because degree programs are complex and subject to change. Entering candidates must attend a group or individual orientation session before they are allowed to register for classes. Candidates in another academic program who wish to seek teacher certification must meet with an advisor in Greenlawn.

LICENSING

Rules for Educator Preparation and Accountability (REPA) is Indiana's newest licensing system. REPA makes changes for how new educators will be prepared, and it also affects how currently licensed educators can renew, add to, and professionalize their license.

Students who complete all course work prior to and all other licensing requirements prior to August 31, 2013, will be licensed under the previous rules known as Rules 2002. Students who complete courses or any licensing requirements at any point after August 31, 2013, will be required to meet requirements under REPA. The earliest a license can be renewed is 60 days prior to the license expiring. An expired license can be renewed at any time.

Starting May 2, 2011 there will be a new online licensing system called "License Verification and Information System" (LVIS). Instructions for completing an online application and payment beginning May 2 will be posted on the state's website at www.doe.in.gov/educatorlicensing.

PLACEMENT

Complete placement files are an essential part of any successful job search. Candidates are advised to complete their placement file during their senior year so the file is available upon request at graduation.

Personnel in the Office of Education Student Services advise candidates concerning the subject area concentrations most in demand by employers and serve as contact persons for employers, candidates, and alumni seeking positions in education. There is no charge for compiling, registering, or updating credentials.

Interviews with employers are arranged at IU South Bend each spring. Local school corporations within a 60-mile radius are invited to interview with graduating seniors and certification students. IU South Bend candidates may also participate in interviews at the Bloomington campus with school corporations from all over the country.

The Office of Education Student Services posts listings of job vacancies on the job board. Candidates are also eligible to receive a weekly national listing compiled by the Bloomington campus. Candidates may be contracted by the office about vacancies. Education candidates are encouraged to seek placement information and service from the IU South Bend Office of Career Services, located in the Administration Building.

OFFICE OF FIELD EXPERIENCE AND CLINICAL PRACTICE

Candidates complete a variety of field and clinical experiences as part of their required courses. These experiences require candidates to spend time in a variety of settings that serve diverse students and students with exceptionalities. All placements are made by the director of field and clinical practice in consultation with area schools. The director's first priority is to obtain the best placements with master teachers. For some placements, candidates are given the opportunity to state preferences for placements although preferred locations cannot be guaranteed. Appointments can be made to meet with the director by visiting Greenlawn Hall 101.



BACHELOR OF SCIENCE IN EDUCATION ELEMENTARY EDUCATION

All degree programs in the School of Education are under revision. Students must meet with an academic advisor to determine current requirements.

PROGRAM REQUIREMENTS

The degree program has several distinct elements:

- A recommended sequence of general-education courses
- A professional education component

- Student teaching or other supervised practicum experience
- Students who will complete their student teaching in spring 2013 will also be required to have either a minor, concentration, or attain dual licensure

GENERAL EDUCATION

General education refers to courses and other experiences that lay the foundation for IU South Bend's Teacher Education Program. There is a focus on building skills in written and oral communication, information technology, inquiry, science, literature, quantitative reasoning, and both global and democratic perspectives.

The general-education requirements for elementary education and early childhood education define the strong generalist preparation that is imperative for elementary teachers at the primary and middle childhood levels.

Candidates are encouraged to complete a program of general education by enrolling in courses designated for education majors whenever they are available. In particular, candidates are urged to follow the general-education template for the first 30 credit hours of their degree program. The sequence has been planned to provide the strongest foundation in learning and to build the most powerful connections between the content of the individual courses.

PROFESSIONAL EDUCATION

The professional education component of the Teacher Education Program develops the knowledge, dispositions, and skills required for entry to the teaching profession. Some courses focus on knowledge, dispositions, and skills that underlie all teacher education regardless of the developmental focus. Other courses and field experiences focus on what it takes to promote effective teaching and learning at a particular developmental level or in a particular school setting. At IU South Bend, the professional education component (72 credit hours) is not a collection of isolated courses, but rather a carefully articulated program of study. Courses are taken in a prescribed order. Some must be taken in blocks, which is a sequence of course work.

STUDENT TEACHING

The 12 credit hours of student teaching and the accompanying integrated seminar represent the culminating experience in the Teacher Education Program. By assuming full responsibility for a class of students, candidates demonstrate their achievement of standards, and reflect both on student learning and on their own effectiveness as teachers.

At IU South Bend, most candidates are prepared to teach at two developmental levels and can expect to complete two separate student teaching assignments. Student teaching takes one full semester.

ELEMENTARY MINORS, CONCENTRATIONS, AND DUAL LICENSURE

Currently, students who will be licensed under the new REPA guidelines (spring 2013) will add either concentrations, a minor or prepare for dual licensure. Check with the Office of Education Student Services for upcoming information. Elementary education majors may also complete the requirements for licenses in English as a new language, mild interventions (special education), and preschool.

BACHELOR OF SCIENCE IN EDUCATION SECONDARY EDUCATION

The IU South Bend School of Education offers several degree programs in secondary education. Successful secondary education graduates are licensed in one or more content areas for grades 5-12. Each candidate's degree program is aligned with the developmental standards for both the middle school/junior high and high school levels as defined by the Indiana Professional Standards Board. Candidates may select one or more of the following content areas:

- English/language arts
- Mathematics
- Science (candidate selects one or more areas from the following: life science, Earth/space science, physical science, physics, or chemistry)
- Social studies (candidate selects three areas from the following six options: historical perspectives, government and citizenship, geographical perspectives, economics, psychology, and sociology)
- World languages (French, Spanish, or German)

Candidates may choose to add to any of the above content areas:

- English as a new language
- Special education—mild interventions

A license in any of the areas listed above requires the completion of specified general-education courses, professional education courses, and content area courses for a minimum total of 124 credit hours for the Bachelor of Science degree. Candidates are advised that there are very few elective courses in the secondary education degree programs and that early program selection and advising is important for timely graduation.

As of July 2010, programs in the School of Education leading to teacher licensure are undergoing extensive revision to conform to Indiana's new teacher licensure requirements known as Rules for Educator Preparation and Accountability (REPA). While these rules became effective in July 2010, students who complete all course work and all other licensing requirements prior to August 31, 2013, will be licensed under the previous rules known as Rules 2002. Students who complete courses or any licensing requirements at any point after August 31, 2013, will be required to meet requirements under REPA.

For specific courses and advising information, candidates must contact the Office of Education Student Services to speak with an undergraduate advisor. For general program information, candidates may also request to speak with the department head.

SPECIAL EDUCATION PROGRAM

All teacher education candidates seeking a teaching license in special education major in either elementary or secondary education and complete the requirements for licensure in their major area. Candidates also complete a series of courses for an additional license in mild interventions.

The special education course sequence is designed to prepare teacher education candidates to work with students with special needs who participate in the general-education curriculum and who require mild levels of support or mild interventions to be successful.

Teacher education candidates who complete the mild interventions license should be well prepared to work with a variety of students with special needs. This background, in combination with their elementary or secondary teaching credentials, will serve them well as they pursue future teaching opportunities.

A Bachelor of Science in Education with a major in special education is currently being revised and may be available for students interested in majoring in special education in the near future.

INDIANA LICENSE TYPES AND COVERAGE

IU South Bend's Teacher Education Program at both the graduate and undergraduate levels was developed to meet the license framework adopted by the state. The new framework established requirements not in terms of courses to be taken, but rather in terms of the standards that degree program graduates are expected to meet. The license framework addresses the principles set forth by the accrediting bodies for each degree program, and includes both content standards for different subjects and teaching areas, and developmental standards associated with particular educational grade levels;

- Preschool (P)
- Preschool-12 grade (P-12)
- Kindergarten-6 grade (K-6)
- 5-12 grades

IU South Bend offers degree programs leading to the following licenses:

Elementary

- Preparation to teach kindergarten through sixth grades utilizing developmental standards; early childhood and middle childhood
- Grade Levels: K-6
- Content standards: elementary, primary generalist and elementary, intermediate generalist

Secondary

- Preparation to teach grades 5-12
- Developmental standards: early adolescence/adolescent, young adult
- Grade Levels: 5-12
- Content standards: content area

Special Education: Mild Interventions

- Preparation to teach either preschool through sixth grades or middle school/junior high/high school
- Developmental standards: early childhood and middle childhood or early adolescent and young adult
- Grade Levels: P-12
- Content standards: teacher of students with exceptional needs

Preschool

- Preparation to teach preschool

English as a New Language

- Preparation to teach students learning English as a new language
- Grade level: K-6 or 5-12
- Content standards: English as a new language

Candidates who would like more information about IU South Bend's licensure programs contact the Office of Education Student Services located in Greenlawn Hall 120.

Fine Arts: Vocal and General Music or Fine Arts: Instrumental and General Music

Preparation to teach vocal and general music or instrumental and general music is through the Ernestine M. Raclin School of the Arts and the School of Education. Students must meet with advisors from both academic divisions during their program.

- Grade Levels: P-12
- Content standards: fine arts vocal and general music or fine arts instrumental and general music

Candidates who would like more information about IU South Bend's licensure programs should contact the Office of Education Student Services located in Greenlawn Hall 120.

SCHOOL OF EDUCATION POLICIES**E-MAIL COMMUNICATION**

Electronic mail (e-mail) is the official means of communication with candidates at IU South Bend. A candidate's failure to receive or read official university communications sent to the candidate's official e-mail address does not absolve the candidate from knowing and complying with the content of the official communication. It is recommended that candidates check e-mail messages at least once daily. The university provides a simple mechanism for candidates to forward e-mail from

the official university e-mail address to another e-mail address of the candidate's choice. However, candidates who choose to have e-mail forwarded to another e-mail address do so at their own risk.

REQUIRED GRADES AND GRADE POINT AVERAGE

In order to be a candidate in good standing at IU South Bend, candidates must earn a cumulative grade point average of 2.0. However, to be admitted into the Teacher Education Program candidates must have a cumulative grade point average of 2.75 and earn a C or higher in every required course. If a candidate earns a grade of C– or lower in a required course, the course must be retaken until a grade of C is earned. Candidates must also have a grade point average of 2.5 in their content courses. For example, if a candidate is earning a license in physics, the overall grade point average for all physics courses must be at least a 2.5.

PRAXIS® REQUIREMENTS**Required Praxis I® Scores**

Board approved licensing assessment changes for Praxis I® alternatives (effective May 10, 2011). For more information on these changes, visit the website at www.doe.in.gov/educatorlicensing.

Visit the Educational Testing Service (ETS) website at www.ets.org/praxis to view specific dates of the Praxis I® and registration deadlines. The registration deadline for the examination is usually four to five weeks in advance of the test. It can take up to six weeks for test results to be posted; candidates must plan ahead to meet deadlines.

Beginning May 2011, alternate assessments will be accepted in place of the Praxis I® scores listed below. Students should check with the Office of Education Student Services for information about other acceptable assessments.

Praxis I® Passing Scores

Mathematics	175 or above
Reading	176 or above
Writing	172 or above

The Praxis I® must be taken and passed before candidates may register for EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience and EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience.

Praxis II® Secondary Majors

Secondary majors must submit passing scores on Praxis II® examinations before they are allowed to pass Checkpoint Two and begin their student teaching experience.

Some of the required Praxis II® examinations and required cut scores will change as of September 1, 2011. Students should check with the Office of Education Student Services for information about other acceptable assessments and new cut scores.

PRAXIS II® SPECIALTY AREA EXAMINATION REQUIREMENTS

Chemistry Licensure

Chemistry: Content Knowledge (test code 0245)

Earth and Space Science Licensure

Earth and Space: Content Knowledge (test code 0571)

French Licensure

French: Content Knowledge (test code 0174)

German Licensure

German: Content Knowledge (test code 0183)

Language Arts Licensure

English Language, Literature, and Composition: Content Knowledge (test code 0041)

Life Science Licensure

Biology: Content Knowledge (test code 0235)

Math Licensure

Mathematics: Content Knowledge (test code 0061)

Physical Science Licensure

Physics: Content Knowledge (test code 0265) AND
Chemistry: Content Knowledge (test code 0245)

Physics Licensure

Physics: Content Knowledge (test code 0265)

Social Studies Licensure

Social Studies: Content Knowledge (test code 0081)

As of September 1, 2011 (must pass 3 of the following):

Psychology (test code 0390)

Sociology (test code 0950)

Economics (test code 0910)

Geography (test code 0920)

Government/Political Science (test code 0930)

World and United States History: Content Knowledge (0941)

Spanish Licensure

Spanish: Content Knowledge (test code 0195)

Praxis II®—Elementary and Mild Interventions

To complete requirements for Checkpoint Three and certification requirements for the state of Indiana, elementary majors and candidates completing requirements for the mild interventions certification must earn passing scores on the appropriate Praxis II® examinations. Candidates must submit their Praxis II® score report with passing scores before they can be recommended for licensure and graduation.

Elementary Generalist: Primary and Elementary Generalist: Intermediate

Elementary Education Curriculum (test code 0011)

Reading Specialist (test code 0300)

Praxis II®—Special Education Mild Interventions

Exceptional Needs: Mild Intervention (test code 0542)

Special Education Core Principles (test code 0353)

LIMITED CRIMINAL HISTORY CHECK

School corporations require a limited criminal history check before participating in field placements and/or student teaching. School corporations may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction that is on the limited criminal history check. Students may visit <http://www.in.gov/ai/appfiles/isp-lch/> to obtain a limited criminal history check from the Indiana State Police website. All searches conducted using this website's online service will be considered a completed request and are subject to associated fees regardless of whether or not a detailed record is found. A response of No Records Found is an official search result. Follow the directions on the website to complete the limited criminal history check, print out the response from the website, and take a copy with you on the first day of your field placement or student teaching.

ISSUES RESOLUTIONS

Issues Resolutions is a process followed when a candidate has a concern that cannot be resolved at a meeting with the appropriate professional in the School of Education. If a candidate has a concern about a class or instruction, advising, or a School of Education policy, the candidate should meet individually to discuss the concern in an attempt to resolve it in a satisfactory manner. If the issue/concern is not resolved by the end of the meeting, the candidate should be advised that he or she can follow a process to seek resolution at other levels. The candidate should ask for an Issues Resolution form and cover sheet from the Office of Education Student Services. The candidate should follow the directions on the cover sheet. All steps should be documented. Certain issues follow university policies. For example, any grade grievances follow IU South Bend procedures.

PROFESSIONAL CONDUCT AND LETTERS OF CONCERN

In addition to academic performance, IU South Bend's teacher certification candidates are evaluated on the basis of their professional conduct, dispositions, and teaching performance. It is particularly important that IU South Bend education candidates demonstrate professional behavior and dispositions in host schools since they represent the university. Improper conduct on their part can adversely affect the lives of children. Unsatisfactory professional conduct or performance on the part of an IU South Bend education candidate, whether on campus or in host schools, may result in that candidate's separation from the Teacher Education Program.

The process by which unprofessional performance or concerns regarding dispositions is documented is the Letter of Concern. The letter may be used by any professional connected with the Teacher Education Program to identify a candidate in the program whose professional performance or approach is questionable.

Because grades reflect the candidate's academic performance, this letter is not used to report academic problems. Rather, it is used when there is a strong concern about a candidate's ability to become a professional educator. For example, a candidate may exhibit a genuine dislike for children, frequently miss class or be tardy, or have behaviors that would seem inconsistent with the requirements of the education profession.

The intent of this system is to add professional judgment to the teacher education process. When a Letter of Concern is filed, the candidate, the dean, and the advising office receive copies. Confirmation of this notification is sent to the person who filed the Letter of Concern. Except in very serious situations, two Letters of Concern must be received before a candidate's case is reviewed by the dean, an advisor, and a faculty member. It is assumed corrective action will be taken and candidate performance will be monitored. However, such a review can result in termination of the candidate's involvement in the program.

PLAGIARISM

Plagiarism is a serious infraction. All procedures in the Code of Student Rights, Responsibilities, and Conduct are followed in all cases of plagiarism.

Plagiarism and academic misconduct include, but are not limited to, the following:

1. Copying any other person's work and submitting it as one's own, whether as a written document or an oral presentation.
2. Copying or paraphrasing passages, sentences, phrases, data, statistics, isolated formulas, and visual aids from print, oral, or Internet sources without proper acknowledgment.
3. Using someone else's ideas without giving credit to the source.
4. Submitting a professionally prepared research paper as one's own work.
5. Submitting work that resulted from an unauthorized collaborative effort as individual work.
6. Reusing or recycling a paper or research done for credit in a previous course without the permission and approval of all the professors involved.
7. Offering material assembled or collected by others as one's own project or collection.
8. Fabricating or creating material (statistics, text, etc.) to cite as a legitimate source.
9. Documenting a source inaccurately.

Visit www.iusb.edu/~sbwrite/plagiarism.shtml for further information.

TRANSFER CREDIT

Candidates transferring from other degree programs and/or schools must meet with an advisor who determines whether prior courses meet the requirements of their desired degree program. Candidates who transfer may not be able to complete the degree program in the usual number of hours and semesters.

If candidates wish to complete courses at other institutions, they should obtain approval for these transfers prior to registering for the course. Advisors in the Office of Education Student Services can assist with this process.

PASS/FAIL OPTION

The university regulations for this option apply in the School of Education. A candidate may elect to receive a Pass/Fail rating in classes to fulfill general-education requirements, providing they are not in the major teaching areas or part of the requirements in professional education. The request for a Pass/Fail option must be completed during the first three weeks of fall and spring semesters, and during the first two weeks of a summer session by processing the prescribed request in the Office of Education Student Services. This election is not reversible. The limitation on Pass/Fail options described on page 32 of this publication applies.

Note: Students should realize that an F in a credit-bearing course will be calculated in the GPA. Also, Pass/Fail courses do not count toward the required credit hours for the Dean's List. If a passing grade is earned through this option, a grade of P is posted to the transcript.

PROBATION, DISMISSAL, AND REINSTATEMENT: BEFORE ADMISSION TO TEACHER EDUCATION PROGRAM

Candidates may be placed on probation or be dismissed at any point in the program when the academic criteria for education candidates and for continuing in the Teacher Education Program as outlined in the following sections are not met. Candidates may also be dismissed if the required artifacts are not submitted or if they provide evidence that candidates are not meeting standards nor making progress toward meeting standards.

PROBATION AND DISMISSAL

Satisfactory Academic Progress

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

Probation

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

Probation with Impact

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

Dismissal

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

Reinstatement

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

APPEAL AND READMISSION

A candidate may follow the issues resolution process to be readmitted to the School of Education. Once dismissed, the candidate must wait for at least one fall or one spring semester before applying for readmission. The deadlines for submitting the Issues Resolution form to the Office of Education Student Services are as follows:

Semester	Date
Spring semester	October 1
Fall semester	June 1
Summer sessions	March 1

If the candidate is readmitted to the School of Education, an academic contract with the academic advisor must be signed. If the candidate does not meet the terms of the contract, dismissal from the School of Education will result.

PROBATION, DISMISSAL, AND REINSTATEMENT: AFTER ADMISSION TO TEACHER EDUCATION PROGRAM

PROBATION AND DISMISSAL

Candidates admitted to the Teacher Education Program (TEP) are on probation for the duration of the next regular semester or summer session following the one in which they fail to attain a 2.75 CGPA. Candidates then need to obtain at least a 2.5 semester GPA the following semester, or risk dismissal from the school. If the CGPA is below 2.75 for two successive semesters, candidates are required to make an appointment with their academic advisor to sign an academic contract. They are also placed on checklist and require the academic advisor's approval for registration in all classes. They are not allowed to preregister for any classes. If candidates do not meet the terms of the academic contract, they are dismissed from the School of Education.

In the case of serious illness or other extenuating circumstances, candidates are allowed to present pertinent information to the Office of Education Student Services and/or the dean of the School of Education. The above regulations may then be waived if conditions warrant.

APPEAL AND READMISSION

Candidates may petition for readmission to the school by using the Issues Resolution form. Once dismissed, the candidate must wait for at least one fall or one spring semester before applying to the Curriculum



and Standards Committee of the School of Education for readmission. Deadlines for submitting the petition form to the Office of Education Student Services for the Curriculum and Standards Committee are:

Semester	Date
Spring semester	October 1
Fall semester	June 1
Summer sessions	March 1

Candidates dismissed from the Teacher Education Program, but are still in good standing with the university, may transfer to another academic program. They may not resume preeducation major status.

STUDENT TEACHING POLICIES, APPLICATION PROCESS, REMOVAL FROM STUDENT TEACHING

APPLICATION FOR STUDENT TEACHING PLACEMENT

Student Teaching Eligibility Requirements

Check the School of Education website for the current eligibility policy.

Prior to beginning student teaching and practica, undergraduate and graduate certification candidates must:

1. Be admitted to the Teacher Education Program (TEP) at Checkpoint One and successfully complete all requirements for Checkpoint Two. For secondary majors this includes submitting passing scores on Praxis II® examinations along with other requirements.
2. Complete all required courses for their specific degree program with grades posted on the transcript which meet the following standards:
 - a. A minimum overall GPA of 2.75
 - b. A minimum GPA in professional education courses of 2.5 with no grade in these courses less than C (2.0)
3. Meet the following requirements for specific degree program or major areas:
 - a. Elementary education candidates must achieve a minimum GPA of 2.0 in each of the following general-education areas: fine arts, language arts, mathematics, science, and social studies. In addition, candidates must obtain a grade of C (2.0) or better in all required courses.
 - b. Secondary education majors and secondary graduate certification candidates must attain a minimum overall GPA of 2.75 in education and content courses with all grades of at least a C (2.0).
4. Resolve all courses with I (Incomplete) prior to beginning the student teaching experience. Course grades must meet the above standards.
5. Complete all correspondence courses with grades posted to the transcript prior to beginning the candidate's student teaching experience. Correspondence courses must be completed by the last week of July if candidates applied to student teach in the fall semester and by the last week in November if candidates applied to student teach in the spring semester.
6. Attend an informational session explaining eligibility requirements and the application process for student teaching and practica. Notification of these sessions is made via e-mail to candidates.
7. Submit, after attending one of the informational sessions, a student teaching application packet to the director of student teaching and clinical practice. This packet must be submitted by the deadline posted on the student teaching bulletin board in the south hall of Greenlawn Hall. This deadline is in early December of the academic year prior to the student teaching semester. For example, candidates planning to student teach during the fall 2012 or spring 2013 semester must submit applications by the end of the fall 2011 semester. Late applications are considered on a case-by-case basis if accompanied by a letter of explanation; however, student teaching placements are not guaranteed for late applicants. Applications are only valid for the academic year listed on the application. If a student teaching experience must be postponed beyond that academic year, a new set of application materials will be required.
8. Provide with the application, the names of two IU South Bend full-time faculty, at least one of whom is from the School of Education, who can be contacted for recommendations. Prior to requesting student teaching placements, a list of candidates applying to student teach is circulated to the faculty for review. Positive evaluations are required for placement.
9. Candidates must provide evidence of successful completion of a certified course in first aid and in CPR. See departmental guidelines for each area.
10. Attend a student teaching orientation session within the last week of July or first two weeks of August for fall student teachers and within the first two weeks of December for spring student teachers. Candidates are notified by letter of these scheduled sessions.
11. Meet with academic advisors to be sure all course requirements are completed prior to student teaching. If it is determined that a candidate has not met degree program requirements, the candidate may be removed at any time from the student teaching or practicum experience. A student teaching placement is not a guarantee that requirements have been met, nor is the process of determining eligibility to be considered a substitute for meeting with an advisor. Candidates found ineligible for student teaching or practica because they did not meet the above criteria may appeal these decisions in writing directly to the dean of the School of Education.

12. Candidates are allowed to state preferences for student teaching placements, but the first priority is to place according to availability of qualified classroom supervising teachers. The following restrictions apply to student teaching placements. Candidates may not student teach at schools (and in some instances in school corporations):

- a. beyond a 20 mile radius of IU South Bend.
- b. where they have been employed; however, candidates may student teach where they have been substitute teachers.
- c. where they have been school board members or are related to a school board member.
- d. out-of-state, except in certain school districts in southern Michigan which have a contractual agreement with Indiana University.
- e. attended by their children or where a relative is employed. If a relative is employed in a central administrative position, candidates may not be allowed to student teach in the school corporation.
- f. where they have attended as a student.

It is the candidate's responsibility to complete forms accurately. If it is discovered that a candidate did not provide accurate information and is placed in a school where one of the above limitations applies, the individual may be removed from the student teaching assignment.

To ensure that the student teaching office has accurate information, candidates must notify the director of student teaching and clinical practice via e-mail if any changes (name, address, phone number, etc.) occur between the time of application and the start of student teaching.

REMOVAL FROM STUDENT TEACHING, PRACTICUM EXPERIENCES, AND INTERNSHIPS

In conjunction with the supervising classroom teacher and university supervisor, the director of student teaching and clinical practice determines if a candidate should be removed from a student teaching placement. The director of student teaching and clinical practice notifies the candidate, school, and school corporation. When a student teacher is removed from a placement, the reasons are explained to the candidate. If the candidate wishes to attempt a second placement, the candidate is required to develop and satisfactorily complete a professional improvement plan before he or she is assigned a second placement. The professional improvement plan is a written document created collaboratively between the student teacher and the director of student teaching and clinical practice. The department head is involved as needed and must sign the plan. The director of student teaching and clinical practice may enlist the assistance of the department head, dean, or a designee in determining if the student teacher's progress is satisfactory and warrants a second placement. Written professional development plans must adequately address all areas of concern and be aligned with IU South Bend standards. The director of student teaching and clinical practice

determines if the candidate is to receive an Incomplete or Fail for the semester according to grading policies, or if the candidate is to withdraw from the course.

Candidates are only provided two opportunities for successful placements. The second placement is in the next spring or fall semester following the semester in which the candidate is withdrawn from the first placement.

APPLYING FOR GRADUATION

Resident candidates must file an application for graduation with the Office of Education Student Services. Deadline dates are as follows:

Graduation	Deadline	Tentative List Posted by
May	October 1	February 15
August	October 1	February 15
December	March 1	September 15

Candidates completing work for degrees in the School of Education in absentia must notify the advising office of the School of Education at least two months prior to the time the degree is granted. Candidates not in the School of Education must obtain an application from the dean of the school in which they are enrolled. No education degrees are conferred, nor teaching licenses recommended, without the candidate's successful completion of all certification requirements, including satisfactory performance in student teaching and successfully completing Checkpoint Three.

ACCREDITATION, STANDARDS, AND CRITICAL CHECKPOINTS

ACCREDITATION

The School of Education was granted continuing accreditation by the National Council for Accreditation of Teacher Education (NCATE) and the Indiana Department of Education Division of Professional Standards through 2012.

CONCEPTUAL FRAMEWORK

The members of the faculty and staff in the School of Education have a commitment to preparing future teachers who are classroom leaders. These teachers are competent professionals, display ethical dispositions, and engage in reflective practice. Further, we are committed to preparing educators who can teach learners from diverse backgrounds and who can use technology to enhance instruction and support student learning. These values are the foundation for the School of Education's conceptual framework, which serves as a guide for all program decisions. The following sections summarize the conceptual framework for the School of Education. The term candidate is used to refer to IU South Bend School of Education students. The term student(s) refers to children and youth in P–12 grade levels.

COMPETENT PROFESSIONALS

Graduates from IU South Bend education degree programs are well versed in the knowledge of the subject matter and how to teach that subject matter to diverse learners. Education candidates have extensive knowledge of learners, instructional pedagogy, diversity, and technology. IU South Bend education candidates know how to apply this knowledge in educational settings.

ETHICAL DISPOSITIONS

Graduates from IU South Bend teacher education programs are caring and ethical teachers able to support learning and development in all students. Professional dispositions, as defined by the School of Education, are based on the Indiana Professional Standards Board's principles and the code of ethics from the National Education Association. Education candidates must demonstrate their commitment to attaining excellence in teaching and learning. Through their performance in the university classroom and in the field, all education candidates demonstrate their ability to be collaborative, caring professionals dedicated to meeting the needs of diverse learners. A specific list of dispositions is included in our conceptual framework.

REFLECTIVE PRACTICE

All candidates in the School of Education are reflective practitioners and decision makers able to analyze and grow from their individual professional experience throughout their careers. Education candidates develop habits of reflection as they proceed through their teacher education programs.



COMMITMENT TO DIVERSITY

Teachers prepared at IU South Bend are able to support learning for all students. Our graduates have the knowledge, disposition, and skills necessary to meet the needs of students in today's diverse classrooms.

LEADERSHIP

Leadership is the newest theme in our conceptual framework. For candidates, leadership is demonstrated through attending class regularly, meeting deadlines, and being a reliable and respectful class participant. As

candidates progress through the program, they begin to self-assess strengths and weaknesses in order to set goals for improvement. They take greater responsibility for student learning and incorporate instructive feedback into their field experience and class assignments. By the end of the program, they willingly collaborate with peers and professionals in the school setting with the realization that they can be models for students and other educators.

COMMITMENT TO THE INTEGRATION OF TECHNOLOGY

Teachers prepared at IU South Bend have the knowledge, dispositions, and skills necessary to effectively use technology to help all students learn. Education candidates are expected to incorporate technology throughout their course work and clinical experiences in order to facilitate student learning.

STANDARDS

Programs in the School of Education are aligned with a variety of national and state standards. Candidates must demonstrate that they have the knowledge, skills, and dispositions associated with appropriate standards related to their major.

MONITORING OF CANDIDATE PROGRESS TOWARD MEETING STANDARDS AT CRITICAL CHECKPOINTS

In addition to reviewing grades and cumulative grade point averages, candidate progress is monitored carefully at three critical checkpoints. At these checkpoints candidates are required to submit designated artifacts, aligned with state and national standards, in an Oncourse pseudo course. These artifacts are reviewed by faculty to determine if the candidate is meeting the standards or making progress toward meeting the standards. If the artifact provides evidence that the candidate is meeting the standards a grade of S is assigned for the pseudo course. If the artifact does not meet the standards, the candidate is contacted and a remedial plan is developed. In such cases, the candidate may receive a grade of R, or I. If after participation in the remedial plan, the candidate's artifacts still do not provide evidence of meeting standards or making progress toward meeting standards, a grade of F is assigned for the pseudo course.

Additional information about required artifacts is given to candidates in classes taken at the three critical checkpoints, in group advising sessions, and when enrolled in EDUC-F 100 Introduction to Education. The three critical checkpoints are listed below.

CHECKPOINT ONE—ADMISSION INTO TEACHER EDUCATION PROGRAM (TEP)

Candidates are administratively enrolled in a pseudo course when they are enrolled in either of the following classes:

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

Candidates must complete specific courses according to major, pass all three sections of Praxis I® or meet minimum passing scores on alternate assessments, have a 2.5 CGPA, demonstrate professional dispositions as measured in the following classes:

- EDUC-F 201 Exploring the Personal Demands of
Teaching: Laboratory Experience
(2 cr.)
- EDUC-F 202 Exploring the Personal Demands of
Teaching: Field Experience (1 cr.)

In addition, they must also submit other artifacts at this checkpoint. If candidates successfully complete the Checkpoint One requirements, they are admitted into the Teacher Education Program. Candidates who do not successfully complete Checkpoint One will be advised about a remedial plan.

All required courses must be completed with grades of C or better in order to be admitted to the Teacher Education Program. Courses vary according to major.

Admission to TEP: Elementary Education Majors

Elementary education majors must complete the following foundations courses prior to admission to the TEP and prior to taking other foundations courses. Candidates must also pass all sections of Praxis I®.

Completion of the following courses with a grade of C or higher:

- EDUC-F 100 Introduction to Teaching (1 cr.)
- EDUC-K 205 Introduction to Exceptional
Children
- EDUC-P 250 General Educational Psychology
- EDUC-Q 200 Introduction to Scientific Inquiry
- EDUC-W 200 Using Computers in Education
(must take section for elementary
education)

After the above courses are completed and passing Praxis I® scores are submitted, elementary majors must complete these additional foundations courses with a grade of C or better in order to be admitted into the TEP.

- EDUC-H 340 Education and American Culture
- EDUC-M 311 Methodology for Kindergarten/
Elementary Teachers
- EDUC-R 301 Audiovisual-Production of
Materials
- EDUC-F 201 Exploring the Personal Demands
of Teaching: Laboratory
Experience (2 cr.)
- EDUC-F 202 Exploring the Personal Demands of
Teaching: Field Experience (1 cr.)

Elementary education majors must also complete the following courses and earn a grade of C or better prior to admission into the TEP. These do not need to be taken in any particular order except if prerequisites are required.

- BIOL-T 100 Biology for Elementary Teachers
- ENG-G 205 Introduction to the English
Language
- ENG-W 131 Elementary Composition 1
- MATH-T 101 Mathematics for Elementary
Teachers 1
- MATH-T 102 Mathematics for Elementary
Teachers 2

Admission to TEP: Secondary Majors

Secondary education majors must complete the following foundations courses prior to admission to the Teacher Education Program and prior to taking other foundations courses. Candidates must also pass all sections of Praxis I®.

Completion of the following courses with a grade of C or higher:

- EDUC-F 100 Introduction to Teaching (1 cr.)
- EDUC-P 250 General Educational Psychology
- EDUC-W 200 Using Computers in Education
(must take section for secondary
education)

After the above courses are completed and passing Praxis I® scores are submitted or meet minimum passing scores on alternate assessments, secondary majors must complete these additional foundations courses with a grade of C or better in order to be admitted into the TEP.



Photo courtesy of Michael Banks

- EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.)
- EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.)
- EDUC-H 340 Education and American Culture
- EDUC-M 314 General Methods for Senior High-Junior High/Middle School Teachers
- EDUC-R 301 Audiovisual-Production of Materials

CHECKPOINT TWO—PRIOR TO STUDENT TEACHING

- Elementary education majors: Candidates who are elementary majors are administratively enrolled in a pseudo course while taking Block III classes. They should take Block III classes the semester before student teaching. Candidates will be informed in Block II classes about the requirements for successful completion of Checkpoint Two.
- Special education majors: Candidates who are completing special education course work will be administratively enrolled in a Checkpoint Two pseudo course during the semester they are enrolled in the following classes:
 - EDUC-K 402 Internship in Instructional Techniques for the Mildly Disabled
- Candidates will be informed in Block II classes about the requirements for successful completion of Checkpoint Two.

- Secondary education majors: Candidates who are secondary majors will be administratively enrolled in a Checkpoint Two pseudo course when they take any of the following classes:

- EDUC-M 441 Methods of Teaching Senior High-Junior High/Middle School Social Studies
- EDUC-M 445 Methods of Teaching Foreign Languages
- EDUC-M 446 Methods of Teaching Senior High-Junior High/Middle School Science
- EDUC-M 452 Methods of Teaching Senior High-Junior High/Middle School English
- EDUC-M 457 Methods of Teaching Senior High-Junior High/Middle School Mathematics

- Secondary education majors must pass all Praxis II® examinations and complete all other Checkpoint Two requirements before they will be able to student teach. Candidates will be informed in Block II classes about the requirements for successful completion of Checkpoint Two.

CHECKPOINT THREE—ALL MAJORS—AT THE END OF STUDENT TEACHING, PRIOR TO LICENSURE AND GRADUATION

All candidates are enrolled in a Checkpoint Three pseudo course during the student teaching semester. Candidates must successfully complete all Checkpoint Three requirements in order to graduate and be licensed.



DIVISION OF EXTENDED LEARNING SERVICES

TIMOTHY P. RYAN, DIRECTOR

ADMINISTRATION BUILDING 128 // (574) 520-4261 // WWW.IUSB.EDU/~EXTENDSB



MISSION

The mission of the Division of Extended Learning Services is to provide access to IU South Bend's programs of academic excellence by providing off-campus educational opportunities for degree-seeking students and community-based opportunities for life and career enrichment through professional development and lifelong learning programs that are designed to meet the needs of those who work and live in the communities served by IU South Bend.

VISION STATEMENT

We bring IU to you.

GUIDING PRINCIPLE

The community is our classroom.

COMMITMENTS OF EXTENDED LEARNING SERVICES STAFF

To provide excellence in every aspect of our relationship with our community-based partners.

DISTANCE LEARNING

Administration 128
 (574) 520-4261
dliusb@iusb.edu
www.distance.iusb.edu

The Distance Learning (DL) Program at IU South Bend offers online courses for both undergraduate and graduate students; a few for certificate programs. Admission to the university is required and tuition is the same as for classes held in the classroom.

Throughout the year, new courses are being developed and several continue to be offered every semester. At IU South Bend, DL classes may require the following:

- Attendance at one class at the beginning of the semester for students to become familiar with the requirements of the course, to meet the instructor, and have questions answered
- Examinations to be taken on campus; but do not meet for classes

Other online courses, referred to as hybrid or blended, require students to be on campus several days during the semester with the rest of the course fulfilling requirements online.

While there are clear deadlines to meet for each DL course, for instance, to submit assignments, many students have found it convenient to do the readings, listen to lectures, and fulfill the requirements of the course after work or on weekends. Taking an online course may be different from what a student may be used to; but once students have done well with an online course, more than likely they will take another online course and do as well. Before you register for an online course, take the Student Readiness Survey found at www.distance.iusb.edu/Student-survey.shtml?file=quiz.js to find out what you should be ready for and expect in an online course.

Visit the DL website for up-to-date information on DL courses as well as information on what faculty are requiring of students before taking a DL courses.

OFF-CAMPUS PROGRAMS

(800) 321-7834 or (574) 294-5550
ocp@iusb.edu
www.iusb.edu/~ocp

GENERAL INFORMATION

Off-Campus Programs (OCP) offers credit and noncredit courses at sites other than the IU South Bend campus. OCP administrative offices are located at the IU South Bend Elkhart Center. For a complete list of off-campus program offerings, refer to the off-campus website.

ELKHART CENTER

125 East Franklin Street
 Elkhart, Indiana 46516-3609
 (800) 321-7834 or (574) 294-5550
ocp@iusb.edu
www.iusb.edu/~ocp

Course Offerings

- First two years of IU South Bend general-education courses
- Associate and bachelor's degree in general studies
- Courses leading to a Master of Business Administration
- Customized training for business and industry
- Professional development courses
- Day and evening classes

Services

- Assistance with registration and schedule adjustments
- Academic advising for undecided students
- Placement examinations for incoming students
- Admissions counseling for prospective students
- Textbooks available for purchase at the beginning of each semester
- Proctors available for independent study examinations
- Referral to appropriate campus resources
- Extended office hours



SmartStart Program

Students who begin at IU South Bend by taking 24 or more credit hours at the Elkhart Center are considered SmartStart students. The personal attention and instruction they receive by faculty and staff will provide Smart Start students with a solid foundation of general-education courses to build their IU degree. Students who wish to take their courses at the Elkhart Center should work with their academic advisor to plan their course schedules.

Students who successfully complete the SmartStart Program are encouraged to apply for the Verizon Scholarship, which provides tuition assistance for future course work IU South Bend.

Scholarships

Several scholarship opportunities are available for students attending IU classes in Elkhart or for students who live in Elkhart County. For additional scholarship information contact scholar1@iusb.edu or (574) 520-4483 or toll free at (877) 462-4872, extension 4483.

PROFESSIONAL DEVELOPMENT AND LIFELONG LEARNING

Administration Building 128
 (574) 520-4261
extendsb@iusb.edu
www.iusb.edu/~cted

GENERAL INFORMATION

Professional Development and Lifelong Learning provides credit and noncredit programs for professional development and short-term training both on and off campus. Most programs do not require formal admission to IU South Bend. Programs include credit and noncredit short-term classes, workshops, conferences, online classes, and customized training and consulting offered throughout the year with new programs starting weekly.

Most classes and workshops carry nationally recognized continuing education units (CEUs). These units document both new skill development for the workplace, and work completed to meet professional licensure requirements.

Noncredit professional development classes and certificates can be found on the professional development and lifelong learning website. These classes and certificates do not require admission to the university and may be started at any time.

NONCREDIT CERTIFICATE PROGRAMS

Noncredit certificate programs offer individuals a guided course of study for professional growth and advancement. The following programs may be completed in one or more years of part-time study:

- Human Resource Practitioner
- Non-profit Management
- Computers (Microsoft Office, Adobe Creative Suite, Web language)
- Production and Inventory Management—offered in cooperation with the Michiana Chapter of APICS
- Quality Management—offered in cooperation with the American Society for Quality (ASQ), Michiana Section 1005
- Supervisory Management

COURSES AND WORKSHOPS

Public courses and workshops are offered in the following areas:

- Communications
- College preparation
- Computer training
- Health professions (continuing education for nurses, dental hygienists and assistants, pharmacy technician training, medical terminology, coding and transcription)
- Languages
- Professional certificate examination prep courses (CPIM, CSPC, SPHR, PHR, ASQ, CMA)
- Real estate prelicensing
- Test preparation (SAT, GMAT, GRE, LSAT)
- Institute of Reading Development

CONFERENCES

Each spring, the Division of Extended Learning Services co-sponsors the Early Childhood Conference at IU South Bend in partnership with the School of Education and other community-based partners.

BUSINESS AND INDUSTRY SERVICES

Continuing education provides training and consulting services for business, industry, and other community-based organizations. Principal program areas are:

- Business communication
- Supervision and management
- Computers
- Quality management
- Spanish/English for speakers of other languages

Contact conted@iusb.edu for information about other programs for business and industry.

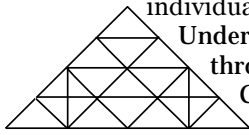
CREDIT CERTIFICATE PROGRAMS

Paralegal Studies Program

The Paralegal Studies Program was developed in 1980 by continuing education with the assistance of IU South Bend faculty members and an advisory board of area attorneys. This part-time, evening, 25 credit hour interdisciplinary program incorporates courses from the School of Business and Economics and the College of Liberal Arts and Sciences. Students begin the program in the fall semester. Courses are arranged sequentially and are offered only once each year. The program is usually completed in two and one-half years. Contact conted@iusb.edu for further information.

Montessori Teacher Academy

IU South Bend and the Montessori Academy at Edison Lakes co-sponsors an intensive one-year teacher training program for early childhood Montessori teachers. The program is affiliated with the American Montessori Society (AMS) and accredited by the Montessori Accreditation Commission for Teacher Education (MACTE). Satisfactory completion prepares qualified individuals to receive AMS certification. Undergraduate credit is available through the School of Education. Contact cted@iusb.edu for further information.



SCHOOL OF EDUCATION CONTINUING EDUCATION FOR TEACHERS

Administration Building 128
(574) 520-4261
www.iusb.edu/~cted

Courses are offered off campus and online for graduate credit and certification renewal units (CRU) for teachers in collaboration with their school system and IU South Bend's School of Education. These programs are customized to meet the needs of teachers to earn graduate credit or CRU's to maintain licensure.

TESTING SERVICES

The Division of Extended Learning Services is a host site for Indiana University School of Continuing Studies independent study examinations. Students are responsible for arranging examination dates and times. There is no charge for testing. Call (574) 520-4261 to schedule an examination at the South Bend location or (574) 294-5550 for examinations in Elkhart.



Photo courtesy of Michael Banks

GENERAL STUDIES SCHOOL OF CONTINUING STUDIES

DAVID A. VOLLRATH, DIRECTOR

WIEKAMP HALL 2218 // (574) 520-4260 // WWW.IUSB.EDU/~SBGENS

Assistant Director: **Christopher**
Academic Advisor: **Vukovits**



MISSION STATEMENT

Our mission is to assist you to design and implement a coherent, focused, and comprehensive plan of study leading to an associate and/or bachelor's degree in general studies, which achieves the traditional objectives of a university education and meets your personal and professional goals.

Students earn general studies degrees for both personal enrichment and professional advancement. General studies alumni are employed in practically all fields of endeavor including business, education, public administration, sales, and social service. Twenty-five percent have earned graduate degrees in such fields as business administration, counseling, education, law, medicine, ministry, and social work.

GENERAL STUDIES DEGREES

Both the associate and bachelor's degrees are offered and may be completed through the use of a combination of academic procedures:

- Taking courses on the IU South Bend or other Indiana University campuses
- Transferring credit hours from other accredited colleges and universities
- Taking IU South Bend faculty-directed reading courses
- Participating in internships
- Passing Indiana University departmental examinations
- Passing world languages placement examinations
- Receiving credit hours for college-level learning gained through life experiences and documented in the prior learning portfolio
- Receiving credit hours granted on the basis of professional credentials and experience
- Taking correspondence courses through independent study
- Passing College-Level Examination Program (CLEP) or DANTES Subject Standardized Test (DSST) examinations
- Receiving credit hours for training programs approved by the American Council on Education and the University of the State of New York
- Receiving credit hours for military training and service

APPLICATION AND ADMISSION DEADLINES

A student's official admission date is the date they are accepted into the General Studies degree program. This date may not coincide with the date the IU South Bend Office of Admissions processes the application. If the application is approved on or before the campus Pass/Fail deadline, the General Studies degree program will consider any current course work as course work taken after admission to the General Studies degree program. Applications for admission into the degree program are available online and from the general studies office.

Prior to admission to General Studies, you will meet with a General Studies academic advisor who will work in partnership with you to plan an appropriate academic program.

In addition, the 1 credit hour course EDUC-F 203 Topical Exploration in Education: Introduction to General Studies is offered to assist students in the development of a personalized program of study and a schedule to complete the General Studies degree. This course is required of all bachelor's degree students who lack senior standing and is recommended for associate degree students.

GRADUATION DEADLINES

An application for graduation must be filed in the general studies office no later than March 1 for December graduation or October 1 for May and August graduation. All credit hours of candidates for degrees, except those of the current semester, must be on record at least six weeks prior to the conferring of degrees. Credit hours by

correspondence must be on record at least three weeks prior to the conferring of degrees. The school is not responsible for the graduation of students who fail to meet these deadlines.

BASIC STRUCTURE

General Studies degrees consist of required credit hours in the three subject fields in the College of Arts and Sciences and elective credit hours in any of the academic units of the university. The three subject fields in the College of Arts and Sciences are generally organized as follows. (Schools and divisions not specifically listed here are considered professional schools.)

A. ARTS AND HUMANITIES

African American Studies	History and Philosophy
Classical Studies	of Science
Comparative Literature	Philosophy
English	Religious Studies
Fine Arts	Speech
Folklore	Theatre and Dance
History	World Languages

B. SCIENCE AND MATHEMATICS

Anatomy	Mathematics
Astronomy	Microbiology
Biology	Physics
Chemistry	Physiology
Computer Science	Plant Sciences
Geology	Zoology

C. SOCIAL AND BEHAVIORAL SCIENCES

Anthropology	Psychology
Criminal Justice	Political Science
Economics	Sociology
Geography	

ASSOCIATE OF ARTS IN GENERAL STUDIES

At the time of the printing of this publication, the specific date for closing admission to the Associate of Arts in General Studies degree program was under discussion. Any student who has interest in the Associate of Arts in General Studies degree should contact the IU South Bend general studies director or advisor to learn the current specific status for admission to the program.

REQUIRED CREDIT HOURS AND GRADE POINT AVERAGES

- 60 credit hours (minimum) required for the degree
- 15 Indiana University course credit hours (minimum) required
- 10 Indiana University course credit hours (minimum) required after admission to General Studies
- 45 credit hours (maximum) accepted in transfer from other colleges and universities

- 2.0 cumulative grade point average (minimum) required in all Indiana University courses and in all courses completed after admission to General Studies

DISTRIBUTION OF CREDIT HOURS

Required Courses

Thirty-six required credit hours in the College of Arts and Sciences in the three subject fields—A, B, and C—in at least two separate academic departments in each field, distributed as follows:

A. Arts and Humanities	12 cr.
B. Science and Mathematics	12 cr.
C. Social and Behavioral Sciences	12 cr.

Note: Each course in subject fields A, B, and C must be completed with a minimum grade of C–.

Electives (24 cr.)

Electives may be selected from any of the colleges of the university.

Since a key objective of the Associate of Arts in General Studies degree is to encourage the development of a comprehensive curriculum, a maximum of 15 credit hours in any single department in the College of Arts and Sciences and in the professional schools of the university may be applied to the Associate of Arts in General Studies.

GENERAL-EDUCATION CURRICULUM

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

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see pages 35-40 in this publication.

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

Within the 60 credit hours required for the Associate of Arts in General Studies degree, each student must meet the following campus general-education requirements in the following four areas. Basic competence must be demonstrated in those areas marked with an asterisk (*).

FUNDAMENTAL LITERACIES (12 CR.)

Writing*

ENG-W 131 Elementary Composition 1

Critical Thinking

Not required

Oral Communication

SPCH-S 121 Public Speaking

Visual Literacy

Not required

Quantitative Reasoning

Select from approved course list, page 37

Information Literacy

Not required

Computer Literacy

Select from approved course list, page 37

BACHELOR OF GENERAL STUDIES

REQUIRED CREDIT HOURS AND GRADE POINT AVERAGES

- 120 minimum credit hours required for the degree
- 30 minimum IU South Bend credit hours required
- 20 minimum Indiana University credit hours required after admission to General Studies
- 90 maximum credit hours accepted in transfer from other colleges and universities
- 2.0 minimum cumulative grade point average required in all Indiana University courses and in all courses completed after admission to General Studies

DISTRIBUTION OF CREDIT HOURS

Required Courses (69 cr.)

Sixty-nine required credit hours in the College of Arts and Sciences in the three subject fields—A, B and C—in at least two separate academic departments in each field, distributed as follows:

A. Arts and Humanities	12 cr.
B. Science and Mathematics	12 cr.
C. Social and Behavioral Sciences	12 cr.



* Basic competence is demonstrated through completion of specific courses with a minimum grade of C (2.0). Refer to the list of approved courses on pages 36-37.

Concentration Area (18 cr.)

Concentration area courses may be earned in one of the three subject fields: A, B, or C.

Note: Each course in A, B, C, and the concentration area must be completed with a minimum grade of C–.

Arts and Sciences Electives (15 cr.)

Arts and sciences electives may be earned in any of the three subject fields: A, B, and C.

Electives (51 cr.)

Electives may be selected from any of the colleges of the university.

Since a key objective of the Bachelor of General Studies degree is to encourage the development of a comprehensive curriculum, a maximum of 21 credit hours in any single department in the College of Arts and Sciences, and a maximum of 30 credit hours in any one of the professional schools of the university, may be applied to the Bachelor of General Studies.

INTRODUCTION TO GENERAL STUDIES

EDUC-F 203 Topical Exploration in Education: Introduction to General Studies must be completed with a minimum grade of C (2.0) either prior to or within the first 12 credit hours after admission to the Bachelor of General Studies degree program.

GENERAL EDUCATION**CAMPUSWIDE CURRICULUM (33-39 CR.)**

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

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see pages 35-40 in this publication.

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

Within the 120 credit hours required for the Bachelor of General Studies degree, each student must meet the following campus general-education requirements in the following seven areas. Basic competence must be demonstrated in those areas marked with an asterisk (*).

FUNDAMENTAL LITERACIES (13-19 CR.)**Writing***

ENG-W 131 Elementary Composition 1

Critical Thinking

Select from approved course list, pages 36-37

Oral Communication*

SPCH-S 121 Public Speaking

Visual Literacy

Select from approved course list, page 37

Quantitative Reasoning*

Select from approved course list, page 37

Information Literacy

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

Computer Literacy*

Select from approved course list, page 37

COMMON CORE COURSES (12 CR.)

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

The Natural World

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

Select from approved course list, page 38

Art, Aesthetics, and Creativity

Select from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

Students must complete one course from each of the following three areas, as designated in the Schedule of Classes. Basic competence must be demonstrated in those areas marked with an asterisk*.

Non-Western Cultures*

Select from approved course list, pages 38-39

Diversity in United States Society*

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

ADDITIONAL SCHOOL OF CONTINUING STUDIES REQUIREMENTS

Basic competence must be demonstrated in those areas marked with an asterisk (*).

The second-level writing requirement can be met with ENG-W courses above ENG-W 131 Elementary Composition 1 or any course designated as fulfilling the CLAS second-level writing in the Schedule of Classes.

SENIOR CAPSTONE SEMINAR

EDUC-F 401 Topical Explorations in Education: Senior Capstone Seminar must be completed with a minimum grade of C (2.0). This course gives students the opportunity to make an assessment of their degree in the light of university degree requirements and their personal and professional objectives.

* Basic competence is demonstrated through completion of specific courses with a minimum grade of C (2.0). Refer to the list of approved courses on pages 36-37.

UPPER-DIVISION CREDIT HOURS

A minimum of 30 credit hours at the 300- or 400-level (upper-division) is required.

MINOR CONCENTRATIONS

Students may complete minor concentrations, in consultation with a faculty advisor in the specific academic area, as part of their Bachelor of General Studies degree program. The minor concentration is listed on their official transcript.

THE PRIOR LEARNING PORTFOLIO

The 1 credit hour course, EDUC-F 400 Honors Seminar: Preparing the Prior Learning Portfolio, is offered through correspondence to assist you in identifying, demonstrating, and documenting the college-level learning gained through life experiences. A handbook for preparing the prior learning portfolio entitled *Earn College Credit for Experiential Learning*, contains step-by-step instructions for developing and formatting the document.

Up to 30 prior learning portfolio credit hours may be applied to the Bachelor of General Studies and up to 15 credit hours toward the Associate of Arts in General Studies. The fee per credit hour is the fee charged by the Indiana University Independent Study Program for university courses at the time the credit is reported on the official transcript.

FACULTY GOVERNANCE

The General Studies Degree Committee is the academic program responsible for administering the General Studies degrees. The committee has the authority to develop and monitor policies and procedures for admission, advisement, academic quality, the certification of graduates, and recommendations for the granting of degrees. Members are normally appointed for staggered two-year terms by the Executive Committee of the IU South Bend Academic Senate, after soliciting recommendations from the current members of the General Studies Degree Committee, the degree program director, the vice chancellor for academic affairs, and the academic senate members at large. The General Studies degree director shall be an ex-officio voting member of this committee. The committee chairperson also serves as a member of the all-university School of Continuing Studies faculty governance body.

ADDITIONAL ACADEMIC POLICIES AND PROCEDURES

See the appropriate section in this publication regarding Academic Regulations and Policies, and the *Indiana University School of Continuing Studies Bulletin and Policy Handbook*. Courses for General Studies degree students are listed in the course descriptions under the School of Education and the School of Continuing Studies (SCS).



COLLEGE OF HEALTH SCIENCES

MARY JO REGAN-KUBINSKI, DEAN

(574) 520-4571 // WWW.IUSB.EDU/~SBHEALTH



DENTAL HYGIENE

The Dental Hygiene degree program offers the Bachelor of Science in Dental Hygiene degree and the Associate of Science in Dental Hygiene. The associate degree program prepares students for entry into the clinical practice setting. The bachelor's degree program prepares them for leadership roles in the profession.

NURSING

The IU South Bend campus offers the Bachelor of Science in Nursing (B.S.N.), options for Registered Nurses (R.N.), and Master of Science in Nursing (M.S.N.) with a Family Nurse Practitioner major.

RADIOGRAPHY PROGRAM/ MEDICAL IMAGING TECHNOLOGY

The Radiography degree program offers an Associate of Science in Radiography. This program prepares the student to become a registered radiographer.

The Bachelor of Science in Medical Imaging Technology provides additional clinical and didactic education in Computerized Tomography (CT), Magnetic Resonance Imaging (MRI), or Ultrasound (Sonography).

DENTAL EDUCATION

Riverside Hall 113
(574) 520-4158
www.iusb.edu/~sbdental

Director: **Quimby**
Clinical Assistant Professor: **Douglas**
Clinical Lecturers: **Bodart, Dielman, Gipson, Peek, Quimby**
Visiting Clinical Lecturer: **Wood-Klauer**
Faculty Emeriti: **Markarian, Yokom**

MISSION

The mission of the Dental Education Program is to provide education and clinical experiences to undergraduate students for future roles as oral health professionals. The program is committed to excellence in the theory and practice of dental hygiene and in the development of competent, socially sensitive, culturally diverse, and ethically responsible professionals.

The Dental Education Program awards both the Associate of Science in Dental Hygiene and the Bachelor of Science in Dental Hygiene.

As an integral part of its mission, the programs operate a primary health care facility, the IU South Bend Dental Hygiene Clinic, which provides preventive oral health services at moderate cost to the residents of Michiana. The setting emphasizes oral health education, promotes increased oral health awareness among consumers, and fills a void in meeting the needs of the dentally underserved. The clinic is open to the public from September through June.

ACCREDITATION

The IU South Bend Dental Hygiene degree program is fully accredited by the American Dental Association Commission on Dental Accreditation and are affiliated with the Indiana University School of Dentistry.

THE STUDENT'S RESPONSIBILITY

All colleges establish academic requirements that must be met before a degree is granted. These regulations include such things as curricula and courses, the requirements for majors and minors, and university procedures. Advisors and faculty are available to advise students on how to meet these requirements; however, each student is individually responsible for fulfilling them. If requirements are not satisfied, the degree is withheld pending satisfactory fulfillment. It is important that each student be well acquainted with all requirements described in this publication and the clinic manual of the Dental Hygiene degree program.

Students in the Dental Hygiene degree program are expected to comply with the Professional Codes of Conduct and the Statement of Essential Abilities as outlined in the clinic manual.

DENTAL HYGIENE

The Dental Hygiene degree program offers the Bachelor of Science in Dental Hygiene degree and the Associate of Science in Dental Hygiene. The associate degree program prepares students for entry into the clinical practice setting. The bachelor's degree program prepares them for leadership roles in the profession. Graduates of the Dental Hygiene Programs at IU South Bend are able to:

- Utilize the knowledge and clinical competencies required to provide current, comprehensive dental hygiene services
- Communicate—write, speak, and listen—effectively to acquire, develop, and convey professional concepts, ideas, and information
- Practice their profession adhering to the ethical, legal, and professional codes of conduct expected of the dental hygiene practitioner
- Be able to apply critical thinking skills to ones practice of dental hygiene

GENERAL INFORMATION

Dental Hygiene is the study of the art and science of preventive oral health care including the management of behavior to prevent oral disease and promote health.

ADMISSION POLICIES

PREDENTAL HYGIENE PROGRAM

Students are admitted as predental hygiene students while they are completing prerequisite courses for the Associate of Science in Dental Hygiene or Bachelor of Science in Dental Hygiene. The student services staff of the College of Health Sciences provides academic advising for predental hygiene students. Call (574) 520-4571 to make an appointment with an advisor.

PROFESSIONAL PROGRAM

One class is admitted into the Dental Hygiene degree program each year to begin the course of study in the fall. Admission is determined by the Dental Hygiene Admission and Promotions Committee. An application for admission to the Dental Hygiene degree program must be completed and returned to the Office of Dental Education by February 1. Each applicant is evaluated on the basis of academic preparation and record.

CRITERIA FOR ADMISSION ELIGIBILITY

- Student has been admitted or is eligible for admission to Indiana University. Applications must be sent to the IU South Bend Office of Admissions.
- Submit required admission materials to the Dental Hygiene degree program.
- Complete all prerequisite courses or their equivalent with a grade of C or higher in each course.

REQUIRED ADMISSION MATERIALS

Listed below are the required admission materials for the Associate of Science in Dental Hygiene and the Bachelor of Science in Dental Hygiene, entry level.

Dental Hygiene Program Application

This is different than the Indiana University application, is obtained from the Office of Dental Education, and must be returned to this office. This application is valid only for the IU South Bend Dental Hygiene degree program, and not other Indiana University Dental Hygiene degree programs.

Curriculum Information Sheet

This is obtained from the Office of Dental Education and returned to that office. Curriculum information sheets or similar forms from other programs are not accepted.

College Transcript

An official transcript from all colleges and universities attended must be submitted to the Dental Hygiene degree program in addition to the transcripts required by the IU South Bend Office of Admissions. An official transcript for course work completed at Indiana University is not required.

Documentation of Dental Hygiene Observations

Applicants must observe at least two different dental hygienists in at least two different practice settings for a total of eight hours. To document the observation, request the dental hygienist to provide the following information on their office letterhead: the applicants name, date, time of observation, and their signature. An appointment for dental hygiene treatment at the IU South Bend Dental Clinic during the academic year may be substituted for four hours of observation.

Note: Students must complete all required prerequisite course work before they are eligible to enroll in Dental Hygiene classes.



Applicants selected for regular admission and who meet the February 1 application deadline are notified of their admission status. To hold a place in the class, applicants must return the confirmation form and register for classes by July 15. Applications received after the February 1 deadline are accepted. Once acceptance is finalized, students enrolled at other Indiana University campuses must complete an intercampus transfer before they can enroll and register for classes at IU South Bend.

ADMISSION POLICIES BACHELOR OF SCIENCE IN DENTAL HYGIENE, ENTRY LEVEL

An IU South Bend admissions application should be submitted to the Office of Admissions. Upon formally being admitted to IU South Bend, students must meet with an advisor from the College of Health Sciences to set up an academic plan of study. Upon completion of the prerequisite courses, application for admission to the Dental Hygiene degree program should be completed and returned to the dental education office along with the supporting documents by February 1. If a student is enrolled for the spring semester, a transcript of work completed must be sent to the dental education office at the end of the semester. Acceptance cannot be granted until this is received. All prerequisites must be completed before entrance into the program.

ADMISSION POLICIES BACHELOR OF SCIENCE IN DENTAL HYGIENE, DEGREE COMPLETION

Graduates from an accredited degree program holding the Associate of Science in Dental Hygiene, and a current Indiana dental hygiene license must submit an application to be admitted to the Bachelor of Science in Dental Hygiene degree program after meeting with an academic advisor. Applicants who receive Dental Hygiene degrees from accredited programs other than those offered by Indiana University will be considered transfer students for the purpose of fulfilling general-education requirements at IU South Bend. Courses required for admission may be taken at any Indiana University campus or may be accepted as transfer credit hours from other accredited institutions. However, priority consideration is given to those students completing the majority of their course work on the IU South Bend campus. Admission to the major is highly competitive. Contact a dental education advisor for more information. Admissions will be competitive based on the average of the GPA for professional Dental Hygiene courses and the GPA for the preprofessional course work. A minimum GPA of 2.50 in each category is required. Two letters of recommendation from faculty or dental professionals are required for non-IU South Bend degree graduates. Students with the highest overall GPA and positive letters of recommendation will be granted admission. A student is expected to complete the work for a degree within five years from date of admission.

ACADEMIC REGULATIONS

Students are expected to comply with the:

- Academic regulations and policies of Indiana University
- Professional Codes of Conduct of the American Dental Hygienists' Association
- Components of professional development of the IU South Bend Dental Hygiene degree program

Students admitted to the Dental Hygiene degree program should consult the clinic manual for updates and additional policies governing academic policies, procedures, and academic standing.

ACADEMIC POLICIES

- Students must earn a grade of C or higher in all required courses, including general-education courses, and maintain a semester and overall GPA of at least 2.0. A student who does not meet the academic regulations of the university and the Dental Hygiene degree program is placed on academic probation.
- Students must follow the Dental Hygiene course sequence as outlined in this publication. Failure to follow the sequence can result in delayed/denied admission to the next course sequence.
- If a student does not pass one of the clinical practice courses (DHYG-H 218 Fundamentals of Dental Hygiene, DHYG-H 219 Clinical Practice 1, DHYG-H 300 Clinical Practice A–S, DHYG-H 301 Clinical Practice 2, DHYG-H 302 Clinical Practice 3) with a grade of C or higher, the student is not eligible to continue in the course sequence and her or his status is changed to out-of-sequence. Out-of-sequence students must follow the policies and procedures regarding reinstatement to complete the program.
- If a student does not pass one of the radiology courses (DHYG-H 303 Radiology-Second Year, DHYG-H 305 Radiology Clinic I, DHYG-H 306 Radiology Clinic II, DHYG-H 307 Radiology Clinic III) with a grade of C or higher, the student is not allowed to expose radiographs on patients until the course is repeated and a grade of C or higher is achieved. The course must be repeated the next semester it is offered.
- A student is dismissed from the program if any two clinical practice, any two radiology courses, or a combination of these courses are not passed with a grade of C or higher. There are no options for reinstatement.
- If a student does not pass HPER-N 220 Nutrition for Health, the course must be retaken and passed with a grade of C or higher before beginning second-year classes.
- Students must be certified in CPR before they begin DHYG-H 219 Clinical Practice 1 and must remain certified while enrolled in all clinical courses. (American Heart Association Health Care Provider certificate is required.)
- Students must provide a current health evaluation (history and physical examination), dental evaluation, vision evaluation, and record of immunization status before beginning clinical practice, DHYG-H 218 Fundamentals of Dental Hygiene.

GOOD STANDING

In order to remain in good standing, a student must:

- Maintain a grade of C (2.0) or higher in each required academic course
- Not repeat any course more than once
- Maintain an overall GPA of 2.0 or above
- Demonstrate ethical and professional behavior
- Follow the required course sequence as described in the section on curriculum

CLINICAL PROMOTION

In addition to the general academic policies, students must meet the following requirements to be promoted through the clinical course sequences:

Students are promoted to the DHYG-H 219 Clinical Practice 1 upon successful completion of:

- | | |
|------------|--|
| DHYG-H 215 | Pharmacology/Therapeutics-First Year (2 cr.) |
| DHYG-H 218 | Fundamentals of Dental Hygiene (6 cr.) |
| DHYG-H 303 | Radiology-Second Year (2 cr.) |

Students are promoted to DHYG-H 300 Clinical Practice A–S upon successful completion of:

- | | |
|------------|--|
| DHYG-H 205 | Medical and Dental Emergencies (1 cr.) |
| DHYG-H 217 | Preventive Dentistry-Second Year (2 cr.) |
| DHYG-H 219 | Clinical Practice 1 (4 cr.) |
| DHYG-H 305 | Radiology Clinic I (1 cr.) |

Students are promoted to DHYG-H 301 Clinical Practice 2 upon successful completion of:

- | | |
|------------|--|
| DHYG-H 215 | Pharmacology/Therapeutics-First Year (2 cr.) |
| DHYG-H 300 | Clinical Practice A-S |

Students are promoted to DHYG-H 302 Clinical Practice 3 upon successful completion of:

- | | |
|------------|-----------------------------|
| DHYG-H 301 | Clinical Practice 2 (5 cr.) |
| DHYG-H 306 | Radiology Clinic II (1 cr.) |

ACADEMIC PROBATION

A student is placed on academic probation for the duration of the next regular semester or summer session following the one in which they failed to:

- Attain a single course grade of C or higher
- Attain a cumulative grade point of 2.0
- Demonstrate acceptable ethical or professional behavior
- Follow the required course sequence
- Abide by the Indiana University Code of Student Rights, Responsibilities, and Conduct
- The academic standing of probation is removed the semester the reason for probation is corrected

DISMISSAL

A student is dismissed from the program when there is a lack of progress toward the degree. Lack of progress includes, but is not limited to:

- Failure to achieve a cumulative GPA of 2.0 in any two consecutive semesters
- Failure to complete all required courses with a minimum grade of C by the second completed attempt
- Failure to retake and pass, with a grade of C or higher, Dental Hygiene courses offered once a year
- Failure to meet the stipulations of probation
- Failure to meet all the criteria components of the Professional Behavior Contract
- Failure to meet all the requirements for reinstatement
- Dismissal may occur without prior probation

APPEALS

A student may appeal a recommendation for probation or dismissal in accordance with the IU South Bend appeals process, as outlined in this publication.

WITHDRAWAL

See Academic Regulations and Policies for all campuses in the IU South Bend Bulletin for policies regarding:

- Withdrawal from a class
- Withdrawal from the university

A grade lower than a C is not a valid reason for withdrawal from a course.

WITHDRAWAL FROM THE DENTAL HYGIENE PROGRAM

Students who withdraw from the Dental Hygiene degree program can apply for reinstatement. Students who withdraw a second time are not readmitted or eligible for reinstatement. Students who are administratively withdrawn from the program are not eligible for reinstatement.

LEAVE OF ABSENCE

Students must submit, in writing, using the Programs in Dental Education Change in Academic Standing form, a request for a leave of absence to the director of dental education. Requests for leave of absence are evaluated and approved on the basis of academic standing and potential for progress toward the degree.

Students granted a leave of absence, delaying the clinical course sequence, changes their status within the program to out-of-sequence. Therefore, the policies and procedures for reinstatement apply to them. Reinstatement is granted depending upon the availability of clinical spaces and satisfactory completion of any condition and/or faculty recommendations existing at the time of leave. Reinstatement to the programs in dental education is not guaranteed.

REINSTATEMENT POLICY AND PROCEDURES

All out-of-sequence students must apply for reinstatement. Dental Hygiene students who are out-of-sequence include students who:

- Fail a clinical course
- Withdraw from a clinical course
- Take a leave of absence

REINSTATEMENT PROCEDURES

Step 1: Written Request

Students who wish to be reinstated must submit a written request to the director of dental education by:

Date	Semester
June 1	fall semester reinstatement
October 1	spring semester reinstatement

The request requires:

- A list of the specific course(s) in which the student wishes to enroll
- An explanation of the extenuating circumstance that may have hindered academic performance
- A brief outline of the student's action plan

All requests for reinstatement are evaluated on the basis of successful completion of any requirements or faculty recommendations and available clinical slots.

Students who are reinstated must adhere to the academic policies in effect at the time of reinstatement.

Step 2: Validation of Theory and Clinical Competencies

Following approval of a request for reinstatement, students must validate the dental hygiene theory and clinical competencies needed to reenter the clinical practice. All theory and skill competencies must be met (validated) before a student can reenroll and begin clinical course work.

Skill validations required for each clinical sequence are as follows:

Validation for DHYG-H 219 Clinical Practice 1

- Retake and pass with grade of C or higher DHYG-H 218 Fundamentals of Dental Hygiene

Validation for DHYG-H 301 Clinical Practice 2

- Retake and pass with grade of C or higher DHYG-H 219 Clinical Practice 1

Validation for DHYG-H 302 Clinical Practice 3

- Retake and pass with grade of C or higher DHYG-H 301 Clinical Practice 2

Students must maintain radiology clinical competency when retaking a clinical practice course. To do this, students are required to meet, at a passing level, the radiography requirements for the clinical semester. If a student has been out of clinic practice for one semester or more, they are required to validate radiology clinical

competency by completing the Radiology Laboratory Validation Test. If the student fails to pass the validation test, they are required to enroll in DHYG-H 305 Radiology Clinic I.

Validation Policies

In the event the student fails the validation clinical course, the student is dismissed from the program.

Step 3: Reinstatement

Upon successful demonstration of academic and clinical competencies within the designated time, the student is reinstated into the Dental Hygiene degree program. The student may reenroll in the sequential course when it is offered in the curriculum.

TRANSFER CREDIT HOURS

Transfers between Indiana University Campuses

Dental Hygiene students in good academic standing at another Indiana University campus may seek intercampus transfer. Students seeking intercampus transfer must meet the academic policies of the IU South Bend program. Intercampus transfer requests are evaluated individually on the basis of clinical space available and a review of student records.

Transfers from Non-Indiana University Dental Hygiene Degree Programs

Dental Hygiene students in good academic standing at another university who wish to transfer should contact the director of the IU South Bend Dental Hygiene degree program. The director of dental hygiene evaluates Dental Hygiene courses completed at another university for transfer equivalency and student placement. All other transfer policies must be followed.

FIVE-YEAR LIMIT

Required science courses must be completed within five years prior to the beginning of Dental Hygiene course work.

COURSE EXEMPTIONS

Students meeting the specific criteria may test out of DHYG-H 305 Radiology Clinic I and DHYG-H 308 Dental Materials. Applications for course exemptions are in the clinic manual.

DHYG-H 305 Radiology Clinic I Exemption

To be eligible to test out, students must have a current:

- State radiology certificate; or
- Certificate in Dental Assisting (CDA)

Procedures

Students must:

- Submit an application to course instructor no later than November 1

- Make arrangements with course instructor to take the written and clinical tests once the application is approved
- Submit radiographs to instructor by December 1
- Take the test no later than December 1
- Successfully pass both the written and clinical examination with a grade of 75 percent or higher

Radiology Written Validation Test

- The written radiology validation examination is an objective test that evaluates the student's knowledge of radiographic policies and procedures as outlined in the Dental Hygiene clinic manual.

Radiology Laboratory Validation Test

- Expose, develop, mount, and evaluate FMX films of the right side of mouth using paralleling technique and develop in AFP using DXTTR.
- Expose, develop, mount, and evaluate FMX films of the left side of mouth using bisecting technique and develop in AFP using DXTTR.
- Four retakes are allowed for the entire FMX survey.
- Films are graded according to DHYG-H 305 Radiology Clinic I criteria and must be completed at passing level.

DHYG-H 308 Dental Materials Exemption

To be eligible to test out of DHYG-H 308 Dental Materials, the student must have:

- Graduated from an accredited Dental Assisting degree program within the last 5 years or
- A current certificate in Dental Assisting (CDA)

Procedures

Students must:

- Submit an application to course instructor no later than November 1
- Make arrangements with course instructor to take a test once application is approved
- Take the test no later than December 1
- Successfully pass with a score 80 percent or higher on a written examination

DHYG-H 308 Dental Materials Test

- Students may contact the course instructor for a copy of DHYG-H 308 Dental Materials objectives

ASSOCIATE OF SCIENCE IN DENTAL HYGIENE (90 CR.)

The first year of study for the Associate of Science in Dental Hygiene degree consists of general-education and biomedical courses which serve as the foundation of the dental hygiene curriculum and represent a knowledge base for the profession. The second two years incorporate courses in dental and dental hygiene sciences and provide the theoretical and clinical framework of dental hygiene practice.

Students must complete 35 credit hours of prerequisite courses before entering the Dental Hygiene degree program. These required courses may be taken at any accredited college or university; however, they should not be taken on a Pass/Fail basis. Any exceptions must be approved by the Admissions and Promotions Committee. The student must maintain a C average or higher to be accepted as a transfer student by Indiana University. In each dental hygiene prerequisite course, a grade of C or higher must be earned.

Once accepted into the program, the student attends two years (five semesters) of courses designed to provide the educational and clinical background necessary for the practice of dental hygiene. Following completion of the degree program, an Associate of Science degree is conferred by the Indiana University School of Dentistry. Graduates are eligible to take regional licensing examinations and the Dental Hygiene National Board Examination.

Students interested in pursuing a bachelor's degree may also apply credit hours in dental hygiene toward the Bachelor of General Studies. Students should work closely with advisors in those programs while pre-dental hygiene students or as soon as they are admitted into the Dental Hygiene degree program.



PROGRAM CURRICULA

A minimum of 35 credit hours of required courses must be completed prior to acceptance into the full-time Associate of Science in Dental Hygiene degree program.

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

First Year—Required Courses (35 cr.)

CHEM-C 101	Elementary Chemistry 1
CHEM-C 121	Elementary Chemistry Laboratory 1 (2 cr.)
ENG-W 131	Elementary Composition 1
PSY-P 103	General Psychology
SOC-S 161	Principles of Sociology
SPCH-S 121	Public Speaking

Arts and humanities electives (3 cr.) (includes communications, English, fine arts, world languages, history, music, philosophy, religion, women's studies, medical terminology, and computer science)

Select one of the following:

ANAT-A 210	Elementary Human Anatomy
HPER-N 220	Nutrition for Health
MICR-M 250	Microbial Cell Biology
PHSL-P 204	Elementary Human Physiology or Human Anatomy and Physiology 1 (5 cr.)
PHSL-P 262	Human Anatomy and Physiology 2 (5 cr.)

PROFESSIONAL PROGRAM COURSES

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

Second Year—First Semester (12 cr.)

DHYG-H 214	Oral Anatomy, Histology, and Embryology
DHYG-H 218	Fundamentals of Dental Hygiene (6 cr.)
DHYG-H 242	Introduction to Dentistry (1 cr.)
DHYG-H 303	Radiology-Second Year (2 cr.)
	Arts and humanities elective

Second Year—Second Semester (17 cr.)

DHYG-H 205	Medical and Dental Emergencies (1 cr.)
DHYG-H 211	Head and Neck Anatomy (2 cr.)
DHYG-H 213	Human Biology 2-First Year (1 cr.)
DHYG-H 217	Preventive Dentistry-Second Year (2 cr.)
DHYG-H 219	Clinical Practice 1 (5 cr.)
DHYG-H 305	Radiology Clinic I (1 cr.)
DHYG-H 308	Dental Materials (2 cr.)

Summer Session I (5 cr.)

DHYG-H 215	Pharmacology/Therapeutics-First Year (2 cr.)
DHYG-H 300	Clinical Practice A-S

Third Year—First Semester (12 cr.)

DHYG-H 250	Local Anesthesia and Pain Control (1-2 cr.)
DHYG-H 301	Clinical Practice 2 (5 cr.)
DHYG-H 304	Oral Pathology-Second Year (2 cr.)
DHYG-H 306	Radiology Clinic II (1 cr.)
DHYG-H 321	Periodontics (2 cr.)
DHYG-H 347	Community Dental Health

Third Year—Second Semester (12 cr.)

DHYG-H 302	Clinical Practice 3 (5 cr.)
DHYG-H 307	Radiology Clinic III (1 cr.)
DHYG-H 309	Practice of Community Dental Hygiene-Second Year (2 cr.)
DHYG-H 320	Practice Management, Ethics, and Jurisprudence (2 cr.)
DHYG-H 351	Advanced Clinical Procedures (2 cr.)

BACHELOR OF SCIENCE IN DENTAL HYGIENE

The IU South Bend campus offers two types of degrees for the Bachelor of Science in Dental Hygiene:

- The Bachelor of Science in Dental Hygiene entry level, which is designed for those just preparing to enter the profession
- The Bachelor of Science in Dental Hygiene completion degree, which is designed for licensed hygienists who are already graduates of an accredited Associate of Science in Dental Hygiene degree program and wish to continue their education

BACHELOR OF SCIENCE IN DENTAL HYGIENE, ENTRY LEVEL

The Dental Hygiene curriculum, which is accredited by the American Dental Association, leads to the Bachelor of Science degree, and consists of a total of four years of study; two years of prerequisite courses followed by two years of professional study. Upon completion, graduates are eligible for licensure to practice this preventive specialty of dentistry. Contact the Office of Student Services in the College of Health Sciences at (574) 520-4571 to meet with an advisor.

PREPROFESSIONAL CURRICULUM (57-65 CR.)

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

Dental Hygiene Prerequisites and General-Education Requirements

First Year—Fall Semester (16 cr.)

BIOL-N 190	The Natural World
COAS-Q 110	Introduction to Information Literacy (1 cr.)
ENG-W 131	English Composition 1
SPCH-S 121	Public Speaking

Arts and humanities electives (3 cr.) (includes communications, English, fine arts, world languages, history, music, philosophy, religion, women's studies, medical terminology, and computer science)

Select one of the following:

BUS- K 201	The Computer in Business
CSCI-A 106	Introduction to Computing

First Year—Spring Semester (12-17 cr.)

PSY-B 190	Human Behavior and Social Institutions
PSY-P 103	General Psychology
SOC-S 161	Principles of Sociology

Select one of the following two options:

Chemistry Option 1

CHEM-C 101	Elementary Chemistry 1
CHEM-C 121	Elementary Chemistry Laboratory 1 (2 cr.)

Students who have completed high school chemistry within the last three years with a grade of C or better may go directly to CHEM-C 102 Elementary Chemistry 2 after successfully passing the mathematics placement examination.

Chemistry Option 2

CHEM- C 102	Elementary Chemistry 2
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Second Year—Fall Semester (12-15 cr.)

ANAT-A 210	Elementary Human Anatomy
CHEM-C 102	Elementary Chemistry 2 (meets visual literacy requirement)*
HPER-N 220	Nutrition for Health

Select from approved Literary and Intellectual Traditions T 190 course list, page 38

Select one of the following:

MATH-K 300	Statistical Techniques for Health Professions
SOC-S 351	Social Statistics

Second Year—Spring Semester (14 cr.)

MICR-M 250	Microbial Cell Biology
MICR-M 255	Microbiology Laboratory (2 cr.)
PHSL-P 204	Elementary Human Physiology

Select from approved critical thinking course list, pages 36-37

Select non-western cultures course, pages 38-39

Note: PHSL-P 261 Human Anatomy and Physiology 1 and PHSL-P 262 Human Anatomy and Physiology 2 can be taken in place of ANAT-A 210 Elementary Human Anatomy and PHSL-P 204 Elementary Human Physiology.

PROFESSIONAL PHASE (60-61 CR.)

Third Year—Fall Semester (15 cr.)

DHYG-H 214	Oral Anatomy, Histology, and Embryology
DHYG-H 218	Fundamentals of Dental Hygiene (6 cr.)
DHYG-H 242	Introduction to Dentistry (1 cr.)
DHYG-H 303	Radiology-Second Year (2 cr.)
	Elective

Third Year—Spring Semester (14 cr.)

DHYG-H 205	Medical and Dental Emergencies (1 cr.)
DHYG-H 211	Head and Neck Anatomy (2 cr.)
DHYG-H 213	Human Biology 2-First Year (1 cr.)
DHYG-H 217	Preventive Dentistry-Second Year (2 cr.)
DHYG-H 219	Clinical Practice 1 (5 cr.)
DHYG-H 305	Radiology Clinic I (1 cr.)
DHYG-H 308	Dental Materials (2 cr.)

* if used to meet visual literacy requirement, another course must be taken as an elective in order to apply to program

Fourth Year—Summer Session I (5 cr.)

DHYG-H 215	Pharmacology/Therapeutics-First Year (2 cr.)
DHYG-H 300	Clinical Practice A-S

Fourth Year—Fall Semester (15 cr.)

DHYG-H 250	Local Anesthesia and Pain Control (1-2 cr.)
DHYG-H 301	Clinical Practice 2 (5 cr.)
DHYG-H 304	Oral Pathology-Second Year (2 cr.)
DHYG-H 306	Radiology Clinic II (1 cr.)
DHYG-H 321	Periodontics (2 cr.)
DHYG-H 347	Community Dental Health

Fourth Year—Spring Semester (15 cr.)

DHYG-H 302	Clinical Practice 3 (5 cr.)
DHYG-H 307	Radiology Clinic III (1 cr.)
DHYG-H 309	Practice of Community Dental Hygiene-Second Year (2 cr.)
DHYG-H 320	Practice Management, Ethics, and Jurisprudence (2 cr.)
DHYG-E 351	Advanced Clinical Procedures (2 cr.)
DHYG-H 444	Bachelor Degree Capstone Course

GENERAL EDUCATION

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see pages 35-40 in this publication. All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes. General-education courses help lay the foundation for the dental hygiene courses and also serve to provide the student with a well-rounded education. The general-education portion of the Bachelor of Science in Dental Hygiene curriculum consists of 57-65 credit hours, divided into area or course clusters. The campuswide general-education requirements are incorporated into the program of study. Although some courses may meet the requirements of more than one cluster, a single course can only be used to meet one requirement. All courses required for the degree must be taken for a grade. Certain courses require prerequisite or developmental courses, which are not listed here.

CAMPUSWIDE CURRICULUM (33-39 CR.)

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

FUNDAMENTAL LITERACIES (19 CR.)**Writing**

ENG-W 131	Elementary Composition 1
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Critical Thinking

PHIL-P 140	Introduction to Ethics
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Oral Communication

SPCH-S 121	Public Speaking
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Visual Literacy

Not required

Quantitative Reasoning

Select one of the following:

MATH-K 300	Statistical Techniques for Health Professions
NURS-H 355	Data Analysis/Practice and Research
SOC-S 351	Social Statistics

Information Literacy

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

CSCI-A 106	Introduction to Computing
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COMMON CORE COURSES (12 CR.)

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

The Natural World

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

Select from approved course list, page 38

Art, Aesthetics, and Creativity

Select from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

Select from approved course list, pages 38-39

Diversity in United States Society

SOC-S 161	Principles of Sociology
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Health and Wellness (2 cr.)

HPER-N 220	Nutrition for Health
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BACHELOR OF SCIENCE IN DENTAL HYGIENE, DEGREE COMPLETION

The Bachelor of Science in Dental Hygiene degree completion program provides an opportunity for graduate dental hygienists to develop further expertise and includes application of practical experience. It prepares hygienists for leadership roles in education, public health, commercial ventures, professional associations, and/or health advocacy. It can enhance career opportunities available to dental hygienists in a variety of areas, including but not limited to state and county health departments, academia, sales and marketing,

pharmaceuticals, dental education consulting, dental insurance companies, research, and clinical dental hygiene. Program activities promote development of professional leadership skills and prepare hygienists for entry into graduate programs.

The program's objectives are designed to provide students with the education and skills to:

- perform dental hygiene services in a variety of settings (e.g., private dental practice, public health clinics, school systems, institutions, and hospitals)
- serve as a resource person and work in cooperation with other health personnel in assessing health care needs and providing health care services to the public
- plan, implement, and evaluate effective teaching methodologies in an educational setting
- supervise the teaching of dental hygiene services in a clinical or public health setting
- prepare for admission to graduate degree programs
- continue their professional education and personal growth

Students must complete the 122-123 credit hours of course work listed below.

Associate of Science in Dental Hygiene

Prerequisite courses (35 cr.)

Professional courses (54-55 cr.)

Bachelor of Science in Dental Hygiene

Required courses (15 cr.)

Elective courses (18 cr.)

Applicants who receive dental hygiene degrees from accredited degree programs other than those offered by Indiana University will be considered transfer students for the purpose of fulfilling general-education requirements at IU South Bend.

Courses required for admission may be taken at any Indiana University campus or may be accepted as transfer credit hours from other accredited institutions. Priority consideration is given to those students completing course work on the IU South Bend campus.

Admission is competitive based on average GPA, average for preprofessional course work, and the GPA for professional dental hygiene courses. A minimum GPA of 2.50 in each category is required.

ASSOCIATE OF SCIENCE IN DENTAL HYGIENE PREREQUISITE COURSES

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

ANAT-A 210	Elementary Human Anatomy
CHEM-C 101	Elementary Chemistry 1
CHEM-C 121	Elementary Chemistry Laboratory 1 (2 cr.)
ENG-W 131	Elementary Composition 1
HPER-N 220	Nutrition for Health
MICR-M 250	Microbial Cell Biology

PHSL- P 262	Human Anatomy and Physiology 2 (5 cr.)
PSY-P 103	General Psychology
SOC-S 161	Principles of Sociology
SPCH-S 121	Public Speaking

Arts and humanities elective (3 cr.) (Includes communications, English, fine arts, world languages, history, music, philosophy, religion, women's studies, medical terminology, and computer science)

Select one of the following:

PHSL-P 204	Elementary Human Physiology
PHSL-P 261	Human Anatomy and Physiology 1 (5 cr.)

ASSOCIATE OF SCIENCE IN DENTAL HYGIENE PROFESSIONAL CURRICULUM COURSES

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

DAE-E 351	Advanced Dental Materials Techniques for Auxillories (1-4 cr.)
DHYG-H 205	Medical and Dental Emergencies (1 cr.)
DHYG-H 211	Head and Neck Anatomy (2 cr.)
DHYG-H 213	Human Biology 2-First Year (1 cr.)
DHYG-H 214	Oral Anatomy, Histology, and Embryology
DHYG-H 215	Pharmacology/Therapeutics-First Year (2 cr.)
DHYG-H 217	Preventive Dentistry-Second Year (2 cr.)
DHYG-H 218	Fundamentals of Dental Hygiene (6 cr.)
DHYG-H 219	Clinical Practice 1 (5 cr.)
DHYG-H 242	Introduction to Dentistry (1 cr.)
DHYG-H 250	Local Anesthesia and Pain Control (1-2 cr.)
DHYG-H 300	Clinical Practice A-S
DHYG-H 301	Clinical Practice 2 (5 cr.)
DHYG-H 302	Clinical Practice 3 (5 cr.)
DHYG-H 303	Radiology-Second Year (2 cr.)
DHYG-H 304	Oral Pathology-Second Year (2 cr.)
DHYG-H 305	Radiology Clinic I (1 cr.)
DHYG-H 306	Radiology Clinic II (1 cr.)
DHYG-H 307	Radiology Clinic III (1 cr.)
DHYG-H 308	Dental Materials (2 cr.)
DHYG-H 309	Practice of Community Dental Hygiene-Second Year (2 cr.)
DHYG-H 320	Practice Management, Ethics, and Jurisprudence (2 cr.)
DHYG-H 321	Periodontics (2 cr.)
DHYG-H 347	Community Dental Health

BACHELOR OF SCIENCE IN DENTAL HYGIENE REQUIRED COURSES (15 CR.)

Common Core Course

Select from approved 390 course list, pages 37-38

Computer Literacy

Select from approved course list, page 37

DHYG-H 444 Bachelor Degree Capstone Course

Quantitative Reasoning

Select from approved course list, page 37

Research-related course

BACHELOR OF SCIENCE IN DENTAL HYGIENE DEGREE COMPLETION ELECTIVE COURSES (18 CR.)

Suggested Courses

BUS-F	260	Personal Finance
BUS-W	100	Principles of Business Administration
EDUC-P	250	General Educational Psychology
PSY-P	303	Health Psychology
SPAN-S	160	Spanish for Health Care Personnel

All potential students are advised to consult the Dental Education website for updates or changes in dental hygiene admissions policies that may occur after publication of this document.

SCHOOL OF NURSING

Northside Hall 456B

(574) 520-4571

www.iusb.edu/~sbnurse

Dean: **Regan-Kubinski**

Professor: **Regan-Kubinski**

Associate Professors: **Basolo-Kunzer, Dobrzykowski, Henry, Sofhauser**

Acting Assistant Professor: **S. Jones**

Clinical Assistant Professor: **Makielski**

Clinical Lecturers: **Davidson, Hieronymus, Imes, Trethewey, B. White, Wolfram**

Lecturers: **S. Anderson, Fenner, Keith, Woodrick**

Director of M.S.N. Program: **Wolfram**

Director of Undergraduate Program: **Makielski**

Director of Health and Wellness Center: **Hieronymus**

Director of Student Services: **Gilroy**

GENERAL INFORMATION

The IU South Bend campus offers the Bachelor of Science in Nursing (B.S.N.), options for Registered Nurses (R.N.), and Master of Science in Nursing (M.S.N.) with a Family Nurse Practitioner major.

ACCREDITATION

The Bachelor of Science in Nursing degree program is accredited by the Indiana State Board of Nursing and by the Commission on Collegiate Nursing Education.

MEMBERSHIP

The School of Nursing is an agency member of the American Association of Colleges of Nursing, and the Commission on Collegiate Nursing Education.

STUDENT ORGANIZATIONS

SIGMA THETA TAU INTERNATIONAL

The Alpha Chapter of the International Honor Society of Nursing was organized at Indiana University. Students in bachelor's and graduate degree programs, as well as community members, may be eligible for membership when they have demonstrated excellence in nursing and have shown superior academic and personal records. Leadership, research, and scholarship constitute the purposes of Sigma Theta Tau International.

STUDENT NURSES' ASSOCIATION

Undergraduate students are eligible for membership in the National Student Nurses' Association, Indiana Association of Nursing Students, and IU South Bend's local chapter. This includes students enrolled in bachelor's degree programs, R.N. programs, and prenursing students. Individuals or organizations interested in furthering the growth and development of the National Student Nurses' Association obtain sustaining memberships. The chief purpose of the organization is to aid in the preparation of students for the assumption of professional responsibilities. Programs may encompass health care issues, legal aspects of nursing, interdisciplinary programs, and community programs.

GENERAL POLICIES

PROGRAM PLANNING

Students in the School of Nursing are responsible for planning their own programs and for meeting degree requirements. Academic advisors are available from the Office of Nursing Student Services to assist students in understanding degree requirements. It is important for students to acquaint themselves with all regulations and to remain properly informed throughout their studies.

All provisions of this publication are in effect as soon as a nursing student begins the Nursing Program. This includes both prenursing students newly admitted to IU South Bend and those changing their major to nursing.

Students interrupting their studies, students pursuing part-time study, or full-time students who take more than two years to complete prerequisite requirements are subject to policy and curriculum changes as they occur. Curriculum changes during progress toward the degree may result in revision of degree requirements.

THE CODE OF ETHICS FOR NURSES

Students preparing to enter the profession of nursing are expected to follow the Code of Ethics for Nurses. Each person, upon entering the profession, inherits a measure of responsibility and trust in the profession and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession. The code was adopted by the American Nurses' Association in 1950 and most recently revised in 2001.

It is the student's responsibility to know, understand, and follow the Code of Ethics for Nurses.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimal patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

STATEMENT OF ESSENTIAL ABILITIES

Approved by the Indiana University School of Nursing, University Council of Nursing Faculty, April 26, 1993, and updated March 2004.

The School of Nursing faculty has specified essential abilities (technical standards) critical to the success of students in any IU Nursing Program. Students must demonstrate these essential abilities to succeed in their program of study. Qualified applicants are expected to meet all admission criteria and matriculating students are expected to meet all progression criteria, as well as these essential abilities (technical standards) with or without reasonable accommodations.

1. Essential judgment skills to include: ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem solving around patient conditions and coming to appropriate conclusions and/or course of actions.
2. Essential physical/neurological functions to include: ability to use the senses of seeing, hearing, touch, and smell to make correct judgments regarding patient conditions and meet physical expectations to perform required interventions for the purpose of demonstrating competence to safely engage in the practice of nursing. Behaviors that demonstrate essential neurological and physical functions include, but are not limited to, observation, listening, understanding relationships, writing, and psychomotor abilities consistent with course and program expectations.
3. Essential communication skills to include: ability to communicate effectively with fellow students, faculty, patients, and all members of the health care team. Skills include verbal, written, and nonverbal abilities as well as information technology skills consistent with effective communication.
4. Essential emotional coping skills: ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice.
5. Essential intellectual/conceptual skills to include: ability to measure, calculate, analyze, synthesize, and evaluate to engage competently in the safe practice of nursing.
6. Other essential behavioral attributes: ability to engage in activities consistent with safe nursing practice without demonstrated behaviors of addiction to, abuse of, or dependence on alcohol or other drugs that may impair behavior or judgment. The student must demonstrate responsibility and accountability for actions as a student in the School of Nursing and as a developing professional nurse consistent with accepted standards of practice.

Failure to meet one or more of the essential abilities may hinder progression or result in dismissal from the Nursing Program. Any student who is questioning their ability to meet one or more of the essential abilities should contact the disability services officer at (574) 520-4479 prior to enrollment in nursing courses. Documentation

of any requested accommodation must be submitted to the Admission, Progression, and Graduation Committee in the School of Nursing for review at least two months prior to matriculation into the nursing major.

STUDENTS WITH DISABILITIES

The university is committed to helping temporarily and permanently disabled students make the transition to student life. Students with physical, mental, or learning impairments are encouraged to consult with advisors from the School of Nursing and Disability Support Services for assistance in meeting degree requirements.

Students with disabilities must meet all academic and technical skill requirements as outlined in the *Statement of Essential Abilities* and any other standards related to professional licensure. Modifications in the learning environment to assist students in meeting these requirements are made in accordance with federal and university guidelines and in consideration of individual needs. Disability Support Services is located on the first floor of the Administration Building.

ELIGIBILITY FOR LICENSURE

Any person who makes application for examination and registration as a registered nurse in the state of Indiana shall submit to the Indiana State Board of Nursing at the Health Professions Service Bureau written evidence, verified by oath, that he or she:

- Completed an approved high school course of study or the equivalent, as approved by the appropriate educational agency
- Completed the prescribed curriculum in a state-accredited school of nursing and holds a diploma or certificate therefrom
- Has not been convicted of any act that would constitute a ground for disciplinary sanction under the state board rules and regulations or of any felony that has direct bearing on the individual's ability to practice competently

International students and graduates of schools of nursing that are outside the United States must meet the requirements of the Indiana State Board of Nursing for eligibility to sit for the National Council Licensing Examination (NCLEX).



CLINICAL REGULATIONS

B.S.N. STUDENT POLICY HANDBOOK

All nursing students are provided with a *B.S.N. Student Policy Handbook* at the clinical orientation beginning with the sophomore semester. This document is updated (at least) annually to reflect ongoing changes in clinical and program requirements and policies. While the School of Nursing provides these updates, it is the student's responsibility to maintain the currency of the handbook and refer to the most current regulations.

CPR REQUIREMENT

All nursing major students enrolled in clinical classes must present evidence of current health care provider certification prior to the beginning of each semester. Two options are available:

- American Heart Association's Basic Life Support for Health Care Provider level (preferred)
- American Red Cross CPR/AED for the Professional Rescuer

OSHA REGULATIONS

Health requirements and OSHA regulations include annual education on blood borne pathogens. See the *B.S.N. Student Policy Handbook* for annual regulatory requirements. Clinical agencies may have additional requirements which must be met.

HEALTH REQUIREMENTS

All nursing students must show annual proof that they have met the immunization, physical examination, and laboratory examination requirements of hospitals and other health agencies used for clinical experiences. Specific instructions are distributed prior to clinical assignment. Special circumstances may arise which require additional action. Failure to meet health requirements and their deadlines makes the student ineligible for clinical classes and the student is administratively withdrawn from all nursing courses. The student is then considered to be out-of-progression in the Nursing Program. Detailed requirements and descriptions are provided in the *B.S.N. Student Policy Handbook*.

CRIMINAL CHECKS

Federal mandates for clinical agencies require criminal history inquiries through certified background checks or designated alternate state or federal inquiry program. Students are responsible for applying for the criminal check and all fees associated with the check upon application to the major and prior to the seventh semester courses.

HEALTH AND CPR REQUIREMENTS

Upon Admission to the Nursing Program

In accordance with the Center for Disease Control (CDC) recommendations and local health facilities requirements, nursing students are required to provide:

- Immunization verification for Hepatitis B
- Immunization verification for TDap (Tetanus/Diphtheria/Pertusis) (within 10 years)
- MMR (two doses of MMR or two doses of ProQuad or mumps titer of 1:10 is required)
- Varicella vaccine or history of the disease
- Tuberculosis (TB) testing
- Up-to-date completed health evaluation (within one year)
- CPR (professional level) certification

Titers are acceptable forms of documentation. Any international student or student whose country of origin where TB is considered endemic must be tested at the IU South Bend Health and Wellness Center. Those testing positive will be required to have a blood test confirming their TB status. Requirements may change as recommendations of the CDC indicate. Specific, current information and guidelines can be found in the *B.S.N. Student Policy Handbook*.

The deadlines for submitting the health and safety requirements for students entering the fourth semester are:

Semester	Date
Fall semester	July 15
Spring semester	October 15
Summer semester	May 1

Failure to do so results in the student being automatically withdrawn from all clinical nursing courses for which they are registered and the student is considered to be out-of-progression in the Nursing Program. Students who come to class and are in noncompliance are not allowed to enter the clinical setting. Students admitted late to the Nursing Program are handled on a case-by-case basis.

All applicants are encouraged to begin gathering the necessary documentation to avoid delays upon admission. Even students admitted late must have all documentation on file with the School of Nursing prior to beginning the clinical nursing courses. Failure to do so results in the student being automatically withdrawn from all clinical nursing courses for which they are registered and the student is considered to be out-of-progression in the Nursing Program.

For Continuing Nursing Students

Nursing students are responsible for making sure they receive annual TB testing and annual CPR recertification. In addition, immunization status must be updated as necessary. It is the student's responsibility to monitor the status of these and to submit proper documentation to the School of Nursing in a timely manner. If any of these items expire during the course of the semester,

certification must occur before the student may enroll in any clinical courses that semester. Additional requirements may be added as clinical regulations are updated. Clinical agencies have the right to request additional health and safety stipulations.

Documentation of annual TB testing, annual CPR recertification, and up-to-date immunization status must be submitted to the School of Nursing's student services office no later than August 1 for students enrolled in clinical nursing courses in the fall semester. If the student is enrolled in clinical nursing courses during the fall semester, documentation of CPR recertification, TB testing, and immunizations must be valid through December 20. If the student is enrolled for the spring semester, CPR recertification, immunizations, and TB testing documentation must be submitted to the School of Nursing's student services office no later than December 1 and must be valid through May 15. For summer these must be valid May 1 to August 20. (For example, if a student's CPR certification expired on March 1, 2011, the student must successfully complete CPR recertification before he or she is allowed to begin spring 2011 semester classes.) Students who come to class, and are in noncompliance, are not allowed to enter the clinical setting.

For students finishing an incomplete grade in a nursing course with a clinical component, the CPR recertification, immunizations, and TB testing must be valid until the course requirements are complete.

STUDENT INJURIES

If a student is injured in a clinical agency, the student must report to the clinical instructor and follow the policy of the agency where the injury occurred. Students should also contact their primary care provider. Follow-up care may be required from the student's primary care provider at the student's expense.

UNIFORMS

Strict uniform and appearance code regulations are enforced throughout the student's clinical experience. Guidelines for uniforms, agency dress codes, and professional appearance are located in the *B.S.N. Student Policy Handbook*.

NAME PIN/IU SOUTH BEND PATCH

Name pins are required for all clinical experiences, along with individual agency requirements for personal identification. Students are additionally identified as an IU South Bend student by a school patch or embroidery on their uniform. More information can be found in the *B.S.N. Student Policy Handbook*.

SUPPLIES AND EQUIPMENT

Students are required to purchase a laboratory skills supply pack and basic assessment equipment for the sophomore-year laboratories and clinicals. See *B.S.N. Student Policy Handbook* for details and estimated prices.

HEALTH INSURANCE

The School of Nursing encourages students to carry health insurance and is not liable for any health problems requiring medical treatment. Health insurance information is available upon request.

PROFESSIONAL LIABILITY INSURANCE

All students in the School of Nursing having patient/client contact are covered under the malpractice contract for Indiana University. This liability insurance does not extend to employment outside of course-related activities. The student should know that failure to pay course and other fees results in noncoverage under Indiana University's malpractice contract. Such noncoverage makes the student ineligible to attend clinical classes.

APA FORMAT

The most recent American Psychological Association (APA) format is the standard used for all written work in all nursing courses. Students should consult course syllabi for specific details.

REMEDIAL COURSE REQUIREMENTS

Applicants to the Bachelor of Science in Nursing degree program must successfully complete all developmental courses in which they place, including the following:

EDUC-X 100	Practical Reading and Study for Self Improvement
EDUC-X 101	Techniques in Textbook Reading
ENG-W 31	Pre-Composition
ENG-W 130	Principles of Composition
MATH-M 4	Introduction to Algebra
MATH-M 14	Basic Algebra (4 cr.)
MATH-M 107	College Algebra

Students interested in the Bachelor of Science in Nursing degree program should complete courses in mathematics as early as possible to facilitate completion of science prerequisite courses.

CORRESPONDENCE/INDEPENDENT STUDY COURSES

All required and elective courses for the nursing major, other than public speaking, available through the Indiana University Independent Study Program, must be taken for credit. Students should contact a School of Nursing academic advisor before enrollment. Students are required to have the academic advisor's signature for all correspondence courses used to satisfy degree requirements. Correspondence courses with nursing numbers do not satisfy residency requirements. Final examinations in all correspondence courses must be taken no later than six weeks prior to the expected graduation date.

Nursing students shall have completed any correspondence or independent study courses prior to enrollment in their final semester of the program, or register for the on-campus course in that final semester.

PORTFOLIO OPTION

The portfolio review process is available to all students who believe that their prior experience can meet the learning objectives/competencies required of a specific nursing course within their program of study, subject to faculty approval. The portfolio is a mechanism used to validate the acquisition of knowledge and skills congruent with course expectations and student learning outcomes.

Students may exercise the portfolio option for all B.S.N. major courses listed for the degree as long as it does not interfere with other standing university or school course/credit hour policies related to progression or graduation. Undergraduate students must complete a minimum of 30 credit hours on the campus awarding the degree. Courses/credit hours which are reviewed for portfolio credit do not count toward undergraduate residency requirements. Contact the School of Nursing for portfolio guidelines.

SATISFACTORY/FAIL OPTION

The School of Nursing, in grading undergraduate clinical nursing courses, uses the Satisfactory/Fail option. Grades are recorded as S or F. Students must demonstrate a satisfactory level of clinical competence and skill to receive a satisfactory grade in these courses. Satisfactory performance standards are stated in each course syllabus and faculty evaluate the quality of student clinical performances by these standards. Inability to receive a grade of S constitutes failure. An S indicates a grade of A, B, or C (2.0). Students receiving an F cannot progress in their Nursing Program until this deficiency is corrected.

Note: This is a School of Nursing policy for nursing courses and is not the same as the IU South Bend policy for the Pass/Fail option located in the beginning of this publication.

RESIDENCY REQUIREMENTS

A student must complete a minimum of 30 upper-division credit hours in the Indiana University School of Nursing Bachelor of Science in Nursing to be eligible for graduation. A maximum of 6 lower-division nursing credit hours may apply toward this residency requirement. Students must petition the appropriate academic officer to apply those lower-division nursing credit hours toward the residency requirement. Credit for correspondence courses and advanced standing by the validation process may not be used to meet residency requirements.

ASSOCIATE OF SCIENCE IN NURSING PROGRAM ARTICULATION

Students wishing to pursue an Associate of Science in Nursing have several local options. IU South Bend and Ivy Tech Community College (South Bend) work closely to provide seamless educational choices. Ivy Tech Community College in South Bend can be contacted at (574) 289-7001, extension 5721, for additional information.

IU South Bend School of Nursing and Southwestern Michigan College have also agreed to work together to make the transfer process as smooth as possible. Students may complete prerequisite courses at IU South Bend, transfer to Southwestern Michigan College for the associate nursing degree, and return to IU South Bend for their Bachelor of Science in Nursing. Students interested in this option should contact the nursing department at Southwestern Michigan College at (269) 782-1000.

COMPLEMENTARY HEALTH

Northside Hall 446
(574) 520-4336

www.iusb.edu/~sbnurse/complementaryhlth.shtml

Coordinator: **Sofhauser**

Lay and professional discourse surrounding complementary therapies abounds and consumers are seeking out and using them. Therefore, it is critical that all interested students, particularly future health care providers, be given the academic opportunity to learn about and explore complementary therapies and the issues surrounding their use. Students achieving a minor in complementary health gain a thorough understanding of a number of complementary therapies. This understanding involves exploring the foundational belief systems of these therapies and the cultures from which they are derived. Students critically examine complementary therapies in light of the disease processes for which they are prescribed as well as explore the inherent political, economic, and ethical issues surrounding these therapies.

Any interested IU South Bend student may complete a minor in complementary health. Students interested in pursuing a minor must register their intentions with the School of Nursing and consult with a faculty advisor prior to enrollment in required core courses.

MINOR IN COMPLEMENTARY HEALTH

The minor in complementary health consists of 15 credit hours and is awarded by the School of Nursing on the IU South Bend campus. Students are required to take a core of two required courses for a total of 6 credit hours and a 1 credit hour capstone course. The two required courses may be taken in any order to facilitate student completion of the minor. However, it is recommended that students take NURS-K 301 Complementary Health Therapies before NURS-K 401 Integrative Health.

Students may select a total of 8 credit hours of electives to fulfill the requirements of the minor. Elective courses enable the student to expand and build upon knowledge acquired in the core courses. Selection of electives permits the student to personalize the minor in a way that proves most helpful in their chosen field. Acceptance of elective courses for credit toward the minor is granted by the IU South Bend School of Nursing Admission, Progression, and Graduation (APG) Committee.

REQUIREMENTS

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

Core Courses (7 cr.)

NURS-K 301	Complementary Health Therapies
NURS-K 401	Integrative Health
NURS-K 490	CI Elective (1 cr.)

Electives (8 cr.)

ANTH-E 320	Indians of North America
NURS-K 300	Transcultural Health Care
NURS-K 421	American Health Care: International Experience (2-3 cr.)
NURS-W 221	Native Uses of Herbs (1 cr.)
NURS-Z 490	Clinical Experience in Nursing (1-6 cr.)
NURS-Z 492	Individual Study in Nursing (0.5-6 cr.)
WGS-W 221	Native Uses of Herbs (1 cr.)

Additional courses dealing with complementary health related issues may be reviewed and considered (aroma therapy, nutrition, healing touch, etc.). Courses on Asian cultures or other non-Western cultures are particularly helpful, since most complementary therapies are derived from teachings indigenous to those cultures.



BACHELOR OF SCIENCE IN NURSING

The Bachelor of Science in Nursing (B.S.N.) degree program strives to offer a creative curriculum for meeting the current and future health needs of society. The curriculum prepares a generalist in professional nursing and serves as a basis for graduate study.

The B.S.N. degree program is offered at several Indiana University campuses. All campuses share similar admission standards, program outcomes, and courses. Admission and transfer policies are set by individual campuses and course sequencing may vary.

BACHELOR'S DEGREE PROGRAM OUTCOMES

The purpose of the bachelor's degree program is to produce graduates who think critically; are culturally, ethically, and legally competent; are effective, politically aware, communicators and coordinators of community resources; and are competent providers of health care, professional role models, and responsible managers. The curriculum focuses on health and wellness as well as alterations in states of wellness and viewing persons as part of their environments.

- Critical thinker who is able to demonstrate intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems
- Culturally competent person who provides holistic nursing care to a variety of individuals, families, and communities
- Knowledgeable care coordinator who facilitates access to resources necessary to meet the health care needs of individuals, families, and communities
- An individual who understands the political dynamics in various settings and participates in the change process to shape health care policy
- An individual who practices within an ethical and legal framework for the nursing profession and demonstrates ethical behavior related to the privacy, security, and confidentiality of patient information
- Effective communicator who is able to share accurate information
- Competent provider of nursing care who functions in various professional nurse roles in structured and semi-structured health care settings
- Professional role model who promotes a positive public image of nursing
- A responsible manager who balances human, fiscal, and material resources to achieve quality health care outcomes

ACADEMIC POLICIES

Students admitted to the clinical nursing major should consult the current IU South Bend Bulletin, *B.S.N. Student Policy Handbook* and School of Nursing policy updates for additional policies governing their academic standing.

ADMISSION, PROGRESSION, AND GRADUATION COMMITTEE

Comprised of nursing faculty, the Admission, Progression, and Graduation (APG) Committee addresses student concerns and issues related to admission, progression through, and graduation from the degree programs offered by the School of Nursing.

ACADEMIC DISTINCTION

To graduate with academic distinction, bachelor's degree candidates must complete a minimum of 60 credit hours at Indiana University. Academic distinction is conferred on graduates of the Bachelor of Science in Nursing, and is based on grades earned through the eighth semester.

Academic Distinction

Highest Distinction	3.83-4.00 GPA
High Distinction	3.66-3.82 GPA
Distinction	3.50-3.65 GPA

ACADEMIC STANDING OF PRENURSING STUDENTS

The following academic standards apply regarding retention, probation, and dismissal. Students are responsible for knowing about university academic standards (found under the section entitled Academic Regulations and Policies located in the beginning of this publication), and their current status in relation to these standards.

Total Hours Attempted	Dismissal (below retention)	Probation (above retention)	Good Standing
1-6	None	Below 2.0	2.0 and above
7-12	Below 1.0	1.0-1.99	2.0 and above
13-24	Below 1.5	1.5-1.99	2.0 and above
25-36	Below 1.8	1.8-1.99	2.0 and above
37+	Below 2.0	None	2.0 and above

ACADEMIC STANDING

The following academic standards apply regarding retention, probation, and dismissal in accordance with the Indiana University School of Nursing. These standards differ from those that apply to the IU South Bend campus only. Students enrolled in the B.S.N. degree program must follow the guidelines set forth by the Indiana University School of Nursing. Students are responsible for knowing about these academic standards and their current status in relation to these standards.

Hours Completed	Dismissal CGPA	Probation CGPA	Retention CGPA
1-5	Below 1.00	Below 2.0	2.0 and above
6-18	Below 1.325	1.325-1.999	2.0 and above
19-36	Below 1.825	1.825-1.999	2.0 and above
37-56	Below 2.000	No Probation	2.0 and above

GOOD STANDING

To remain in good standing, nursing and prenursing students must:

- Maintain a grade of C (2.0) or above in each course required for the degree, including all general-education prerequisite courses, without more than one repeat in any course
- Not declare a Pass/Fail in any prerequisite general-education course requirement
- Maintain a grade of C (2.0) or above or an S (Satisfactory) in each nursing major course
- Maintain a CGPA of 2.0 or above
- Not be on probation and/or not be dismissed
- Be in compliance with the general policies of the School of Nursing

GRADE POINT AVERAGES

Admission Grade Point Average

Admission Grade Point Average (AGPA) is a calculation of the minimum set of all work completed which meets application requirements. See program admission policies.

Cumulative Grade Point Average

Cumulative grade point average (CGPA) is a reflection of all work completed at Indiana University. Courses transferred from another institution are not used in calculating this average. Transfer course grade point average (GPA) is calculated in AGPA for B.S.N. application for admission. See B.S.N. degree program admission.

Nursing Grade Point Average

Nursing grade point average (NGPA) is a reflection of all work completed; including grades earned in initial and repeat enrollment (FX policy applies) that apply toward the requirements of appropriate programs. Courses transferred from other institutions are included in calculating this average.

PROBATION

Academic Probation

A prenursing student is placed on academic probation according to the policies of IU South Bend. A nursing student is placed on academic probation when the CGPA falls below 2.0 on a 4.0 scale. Academic probation is removed following the semester in which the cumulative and semester grade point averages are 2.0 or higher. Nursing students should also see progression policies listed under Clinical Progression in the School of Nursing Program.

Disciplinary Probation

Disciplinary probation is administered under the Indiana University Code of Student Rights, Responsibilities, and Conduct, the Statement of Essential Abilities and Code of Ethics for Nurses.

DISMISSAL

A prenursing student is dismissed based upon the dismissal policies of IU South Bend, found earlier in this publication.

A nursing student is dismissed from the program when, in the judgment of the APG Committee, there is a lack of progress toward the degree. Lack of progress includes, but is not limited to the following:

- Failure to achieve a 2.0 semester GPA in any two consecutive semesters
- Failure to achieve a CGPA of 2.0 in any two semesters
- Failure to achieve a minimum grade of C (2.0) or S (Satisfactory) in any one nursing course (didactic or practicum/clinical) by the second attempt, or any two nursing courses (didactic or practicum/clinical) on the first attempt
- Failure to meet Indiana University School of Nursing essential abilities expectations (refer to the Statement of Essential Abilities listed under General Policies of the School of Nursing in this section of this publication)

Dismissal may occur without prior probation.

Any student who is academically dismissed at one Indiana University campus is also in dismissal status at all other Indiana University campuses. Falsification of records and reports, plagiarism, or cheating on an examination, quiz, or any other assignment is cause for dismissal (see Indiana University Code of Student Rights, Responsibilities, and Conduct).

The faculty reserves the right to dismiss any nursing student whose personal integrity, health, or conduct demonstrates unfitness to continue preparation for the profession of nursing. Integrity and conduct is judged according to the standards of the most recent Code of Ethics for Nurses as adopted by the American Nurses' Association and the IU School of Nursing Statement of Essential Abilities.

The dismissal of any nursing student is contingent upon review by the APG Committee on the campus of enrollment. Nursing student dismissal is subject to the appeal process on the campus of enrollment.

REINSTATEMENT

Students who have been dismissed and desire reinstatement must submit a written request for reinstatement to the APG Committee. The written request must be submitted by July 1 for fall reinstatement, October 1 for spring reinstatement, and February 1 for summer session reinstatement. This request requires a list of the specific courses in which the student wishes to enroll and, as appropriate, an explanation of any extenuating circumstances that may have hindered academic performance, and a Plan for Success addressing areas of deficiency.

Reinstatement requests are evaluated individually by the APG Committee on the basis of academic standing, potential for progress toward the degree, availability of resources, and satisfactory completion of any conditions and/or faculty recommendations existing at the time of dismissal. Reinstatement to the School of Nursing is not automatic.

Appeals for immediate reinstatement are not considered except as warranted by extraordinary circumstances. In such cases, students reinstated by the APG Committee have prescribed standards of performance for the semester for which they are reinstated. Failure to meet these standards results in an irrevocable dismissal.

Students who are reinstated must adhere to policies in effect at the time of reinstatement. (See *B.S.N. Student Policy Handbook*, the IU South Bend Bulletin, and policy updates.)

A nursing student is reinstated only one time. A reinstated nursing student is dismissed from the School of Nursing upon failure of one additional nursing course, breach of the Code of Ethics for Nurses, the Statement of Essential Abilities, or the Indiana University Code of Student Rights, Responsibilities, and Conduct (see dismissal policy). For reinstatement priority, refer to Clinical Progression in the Nursing Program section of this publication.

PROGRAM ADMISSION

Courses required for admission may be taken at any Indiana University campus or may be accepted as transfer credit hours from other accredited institutions. However, admission is campus specific and priority consideration is given to those students completing the majority of their course work at IU South Bend. Admission to the major is highly competitive. Contact a student services advisor for more information.

Specific admission requirements vary from campus to campus at Indiana University. When choosing courses to meet curriculum requirements, students who begin their prenursing course work on one campus of Indiana University but plan to apply for admission on another campus of Indiana University should be in close contact with the School of Nursing advisor on the campus to which they plan to apply. Submission of an official credit transfer report (CTR) to the School of Nursing is required for all work being transferred from another university by established deadlines. To obtain an official CTR, the student must request an official transcript from the other institution(s) to be forwarded to the IU South Bend Office of Admissions for evaluation.



Admission to the university as a prenursing student and successful completion of the prerequisite course work do not guarantee admission to the nursing major. The number of admitted students is limited to those who can be accommodated given available resources.

APPLICATION AND ADMISSION REQUIREMENTS

- Admission to Indiana University as a degree-seeking student.
- Maintenance of a cumulative grade point average of no less than 2.5 on a 4.0 scale.
- Maintenance of an admission GPA of no less than 2.7 on a 4.0 scale. Although a 2.7 AGPA is the minimum required for application, admission is competitive and a higher AGPA may be required in a given application pool.
- Completion of chemistry (a one-year high school course, or CHEM-C 101 Elementary Chemistry 1, CHEM-C 121 Elementary Chemistry Laboratory 1 equivalent) with a grade of C (2.0) or higher within the past five years.
- Passing a comprehensive criminal background check.
- Completion of the following required courses with a grade of C or higher by the second attempt:

CHEM-C 102	Elementary Chemistry 2
ENG-W 131	Elementary Composition 1
MICR-M 250	Microbial Cell Biology
MICR-M 255	Microbiology Laboratory (2 cr.)
PHSL-P 261	Human Anatomy and Physiology 1 (5 cr.)
PHSL-P 262	Human Anatomy and Physiology 2 (5 cr.)
PSY-P 103	General Psychology
PSY-P 216	Life Span Developmental Psychology
SOC-S 161	Principles of Sociology

Application and admission are valid only for the semester designated. Students offered admission to the nursing major must enroll in nursing course work at a time designated by the School of Nursing. Failure to enroll in nursing course work in the designated semester necessitates reapplying to the program.

Students admitted to the nursing major must formally accept or decline admission to the degree program, in writing, prior to the beginning of the semester to which they are admitted. Students accepted to the program but decline acceptance must reapply to the program of choice and compete with the applicant pool for the semester in which they request entrance. Students have only two opportunities to decline admission in writing prior to losing their eligibility to apply.

Students admitted to the nursing major who withdraw from course work within the first semester must reapply for admission to the program. These students have one opportunity for readmission, must reapply within a time frame that would allow the student timely completion of the program considering the seven-year limit of specific courses, and must adhere to the published dates for application on their campuses.

REPEAT POLICY

The School of Nursing policy requires students to achieve a grade of C (2.0) in each required course. Students who earn a grade of less than C in a required course must earn a grade of C by the second completed attempt. Students who earn a grade of less than C in a required course are strongly urged to successfully complete the course in the next semester of enrollment, providing the course is offered.

Both prenursing and nursing students who do not successfully complete all required general-education courses with a minimum grade of C by the second completed attempt are ineligible for admission to the Nursing Program or are dismissed from the School of Nursing.

Students may repeat only three courses, or a maximum of 11 credit hours, of the required general-education courses in an effort to achieve a C or higher in each course (two science or three general-education electives). The School of Nursing follows the IU South Bend grade replacement policy.

SEVEN-YEAR LIMIT

Courses in life span development, required sciences, and statistics must have been completed within seven (7) years prior to the semester in which a student begins the nursing major. This policy does not apply to registered nurses in the R.N. to B.S.N. program.

TRANSFER STUDENTS

Intercampus Transfer

Nursing students in good academic standing may seek intercampus transfer by petitioning the APG Committee at least one semester in advance of the requested transfer. Due to the difference in course sequencing, students seeking an intercampus transfer should do so only at the completion of all nursing courses required in the sophomore or junior year. Intercampus transfer requests submitted to the APG Committee that ask for mid-year transfer consideration is discouraged.

Intercampus transfer requests are evaluated individually on the basis of the student's academic record, the availability of space in the required courses, and faculty and facility resources.

Nursing students who wish to transfer between campuses should check for the process on the campus to which they are transferring. To transfer to the South Bend campus, the student must submit a written request for intercampus transfer to the APG Committee by July 1 for fall transfer, October 1 for spring transfer, and February 1 for summer session transfer.

Transfer from Non-Indiana University Nursing Program

Nursing students in good academic standing at another university who wish to transfer should contact the School of Nursing director of student services. Nursing courses completed at other universities must be evaluated by the IU South Bend School of Nursing APG Committee for transfer equivalency and for student placement. Students must pass the skills validation examinations and supply extensive documentation, including copies of the syllabi

for each nursing course completed at another university and a release of information form. These syllabi must be evaluated in comparison to the IU South Bend nursing courses. This process can take time; therefore, students are encouraged to contact the IU South Bend School of Nursing at least three months prior to the semester they wish to begin at IU South Bend.

A.S.N./A.D.N. nursing courses are nontransferable to the Bachelor of Science in Nursing degree program.

Dismissed Transfer Students

IU South Bend School of Nursing does not accept students into the nursing major if the student has been dismissed or has a failing record from another nursing program, including Indiana University programs, in the past five years. If the five years have been exceeded an individual record review occurs.

CLINICAL PROGRESSION IN THE NURSING PROGRAM

After admission to the Nursing Program, placement in nursing courses is based upon the following priority ranking:

1. Full-time, regularly progressing students.
2. Part-time, regularly progressing students.
3. Students who interrupted their studies but are in good academic standing.
4. Students who failed and successfully repeated a nursing course.
5. Students who need to repeat a nursing course.
6. Students who were dismissed and are reinstated.
7. Intercampus transfers.
8. Transfers from other nursing programs according to APG guidelines.

If additional criteria are needed to determine placement, the date of becoming out-of-progression and CGPA is used.



OUT-OF-PROGRESSION

Nursing students who withdrew from the second sophomore semester, junior year, or senior year of course work, or have failed a nursing course are considered to be out-of-progression. Students who do not meet health and safety requirement deadlines are considered to be out-of-progression. Nursing students who withdraw from all or part of the fourth semester of the Bachelor of Science in Nursing degree program must reapply to the program.

RESUMING PROGRESSION

Prenursing students who interrupt their studies and are in good standing may reenter at any time without prior approval of the School of Nursing. These students are subject to the policies in effect at the time of reentry and space availability.

Prenursing and nursing students in poor standing (or dismissed) must request approval to continue from the APG Committee. Students must include in their request a Plan for Success addressing areas of deficiency.

Nursing students who wish to reenter or progress must submit a written request for reentry to the APG Committee by July 1 for fall reinstatement, October 1 for spring reinstatement, and February 1 for summer session reinstatement. This request requires a list of the specific courses in which the student wishes to enroll and, as appropriate, an explanation of any extenuating circumstances that may have hindered academic performance, and a Plan for Success addressing areas of deficiency. All requests for progression are evaluated on the basis of available resources, and, if appropriate, on the satisfactory completion of any conditions and/or faculty recommendations existing at the time progression was disrupted.

Students who reenter must adhere to the academic policies in effect at the time of resuming studies.

For progression priority, refer to the previous section on Clinical Progression in this publication.

SKILLS VALIDATION POLICY

Students who interrupt their studies are required to demonstrate validation of clinical skills to reenter the clinical courses. Also, transfer students who completed clinical courses in another program must successfully complete a clinical skills validation and mathematics proficiency examination prior to acceptance into the program. (See *B.S.N. Student Policy Handbook* for current skills validation requirements.)

CLINICAL HOURS REQUIREMENTS

Clinical hour requirements are carefully calculated to meet academic and accreditation standards. Therefore, all clinical hours are mandatory and all missed time must be made up. See the *B.S.N. Student Policy Handbook* and/or course syllabus for specific clinical requirements and policies regarding missed time. Insufficient clinical hours results in course failure.

WITHDRAWAL POLICIES

Withdrawals (grade of W) are issued to students wishing to withdraw from any or all courses if the official withdrawal forms are completed by the deadline dates established by the registrar's office for each semester. A grade of W appears on student transcripts when students complete the official withdrawal forms and obtain the appropriate signature(s).

- Students enrolled in a modular (half-semester) nursing course must withdraw from that course before the course meets for the sixth time.
- After the ninth week of a sixteen-week course, the grade awarded is an F unless the student petitions the faculty for an exception to the policy. An exception may be granted only if the student has a didactic grade of at least C (2.0) or a clinical grade of S (Satisfactory), and has compelling reasons for withdrawing. The faculty and campus dean (or designee) determine if the grade of W is issued.
- A grade of F is recorded on the official transcript if a student stops attending but does not officially withdraw from a class.
- Students may be withdrawn from (a) nursing course(s) until a required prerequisite general-education course is satisfactorily completed.
- Students withdrawing from nursing course work must complete this work prior to progression in the program.
- Withdrawal from a required nursing didactic course requires withdrawal from corequisite nursing clinical course(s).

Students who withdraw from the nursing major in the first semester must seek readmission to the program. Admission is subject to competitive review.

Withdrawal from Nursing Program courses constitutes a disruption in progression and requires that a student seek reinstatement or reentry to the program. (Refer to reinstatement and/or progression policies.)

Students withdrawing from required nursing course work are considered to be out-of-progression students. The date of graduation for out-of-progression students is not guaranteed.

More than three academic withdrawals in a semester is considered lack of progress toward the degree. If a student withdraws from a didactic course that requires automatic withdrawal from a corequisite course, this withdrawal from the two courses is counted as one withdrawal. A pattern of withdrawals may influence a request for consideration of progression, reinstatement, or reentry to the Nursing Program.

GRADUATION REQUIREMENTS FOR THE B.S.N.

Students assume responsibility for meeting degree requirements and for filing an official application for a degree. Application for the degree must be made at the time of program planning for the final semester. The student must file the degree application with the School of Nursing recorder by September 15 for December graduation and by January 15 for May, June, or August

graduation. Minors are declared and approved on the official application for degree and require the signature of the appropriate department chair to confirm completion of the minor.

Students in the Bachelor of Science in Nursing degree program are responsible for meeting the following degree requirements. Though the School of Nursing makes every attempt to provide students with academic advising and program planning assistance, students are accountable for complying with all published academic policies related to the Bachelor of Science in Nursing degree program. To be eligible for graduation from the program students must:

- Complete a minimum of 123 credit hours with a grade of C or higher in each course required for the degree. Of the 123 credit hours, 63 credit hours must reflect nursing major courses. Credit hours earned in remedial learning skill courses and repeated courses do not count in the 123 credit hour total, nor in the 63 nursing credit hour total.
- Achieve a grade of C or higher in all didactic courses applied to the B.S.N. degree and an S (Satisfactory) in all clinical/practicum courses.
- Achieve an Indiana University CGPA of at least a 2.0 (C). This includes all transfer course work applied to the degree.
- Complete at least 30 credit hours of required nursing major courses on the Indiana University campus awarding the B.S.N. degree.
- Complete all B.S.N. degree requirements within six years of enrolling in the first nursing course in the nursing major.
- Apply for degree candidacy the semester prior to completing all degree requirements, following the published procedures on the campus awarding degree.
- Nonlicensed students are required to complete an NCLEX readiness examination.

COMPLETION OF DEGREE REQUIREMENTS

The registrar must receive all removal of Incompletes, deferred grades, special credit, and independent study grades no later than three weeks prior to the end of classes of the student's last semester or summer session before graduation.

APPLICATION FOR LICENSURE EXAMINATION

The School of Nursing makes available the necessary forms to take the National Council Licensure Examination (NCLEX) in Indiana. Those students taking the examination in other states are responsible for obtaining the appropriate forms from those states. It is the student's responsibility to complete the application procedure and meet the mailing and payment deadlines for taking the NCLEX.

The School of Nursing administers required assessment tools for preparation for the NCLEX in the last semester of the program. These are outlined in the current *B.S.N. Student Policy Handbook* and/or the final semester courses.

CURRICULUM DESIGN

Course work in the B.S.N. curriculum is divided into two separate areas: general education and nursing.

GENERAL EDUCATION

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see pages 35-40 in this publication.

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

General-education courses help lay the foundation for the nursing courses and also serve to provide the student with a well-rounded education. The general-education portion of the B.S.N. curriculum consists of approximately 60 credit hours, divided into area or course clusters. The campuswide general-education requirements are incorporated into the program of study. Although some courses may meet the requirements of more than one cluster, a single course can only be used to meet one requirement. All courses required for the degree must be taken for a grade. Certain courses require prerequisite or developmental courses, which are not listed here.

CAMPUSWIDE CURRICULUM (33-39 CR.)

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

FUNDAMENTAL LITERACIES (16-22 CR.)

Writing

ENG-W 131 Elementary Composition 1

Critical Thinking

PHIL-P 140 Introduction to Ethics

Oral Communication

SPCH-S 121 Public Speaking

Visual Literacy

NURS-S 485 Professional Growth and Empowerment

Quantitative Reasoning

Select one of the following:

MATH-K 300 Statistical Techniques for Health Professions

NURS-H 355 Data Analysis/Practice and Research

SOC-S 351 Social Statistics

Information Literacy

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

Computer Literacy

CSCI-A 106 Introduction to Computing (or approved computer literacy course, page 37)

COMMON CORE COURSES (9 CR.)

Complete one course from each of the following three areas, as designated in the Schedule of Classes. One course must be at the 300- or 399-level.

The Natural World

Select N 190 The Natural World (astronomy, biology, chemistry, computer science, geology, mathematics, or physics)

Human Behavior and Social Institutions

Waived for B.S.N. majors

Literary and Intellectual Traditions

Select T 190 Literary and Intellectual Traditions (comparative literature, English, French, German, history, history and philosophy of science, philosophy, or Spanish)

Art, Aesthetics, and Creativity

Select A 190 Art, Aesthetics, and Creativity (comparative literature, English, fine arts, music, or theatre)

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

Select from approved course list, pages 38-39

Diversity in United States Society

SOC-S 161 Principles of Sociology

Health and Wellness (2 cr.)

NURS-B 108 Personal Health and Wellness (2 cr.)

ADDITIONAL REQUIREMENTS**Science (Critical/Analytical) Cluster (27 cr.)**

CHEM-C 102 Elementary Chemistry 2
 MICR-M 250 Microbial Cell Biology
 MICR-M 255 Microbiology Laboratory (2 cr.)
 PHSL-P 261 Human Anatomy and Physiology 1 (5 cr.)
 PHSL-P 262 Human Anatomy and Physiology 2 (5 cr.)
 PSY-P 103 General Psychology
 PSY-P 216 Life Span Developmental Psychology
 Elective

NURSING REQUIREMENTS

The degree program has 63 credit hours of required nursing courses. Students must be formally admitted to the nursing major to enroll in the following nursing courses. The nursing course sequence is identified by

semester numbers and is generally completed in the order shown below. Nursing core courses begin with the fourth semester in the sophomore year. Students are required to successfully complete the entire set of courses which the School of Nursing designates each semester and must complete each level before progressing to the next level (sophomore, junior, senior).

Fourth or Sophomore Two (12 cr.)

NURS-B 232 Introduction to Discipline
 NURS-B 244 Comprehensive Health Assessment
 NURS-B 245 Health Assessment: Practicum (1 cr.)
 NURS-B 248 Science and Technology of Nursing
 NURS-B 249 Science and Technology of Nursing: Practicum (1 cr.)
 NURS-B 251 Fundamentals of Nursing Clinical (1 cr.)

Fifth or Junior One (13 cr.)

NURS-B 216 Pharmacology
 NURS-H 351 Alterations in Neuro-Psychological Health
 NURS-H 352 Alterations in Neuro-Psychological: Practicum (2 cr.)
 NURS-H 353 Alterations in Health I
 NURS-H 354 Alterations in Health I: Practicum (2 cr.)

Sixth or Junior Two (13 cr.)

NURS-H 361 Alterations in Health II
 NURS-H 362 Alterations in Health II: Practicum (2 cr.)
 NURS-H 366 Nursing Care of Children and Their Families
 NURS-H 367 Nursing Care of Children and Their Families: Clinical (2 cr.)
 NURS-H 368 Nursing Care of Childbearing Families (2 cr.)
 NURS-H 369 Nursing Care of Childbearing Families: Clinical (1 cr.)

Seventh or Senior One (13 cr.)

NURS-H 365 Nursing Research
 NURS-S 470 Restorative Health for Systems
 NURS-S 471 Restorative Health Related to Multi-System Failures: The Practicum (2 cr.)
 NURS-S 472 A Multi-System Approach to the Health of the Community by R.N.-B.S.N.
 NURS-S 473 Health of the Community: Practicum (2 cr.)

Eighth or Senior Two (12 cr.)

NURS-S 481 Nursing Management
 NURS-S 482 Nursing Management: Practicum

- NURS-S 483 Clinical Nursing Practice Capstone
 NURS-S 485 Professional Growth and Empowerment (meets visual literacy requirement)

SECOND DEGREE B.S.N. TRACK

The second degree B.S.N. Program track is designed for non-nurses with an earned bachelor's degree in a disparate discipline who are interested in earning a second undergraduate degree.

To be considered for the second degree B.S.N. Program track, students are eligible to apply for admission upon completion of all required science and core general-education prerequisites. Once accepted, students complete the full-time program in fifteen months using the full calendar year.

Additional Requirements for Admission

- Apply for and be granted admission to IU South Bend.
- Apply to IU South Bend School of Nursing's second degree program.
- Provide documentation showing a previously earned bachelor's degree in a nonnursing field. Transcript(s) should demonstrate a minimum overall undergraduate degree GPA of 2.5 on a 4.0 scale.
- A minimum application GPA of 3.0 on a 4.0 scale is required for all core science prerequisites and general-education courses counting toward the B.S.N. degree.
- A personal statement to include a response to a question, as directed on the application.
- Personal interview for applicants selected from initial review by the APG committee.

The second degree program option typically begins studies during IU South Bend's summer session.

All academic policies in effect for the B.S.N. degree program apply for the second degree B.S.N. Program track.

BACHELOR OF SCIENCE IN NURSING PROGRAM FOR REGISTERED NURSES (R.N. TO B.S.N. / R.N.—B.S.N.)

The IU South Bend School of Nursing degree program for Registered Nurses (R.N.) continuing their education through a B.S.N. degree strives to involve the R.N.'s talents, experiences, and expertise in the curriculum. As such, the curriculum prepares a generalist in professional nursing and serves as the basis for graduate studies. The purpose of the bachelor's degree program is to offer a creative curriculum for the education of professional nurses competent in meeting the current and future health needs of society.

For the R.N., the curriculum builds on the nurse's basic preparation and is designed to maximize their completed formal education and experiences in nursing. A bachelor's degree education begins with an ample foundation in the sciences and humanities to assist the graduate expand

their appreciation for, and participation in, the broader community and culture. These general-education courses are typically offered in the traditional semester format in the evenings or during the day. The upper-division nursing courses prepare nurses for career enhancement and transitions in the changing health care system and world. Efforts are made to alternate these courses so that several courses are offered either on a single day or in the evenings. Interactions in the classroom and clinical sites with other B.S.N. students and faculty benefit everyone in their professional development.

Following a thorough self-assessment of past experiences, education and professional goals, the R.N. can design an individual course plan to best meet his or her needs and aspirations. (While every effort is made to develop a plan to meet requirements in a timely manner, interruptions in study plans do not guarantee the courses for the initial plan or the graduation date.) Nurses with clinical and/or management work experience can exchange this background for clinical courses through special credits or the portfolio option. Nurses may also request course substitutions for content offered by other disciplines which may be a part of their career plans.

To help the R.N. meet the curriculum requirements in a flexible and individual manner, an advisor can clarify curriculum requirements as well as assist with the progression assessment and plan of study. Students must also meet the requirements for admission to IU South Bend.

ADMISSION REQUIREMENTS

- Full admission to IU South Bend
- Verification of an active, unencumbered R.N. license
- Graduation from a National League for Nursing Accrediting Commission (NLNAC) accredited nursing program or a program with an established R.N. to B.S.N. articulation agreement with IU South Bend
- Minimum overall 2.7 GPA or greater (on a 4.0 scale)
- Completed R.N.—B.S.N. application packet



R.N.—B.S.N. CURRICULUM

At IU South Bend, a minimum of 123 credit hours are required for the B.S.N.; 58 credit hours of general education, 30 credit hours of R.N.—B.S.N. nursing courses, and 35 credit hours of special credit for previous nursing course work.

GENERAL EDUCATION

A minimum of 58 credit hours in general-education courses are required for the R.N. in the B.S.N. degree completion program. Courses in addition to those required can be selected from the cluster course list available from an advisor. Courses from accredited schools can be transferred in and applied to the B.S.N. Submission of an official credit transfer report (CTR) to the School of Nursing is required for all work being transferred from another school. To obtain an official CTR, the student must request an official transcript from the other institution(s) to be forwarded to the IU South Bend Office of Admissions for evaluation. Each student record is individually evaluated for applicability of courses toward the campus general-education requirements and the B.S.N.

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see pages 35-40 in this publication.

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

CAMPUSWIDE CURRICULUM FOR TRANSFER STUDENTS (18 CR.)

Students who transfer to IU South Bend with 56 credit hours or more toward graduation are required to complete, *at a minimum*, one 300-level common core course at IU South Bend in any of the four areas with the advice of their major program. In addition, they are required to complete the campuswide general-education requirements in the fundamental literacies, Oral Communication, Computer Literacy, and Quantitative Reasoning; and one of the 3 credit hour contemporary social values courses in either Non-Western Cultures or Diversity in United States Society. See additional requirements for R.N.'s under this section.

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

FUNDAMENTAL LITERACIES (12 CR.)

Writing

ENG-W 131 Elementary Composition 1

Critical Thinking

Waived for R.N.'s

Oral Communication

SPCH-S 121 Public Speaking

Visual Literacy

Waived for R.N.'s

Quantitative Reasoning

Select one of the following (or its equivalent):

MATH-K 300	Statistical Techniques for Health Professions
NURS-H 355	Data Analysis/Practice and Research
SOC-S 351	Social Statistics

Information Literacy

Waived for R.N.'s

Computer Literacy

CSCI-A 106	Introduction to Computing (or competency, or approved computer course, page 37)
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COMMON CORE COURSES (3 CR.)

R.N.'s complete one 300- or 399-level course from the following four areas, as designated in the Schedule of Classes.

The Natural World

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

Select from approved course list, page 38

Art, Aesthetics, and Creativity

Select from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (3 CR.)

R.N.'s must complete one course from the following two areas, as designated in the Schedule of Classes.

Non-Western Cultures

Select from approved course list, pages 38-39

Diversity in United States Society

Select from approved course list, pages 39-40

ADDITIONAL REQUIREMENTS (40 CR. MINIMUM)

MICR-M 250	Microbial Cell Biology
PHIL-P 140	Introduction to Ethics
PHSL-P 261	Human Anatomy and Physiology 1 (5 cr.)
PHSL-P 262	Human Anatomy and Physiology 2 (5 cr.)
PSY-P 103	General Psychology
SOC-S 161	Principles of Sociology
	Electives from cluster course list

If anatomy, physiology, and microbiology courses total less than 12 credit hours, or if microbiology was not required by the R.N.-granting program, a biologically-based science course is required. Courses should be equivalent to the listed courses. Credit hours may vary.

NURSING COURSE REQUIREMENTS (30 CR.)*(All courses are 3 credit hours, unless otherwise designated.)*

NURS-B 231	Communication Skills for Health Professionals
NURS-B 304	Professional Nursing Seminar 1: Health Policy
NURS-B 404	Professional Nursing Seminar 2: Informatics
NURS-H 365	Nursing Research
NURS-S 474	Applied Health Care Ethics
NURS-S 475	A MultiSystem Approach to the Health of the Community R.N.-B.S.N.
NURS-S 483	Clinical Nursing Practice Capstone
NURS-S 487	Nursing Management R.N.-B.S.N.

NURSING ELECTIVES

Select two of the following:

NURS-B 216	Pharmacology
NURS-B 244	Comprehensive Health Assessment
NURS-B 403	Gerontological Nursing
NURS-K 301	Complementary Health Therapies
NURS-K 304	Nursing Specialty Elective
NURS-K 305	New Innovations in Health and Health Care
NURS-K 499	Genetics and Genomics

PRIOR LEARNING CREDITS

A total of 35 credit hours of B.S.N. nursing courses are credentialed through special credit awards for nursing courses from the R.N.'s accredited Nursing Program. These are placed on the transcript upon successful completion of NURS-B 304 Professional Nursing Seminar 1: Health Policy and NURS-B 404 Professional Nursing Seminar



2: Informatics. The R.N.-B.S.N. Program values prior learning and seeks to develop and maintain a process for assessing/validating/evaluating prior learning in order to award course credit or exemption for undergraduate nursing courses through the portfolio process.

The elective course NURS-K 304 Nursing Specialty Elective can be used to award credit for having or obtaining national nursing certification.

RADIOGRAPHY AND ALLIED HEALTH

Northside Hall 405
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Director: **Howard**Clinical Assistant Professor: **Howard**Medical Imaging Clinical Coordinator/Lecturer: **Balmer**Radiography Clinical Coordinator/Lecturer: **H. Walker**Program Advisor: **Joy****RADIOGRAPHY PROGRAM**

Radiography is an art and science which involves the medical imaging of patients to produce a radiograph for the diagnosis of disease. The main goal of the radiographer is to produce the highest quality diagnostic image using ALARA (As-Low-As-Reasonably-Achievable) Radiation Standards with a minimum amount of patient discomfort.

A radiographer's job duties involve multiple areas of expertise—trauma, surgery, fluoroscopy, portable/mobiles, and general diagnostic radiography. Constant growth in the field has created many new and exciting careers in Ultrasound (US), Pet Scan, Computerized Tomography (CT), Magnetic Resonance Imaging (MRI), cardiovascular/interventional radiography, radiation therapy, and nuclear medicine.

The radiographer functions in many different roles within the health profession. They may work independently or interact with other members of the health care team such as radiologists, surgeons, emergency medicine physicians, cardiologists, and nurses. Radiographers are employed in hospitals and out-patient facilities such as occupational and urgent care centers, clinics, imaging centers, and doctors' offices.

MISSION STATEMENT

The mission of the Radiography Program is to provide students with a comprehensive education in radiography and to prepare them to enter the radiographic profession as a competent entry-level diagnostic radiographer. The student is to be exposed to all available methods of instruction in both didactic and clinical radiography, including the cognitive (problem solving and critical thinking) psychomotor, and affective domains. Upon graduation from the degree program the student is to be sufficiently prepared to pass the National Registry Examination.

GRADUATES OF THE PROGRAM

Graduates receive an Associate of Science degree and are eligible to take the certification examination of the American Registry of Radiologic Technologists® (ARRT) to become certified as a Registered Technologist R.T.(R).

Every candidate for certification must, according to the ARRT governing documents, “be a person of good moral character and must not have engaged in conduct that is inconsistent with the ARRT Rules of Ethics,” and they must “agree to comply with the ARRT Rules and Regulations and the ARRT Standards of Ethics.” ARRT investigates all potential violations in order to determine eligibility.

Issues addressed by the ARRT Rules of Ethics include convictions, criminal procedures, or military court martial as described below:

- Felony
- Misdemeanor
- Criminal procedure resulting in a plea of guilty or nolo contendere (no contest), a verdict of guilty, withheld or deferred adjudication, suspended or stay of sentence, or pre-trial diversion.

Juvenile convictions processed in juvenile court and minor traffic citations *not* involving drugs or alcohol *do not* need to be reported.

Additionally, candidates for certification are required to disclose any honor code violations that may have occurred while attending school (i.e. probation, suspension, dismissal).

If any of these situations apply or if a student is uncertain about a potential probable cause (i.e. drunk driving, possession of alcohol, possession or use of an illegal substance), it is recommended that they contact the ARRT at (651) 687-0048 to discuss their particular case. *This process is to prevent the student from having completed the Associate of Science degree program only to be found ineligible to take the ARRT examination.*

INDIANA CERTIFICATION REQUIREMENTS TO PRACTICE

State certification is required to operate a unit that produces ionizing radiation. The state accepts the ARRT registry for certification.

CREDENTIALS REQUIRED TO PRACTICE

R.T(R) Radiologic Technologist.

Educational Program

LENGTH OF THE PROGRAM

The Radiography Program is a 34+ month program.

STRUCTURE OF THE PROGRAM

The Radiography Program is a systemwide program offered at several Indiana University campuses. Although the campuses may have comparable admission standards, program outcomes, and courses, each is individually accredited by the Joint Review Committee on Education in Radiologic Technology.

Additional admission and transfer policies are set by individual units. Course content and sequencing may vary.

The general-education courses may be taken on a part-time basis; the clinical/professional program is presented in a full-time, day format, with minimal weekend and evening clinical education.

DESIGN OF THE PROFESSIONAL CURRICULUM

The curriculum follows a pattern designed to educate the radiographer to become adept in the performance of any medical diagnostic radiographic procedure. Courses in radiographic principles, radiographic procedures, clinical application of theory, digital imaging, radiation protection, radiobiology, pathology, and general education are included in the curriculum. Students also receive instruction in the theory and practice of other specialty diagnostic imaging modalities.

PROGRAM FACILITIES

Program facilities of the Radiography Program are located on the campus of IU South Bend. Clinical education classes are conducted in the radiology departments of area institutions: Memorial Hospital; St. Joseph Regional Medical Center campuses in Plymouth and Mishawaka; Elkhart General Hospital; and Goshen General Hospital.

ACCREDITATION

The Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology.

GENERAL POLICIES

PROGRAM PLANNING

Program advisors are available to assist students in planning for their program and for meeting degree requirements. It is the student's responsibility to acquaint themselves with all the regulations and policies and to remain properly informed throughout their studies.

All provisions of this publication are in effect as soon as a student begins the Radiography Program. Preradiography and clinical/professional students, however, are subject to policy and curriculum changes as they occur. Curriculum changes during progress toward the degree may result in the revision of degree requirements.

CODE OF ETHICS

Students preparing to enter the profession of radiography are expected to follow the Code of Ethics for the Radiologic Technologist. Each person, upon entering the profession, inherits a measure of responsibility and trust in the profession and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession. The code was adopted by the American Society of Radiologic Technologists.

It is the clinical/professional student's responsibility to know, understand, and follow the Code of Ethics for the Radiologic Technologist.

- The radiologic technologist conducts himself or herself in a professional manner, responds to patient needs, and supports colleagues and associates in providing quality patient care.
- The radiologic technologist acts to advance the principle objective of the profession to provide services to humanity with full respect for the dignity of mankind.
- The radiologic technologist delivers patient care and service unrestricted by concerns of personal attributes or the nature of the disease or illness, and without discrimination on the basis of sex, race, creed, religion, or socio-economic status.
- The radiologic technologist practices technology founded upon theoretical knowledge and concepts, uses equipment and accessories consistent with the purpose for which they were designed, and employs procedures and techniques appropriately.
- The radiologic technologist assesses situations; exercises care, discretion, and judgment; assumes responsibility for professional decisions; and acts in the best interest of the patient.
- The radiologic technologist acts as an agent through observation and communication to obtain pertinent information for the physician to aid in the diagnosis and treatment of the patient and recognizes that interpretation and diagnosis are outside the scope of practice for the profession.
- The radiologic technologist uses equipment and accessories; employs techniques and procedures; performs services in accordance with an accepted standard of practice; and demonstrates expertise in minimizing radiation exposure to the patient, self, and other members of the health care team.
- The radiologic technologist respects confidences entrusted in the course of professional practice, respects that patient's right to privacy, and reveals confidential information only as required by law or to protect the welfare of the individual or the community.
- The radiologic technologist continually strives to improve knowledge and skills by participating in continuing education and professional activities, sharing knowledge with colleagues, and investigating new aspects of professional practice.

ADMISSION

GENERAL INFORMATION

Students may apply for admission to the Preradiography Program after qualifying for regular admission to Indiana University. Upon acceptance to the program, students enrolled in general-education courses required for the Associate of Science degree are classified as preradiography.

If students have a disability and need assistance, special arrangements can be made to accommodate most needs. For the hearing impaired, SPRINT provides services at (800) 743-3333. For more information, contact the program director.

Admission to the Clinical/Professional Program is based upon each applicant's admission grade point average (AGPA) of the completed preradiography general-education courses, a personal interview, and a rating point system. A maximum of 21 students are admitted each fall semester. Students must be certified by their academic advisor as *eligible* to apply for the Clinical/Professional Program and must submit a formal application for admission consideration by *February 1 of the year of anticipated entry*.

ACADEMIC STANDARDS

Students enrolled in the Preradiography or Clinical/Professional Program are subject to academic standards as established by IU South Bend. Failure to maintain these standards could lead to academic probation or dismissal from the program. The standards are explained to students during their initial orientation/advising session.

SPECIFIC REQUIREMENTS

In addition to admission policies and requirements found at the beginning of this publication, the following requirements apply to the Radiography Program.

PRERADIOGRAPHY PROGRAM

AUTHORIZATION FOR PHSL-P 261 HUMAN ANATOMY AND PHYSIOLOGY 1

To qualify for entry into PHSL-P 261 Human Anatomy and Physiology 1, all preradiography students *must meet* the following condition:

- Within the last three years, have completed the IU South Bend PHSL-P 130 Human Biology course with a grade of C or higher

If you have completed human anatomy and physiology at another college or IU system campus, or if you need additional information, contact the IU South Bend radiography department by calling (574) 520-4504 to discuss the guidelines for transfer credit equivalency consideration. All transfer courses are evaluated by the IU South Bend biology and/or chemistry departments to ensure that course curriculum standards were met.

Courses outside the IU system must be verifiable by course syllabi from the semesters in which the classes were completed and an official transcript with the course and grade listed.

GENERAL-EDUCATION COURSES (27 CR.)

General-education courses may be taken on a full- or part-time basis. The courses listed below do not include developmental classes (non-GPA bearing) nor any course a student may be required to complete to meet admission and prerequisite criteria.

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

AHLT-R 185	Medical Terminology (1 cr.)
COAS-Q 110	Introduction to Information Literacy (1 cr.)
CSCI-A 106	Introduction to Computing
ENG-W 131	Elementary Composition 1
PHSL-P 261	Human Anatomy and Physiology 1 (5 cr.)
PHSL-P 262	Human Anatomy and Physiology 2 (5 cr.)
PSY-P 103	General Psychology
SPCH-S 121	Public Speaking

Select one of the following:

MATH-M 107	College Algebra
MATH-M 111	Mathematics in the World

MINIMUM QUALIFICATIONS

At the beginning of each spring semester, students begin the application process for admission consideration into the Clinical/Professional Program. Meeting the minimum criteria listed qualifies applicants for continuation of the admission process. *It does not guarantee a student admission into the Clinical/Professional Program.*

Criminal Checks

Federal mandates for clinical agencies require criminal history inquiries through certified background checks. Students are responsible for applying for the criminal check and all fees associated with the check upon their initial application for the clinical program.

Program Application Deadline

Students must be certified by their program advisor as *eligible* to apply for the Clinical/Professional Program and must submit a formal application for admission consideration by February 1 of the year of anticipated entry.

Completion of 27 Credit Hours

Students are required to complete a minimum of 21 credit hours of general-education course work with a C or higher by the end of the spring semester of the year of anticipated entry into the Clinical/Professional Program. The remaining 6 credit hours of general-education courses must be completed by the end of the first summer session in the year of application.

Minimum Admission Grade Point Average (AGPA)

Students must have earned a minimum grade of C for the completed general-education courses required for the degree without more than one repeat in any course including remedial and prerequisite course work.

- Not declare a Pass/Fail in any general-education course requirement
- Not be on probation and/or not be dismissed

AHLT-R 185	Medical Terminology (1 cr.)
COAS-Q 110	Introduction to Information Literacy (1 cr.)
CSCI-A 106	Introduction to Computing
ENG-W 131	Elementary Composition 1
PHSL-P 261	Human Anatomy and Physiology 1 (5 cr.)
PHSL-P 262	Human Anatomy and Physiology 2 (5 cr.)
PSY-P 103	General Psychology
SPCH-S 121	Public Speaking

Select one of the following:

MATH-M 107	College Algebra
MATH-M 111	Mathematics in the World

The AGPA includes grades earned in initial and repeat courses (excluding X grades according to Indiana University policy) that are required to meet general-education standards. Grades/credit hours from remedial, non-GPA bearing, or prerequisite courses are not included in this calculation:

EDUC-U 100	Threshold Seminar: Craft/Culture of Higher Education (1-3 cr.)
EDUC-X 101	Techniques in Textbook Reading
ENG-W 31	Pre-Composition
ENG-W 130	Principles of Composition
MATH-M 4	Introduction to Algebra
MATH-M 14	Basic Algebra (4 cr.)
PHSL-P 130	Human Biology (4 cr.)

Courses transferred from other institutions are used in calculating this average. Transfer grades must, however, meet the Indiana University standard of C or higher. This requirement is applied at the time of program application and must be maintained.

Minimum Cumulative Grade Point Average

Students must have a minimum cumulative grade point average (CGPA) of 2.0 on a 4.0 scale for all work completed at Indiana University. Courses for which the grades of I, S, P, R, W, or X are assigned are not used to calculate the CGPA since there are no points assigned to these grades.

Courses transferred from other institutions are used in calculating this average. Transfer grades must, however, meet the Indiana University standard of C or higher. This requirement is applied at the time of program application and must be maintained.

TECHNICAL STANDARDS

The IU South Bend Radiography Program has specified technical standards critical to the success of the students in the Clinical/Professional Program. Students must be able to meet the requirements which include the ability to lift and transfer patients to and from the x-ray examination table; move, adjust, and manipulate equipment to perform radiographic procedures; review and evaluate radiographs to determine the quality of the image; communicate orally and in writing with patients, doctors, and other personnel; and to follow written and verbal directions. Students must demonstrate these standards with or without reasonable accommodation to succeed in the program. A copy of the Technical Standards Form is sent to each applicant to review and sign, certifying that they can meet those standards.

PROGRAM PROFESSIONAL STANDARDS

A student entering the IU South Bend radiography Clinical/Professional Program must understand that they are entering a field of medicine that requires certain professional standards that other career choices may not. Professional dress, appearance, and modes of communication must be of certain standards to maintain the confidence and care of the patient. Patients present themselves in all ages, cultures, and of various ethnic origins; therefore, trendy modes of dress and appearance are not allowed.

The program has an established dress code and a code of conduct that students must follow throughout their clinical experience. A copy of the IU South Bend *Radiography Program Professional Standards* is sent to each applicant to review and sign, certifying that they understand the requirements of the program and that they agree to abide by these standards.

INTERVIEW

An interview is required for admission consideration and is scheduled during the months of April, May, and June if needed.

VOLUNTEER EXPERIENCE

Although not a requirement, volunteer experience is recommended and is very helpful in making a career choice.

CLINICAL/PROFESSIONAL PROGRAM

GENERAL INFORMATION

Admission to the university as a preradiography student, and successful completion of the general-education course work, does not guarantee admission to the Associate of Science degree program. The number of clinical/professional students admitted each fall is dependent upon the number of openings available in the radiology departments in the area health care institutions designated as clinical education sites (Memorial Hospital of South Bend, St. Joseph Regional Medical Center campuses in Plymouth and Mishawaka, Elkhart General Hospital, and Goshen General Hospital).

ADMISSION CRITERIA

At the conclusion of the spring semester of program application, students in the applicant pool are scored to determine their rank order. The criteria for admission consideration is based on a 137 point weighted scale as follows:

- 0-75 points: AGPA (Admission Grade Point Average) of the preradiography general-education course work completed by the end of the spring semester of application
- 0-30 points: Interview scores
- 0-32 points: Students can earn rating points (maximum 32) which are added to their overall combined score as follows:
 - One point given for each credit hour of a required general-education course completed with a C or higher by the end of the spring semester of program application. Points available: 0-27
 - Five points given for completion of PHSL-P 261 Human Anatomy and Physiology 1 and PHSL-P 262 Human Anatomy and Physiology 2 with a C or higher by the end of the spring semester of program application. Points available: 5

Students offered a clinical position within the associate degree program must formally accept or decline admission, in writing, to the program prior to the beginning of the semester to which they are admitted. Students offered a position in the Clinical/Professional Program but decline acceptance or become academically ineligible can reapply to the program the following year. They must compete with the applicant pool for the semester in which they request entrance with no preference or wait listing given. Students have only two opportunities to decline admission in writing prior to losing their eligibility to apply.

ASSOCIATE OF SCIENCE CURRICULUM

PROFESSIONAL PROGRAM

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

Courses in the Professional Program are sequential and must be taken in the order specified by the program faculty.

First Year—Summer Session (1 cr.)

AHLT-R 103	Introduction to Clinical Radiography (2 cr.)
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First Year—Fall Semester (13 cr.)

AHLT-R 100	Orientation to Radiographic Technology (2 cr.)
AHLT-R 101	Radiographic Procedures I (4 cr.)
AHLT-R 102	Principles of Radiography 1
AHLT-R 181	Clinical Experience—Radiography I (4 cr.)

First Year—Spring Semester (14 cr.)

AHLT-R 182	Clinical Experience—Radiography II (6 cr.)
AHLT-R 201	Radiographic Procedures II (4 cr.)
AHLT-R 208	Topics in Radiography (1 cr.)
VT:	Computer Applications in Medical Imaging
AHLT-R 250	Physics Applied to Radiology

First Year—Summer Session I (6 cr.)

AHLT-R 208	Topics in Radiography (1 cr.)
VT:	Venipuncture and Pharmacology
AHLT-R 281	Clinical Experience-Radiography (5 cr.)

First Year—Summer Session II (5 cr.)

AHLT-R 282	Clinical Experience-Radiography (5 cr.)
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Second Year—Fall Semester (14 cr.)

AHLT-R 200	Pathology (2 cr.)
AHLT-R 202	Principles of Radiography 2
AHLT-R 205	Radiographic Procedures III
AHLT-R 283	Clinical Experience-Radiography (6 cr.)

Second Year—Spring Semester (12 cr.)

AHLT-R 207	Seminar (1 cr.)
AHLT-R 222	Principles of Radiography 3
AHLT-R 260	Radiobiology and Protection
AHLT-R 290	Comprehensive Experience (6 cr.)

Clinical/Professional Hours (66 cr.)**General-Education Hours (27 cr.)****Degree Program Total (93+ cr.)**

Note: Total credit hours do not include developmental classes (non-GPA bearing) nor any course a student is required to take to meet admission and prerequisite criteria (e.g., PHSL-P 130 Human Biology).

WITHDRAWAL AND REINSTATEMENT

Students in the Associate of Science degree program who withdraw from the Clinical/Professional Program must reapply for admission to the program. Withdrawal from radiography major courses constitutes a disruption in progress and requires that a student seek reinstatement to the program.

Students desiring reinstatement must reapply within a time frame that would allow the student timely completion of the program. A written request must be submitted at least six weeks prior to the term of desired reentry. All requests for reentry are evaluated by the program director on the basis of available resources, and if appropriate, on the satisfactory completion of any conditions and/or recommendations existing at the time of withdrawal. *Reinstatement to the IU South Bend Radiography Clinical/Professional Program is not guaranteed.*

AWARDS

The program faculty recommend graduating students with superior academic performance for degrees awarded with distinction. The student with the highest GPA in the Clinical/Professional Program is awarded the Edward Mallinckrodt Award of Excellence. Also each year, an outstanding student is presented the IU South Bend Outstanding Student Award for Clinical Excellence.

GRADUATION REQUIREMENTS

Satisfactory completion of 93+ credit hours, to include 27 credit hours of general-education courses and 66 credit hours of clinical/professional courses, must be completed in compliance with the academic and professional policies of the school and individual programs in order to graduate. Students must also be in attendance and actively involved in the university's May Commencement ceremonies.

BACHELOR OF SCIENCE IN MEDICAL IMAGING TECHNOLOGY CURRICULUM**PROGRAM DESCRIPTION**

The Bachelor of Science in Medical Imaging Technology (B.S.M.I.T.) degree program at IU South Bend is constructed to give students who are striving for an increased level of expertise in the areas of medical imaging that include Computed Axial Tomography (CT), Magnetic Resonance Imaging (MRI), and Medical Sonography (Ultrasound) specialized instruction to reach their career goals. The program consists of liberal arts education courses, didactic and professional course work in the chosen advanced medical imaging modalities and hands-on instruction in the clinical environment using the most up-to-date imaging technology.

STUDENT POPULATION SERVED

- Students who enter the Radiography Program (preradiography) with the goal of obtaining a bachelor's degree with advanced clinical professional medical imaging instruction beyond radiography within an intended field of study
- Students currently enrolled in an associate degree program
- Currently practicing registered radiographers (R.T.'s) who want to obtain a bachelor's degree for career advancement with advanced specialized medical imaging instruction

PROGRAM OBJECTIVES AND GOALS

The Bachelor of Science in Medical Imaging Technology graduate at IU South Bend will:

- Acquire an outstanding level of instruction in the areas of liberal arts education, didactic professional course work, and clinical education that will have encompassed the cognitive (problem solving and critical thinking) psychomotor and affective domains

- Be educated to meet the demands of an advanced level medical imaging professional including excellent clinical patient care skills in both oral and written communication formats
- Demonstrate mastery of instruction content to successfully pass the specific advanced medical imaging certification examination
- Function as a multi-skilled, bachelor's degree prepared, competent imaging professional who will provide compassionate and highly efficient patient care services

ADMISSION REQUIREMENTS

Students may apply for admission into the Bachelor of Science in Medical Imaging Technology Program at any time after qualifying for formal admission to IU South Bend. Upon acceptance to the program, all students classified as pre-B.S.M.I.T. may enroll in the general-education course work required for the bachelor's degree. The courses may be taken at any Indiana University campus or may be accepted as transfer credit hours from other accredited institutions. (Students also have the option of taking general-education course work leading to the B.S.M.I.T. degree while pursuing their associate degree.) Students who receive radiography degrees from accredited programs other than those offered by Indiana University will be considered transfer students for the purpose of fulfilling general-education requirements at IU South Bend.

Those seeking application to the Clinical/Professional Program must meet the minimum criteria listed below to be considered eligible for entry into the clinical component of the degree. Meeting the minimum criteria listed qualifies applicants for continuation of the admission process. *It does not guarantee a student admission into the Clinical/Professional Program.*

- Meet with, and be formally advised by, the radiography department program advisor or program director
- Submit a formal application for admission consideration by March 1 of the year of anticipated entry into the B.S.M.I.T. Clinical Program (clinical applications are available February 1 of the year of anticipated entry)
- Complete an Associate of Science in Radiography or similar degree at an accredited institution and submit an official transcript to the IU South Bend admissions office for a transfer credit audit
- Submission of evidence of American Registry of Radiologic Technologist Good Standing certification as a Registered Radiographer (R.T.) or documentation which validates registry eligibility at time of application to the B.S.M.I.T. Clinical/Professional Program
- Must have a minimum grade of C or better in all required general-education course work
- Must have a minimum CGPA of 2.5 on a 4.0 scale for all course work completed
- Must have a minimum 2.5 GPA on a 4.0 scale for all entry-level clinical professional training in radiography

- Complete a radiography questionnaire/essay
- Submit three letters of recommendation following the guidelines set forth in the application process

CRIMINAL CHECKS

Federal mandates for clinical agencies require criminal background checks. Students are responsible for applying for the criminal background check and all fees associated with the check.

TRANSFER STUDENTS

Intercampus Transfer

Students wishing to transfer between campuses should check for the process on the campus to which they are transferring. To transfer to the IU South Bend campus, the student must submit an intercampus transfer request through the registrar's office. Intercampus transfer requests are evaluated individually by the program advisor or program director on the basis of the student's academic record in general-education course work and didactic, clinical laboratory, and clinical experience courses (if applicable).

Transfer from Non-Indiana University Radiography Program

Students in good academic standing at another university who wish to transfer should contact the program advisor or program director. Radiography courses completed at another university or clinical education institution must be evaluated by the program director for transfer equivalents and student placement. Students must supply documentation, including an official transcript or validation of course completion, and copies of the syllabi for each radiography course completed at another university or clinical education institution. These syllabi will be evaluated in comparison to the IU South Bend radiography courses. Students are encouraged to contact the IU South Bend Radiography Program at least three months prior to the semester they wish to begin at IU South Bend.

SPECIFIC QUANTITATIVE ADMISSION CRITERIA FOR THE B.S.M.I.T. CLINICAL PROFESSIONAL PROGRAM

Admission for the B.S.M.I.T. Clinical/Professional Program is competitively based. All didactic, clinical, and clinical laboratory course work will be evaluated by the program director of the IU South Bend Radiography Program to ensure that course curriculum standards are met.

- GPA for all clinical professional course work completed at any associate degree level in a Radiography Program or approved equivalent program (75 percent)
- GPA for all clinical experience course work completed at an associate degree program in radiography or approved equivalent (25 percent)

PROGRAM PLANNING

All provisions of this publication are in effect as soon as a student begins the Radiography Program. Preradiography and Clinical/Professional students are subject to policy and curriculum changes as they occur. Curriculum changes during progress toward the degree may result in the revision of degree requirements.

GENERAL-EDUCATION CURRICULUM

The B.S.M.I.T. is designed to provide the student with both a liberal education and a concentration in clinical professional course work with an orientation toward a specific career. The general-education courses may be taken on a full- or part-time basis; however, to be eligible for application to the clinical professional portion of the B.S.M.I.T., students must complete all courses listed in the four work areas with a minimum grade of C or better.

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see pages 35-40 in this publication. All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

General-education courses help lay the foundation for radiography courses and also serve to provide the student with a well-rounded education. The campuswide general-education requirements are incorporated into the program of study. All courses required for the degree must be taken for a grade. Certain courses may require prerequisite or developmental courses, which are not listed here.

CAMPUSWIDE CURRICULUM (33-39 CR.)

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

FUNDAMENTAL LITERACIES (13-19 CR.)

Writing

ENG-W 131 Elementary Composition 1 (with a grade of C or higher)

Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S 121 Public Speaking (with a grade of C or higher)

Visual Literacy

Select from approved course list, page 37

Quantitative Reasoning

MATH-M 111 Mathematics in the World

Information Literacy

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

Computer Literacy

CSCI-A 106 Introduction to Computing

COMMON CORE COURSES (12 CR.)

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

The Natural World

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

Select from approved course list, page 38

Art, Aesthetics, and Creativity

Select from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

Select from approved course list, pages 38-39

Diversity in United States Society

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

MEDICAL IMAGING CLINICAL PROFESSIONAL COURSE REQUIREMENTS (30 CR.)

AHLT-R 404	Sectional Imaging Anatomy
AHLT-R 405	Advanced Diagnostic Imaging I
AHLT-R 406	Advanced Diagnostic Imaging II
AHLT-R 407	Seminar
AHLT-R 408	Topics in Radiologic Sciences
AHLT-R 409	Project in Medical Imaging

CLINICAL PRACTICUM (12 CR.)

AHLT-R 482	Clinical Practicum: Computed Tomography (12 cr.)
AHLT-R 483	Clinical Practicum: Magnetic Resonance Imaging (12 cr.)
AHLT-R 484	Clinical Practicum: Ultrasound (12 cr.)

GRADUATION REQUIREMENTS

Satisfactory completion of the general-education, didactic, clinical laboratory and clinical experience course work. All course work must be completed in compliance with the academic and professional policies of the program and school.

PREPROFESSIONAL PROGRAMS

Several preprofessional programs in Allied Health Sciences are available at IU South Bend. If you complete prerequisite courses and application requirements, you are eligible to apply for acceptance to the Clinical/Professional Programs located at Indiana University—Purdue University Indianapolis and other Indiana University regional campuses. Preprofessional programs currently available at IU South Bend include:

- Clinical Laboratory Science
- Cytotechnology
- Health Information Administration
- Medical Laboratory Technology
- Nuclear Medicine
- Paramedic Science
- Respiratory Therapy
- Radiation Therapy
- Master of Occupational Therapy
- Doctor of Physical Therapy

ENROLLMENT AND ADVISING

All students interested in pursuing an Allied Health Preprofessional Program should contact the radiography, medical imaging, and allied health director or program advisor for orientation and advising sessions. The director or program advisor helps the student choose the appropriate courses and semester sequence to complete the prerequisites.

ADMISSION REQUIREMENTS

- Following the completion of the required prerequisite course work, students may apply for admission into the Clinical/Professional Program of the degree.
- The minimum grade requirement in a prerequisite course is C (2.0 on a 4.0 scale). Students must achieve the minimum CGPA of 2.5 to apply for the Clinical/Professional Program of their degree. Grades from developmental courses are not calculated into the grade point average of the prerequisite courses.
- A minimum mathematics/science grade point average may also be required to apply for admission into a specific Clinical/Professional Program. This requirement is applied at the time of program application and must be maintained.

If a student is unable to meet the required standards for the desired Allied Health Program, they are advised of alternate educational programs available to them on the IU South Bend campus and throughout Indiana University.



LABOR STUDIES PROGRAM

RIVERSIDE HALL 127 // (574) 520-4595 // WWW.IUSB.EDU/~SBLABOR

Associate Professor: **Mishler**

Lecturer: **Sovereign**

Faculty Emeritus: **Knauss**

Counselor-Recorder: **S. Klein**



GENERAL INFORMATION

The program in Labor Studies is a unit of the statewide School of Social Work, based at Indiana University—Purdue University Indianapolis. IU South Bend students majoring in Labor Studies receive their degrees from IU South Bend.

Labor Studies is an interdisciplinary field that explores issues of work and the work place, social inequality and class structure, and the struggles of workers and their organizations. In this context Labor Studies explores the ways racism, sexism, xenophobia and homophobia impact on working people, their families, and communities. As a field, it was originally developed to educate union members and leaders, and Labor Studies sees labor organizations, especially trade unions, as basic organizations for the maintenance and expansion of a democratic society. Labor Studies faculty come from academic disciplines such as political science, economics, history, legal studies, sociology, and anthropology, and classes in this program focus on the experience of workers (of all kinds) and their efforts to achieve a greater voice in society.

CERTIFICATE AND DEGREES

The Labor Studies Program offers a certificate, minor, Associate of Science in Labor Studies, and Bachelor of Science in Labor Studies. The program has a long history of working with unions in the state of Indiana to develop and deliver educational courses. These courses are coordinated and taught by Labor Studies faculty. They and associate faculty members also teach the courses. Faculty qualifications typically combine academic credentials with union background.

MINOR IN LABOR STUDIES

A minor in Labor Studies requires the completion of 15 credit hours in Labor Studies courses consisting of 6 credit hours from the list of core courses and 9 additional credit hours to be determined through consultation with the campus faculty.

ADDITIONAL REQUIREMENTS

For the Associate of Science in Labor Studies, at least 12 credit hours must be earned from Indiana University, 10 credit hours of these after admission to the Labor Studies Program. No more than 15 credit hours may be earned within a single subject other than Labor Studies.

For the Bachelor of Science in Labor Studies, at least 24 credit hours must be earned from Indiana University; 20 of these after admission to the Labor Studies Program. No more than 21 credit hours may be earned within a single subject other than Labor Studies. Thirty credit

hours must be earned in 300- or 400-level courses, and at least 12 of the 30 credit hours must be earned in Labor Studies courses.

For the certificate in Labor Studies and both the associate and bachelor's degrees, an overall 2.0 (C) grade point average must be maintained. Courses in which grades below C– are received may be counted only as electives. For the associate and bachelor's degrees, courses within a major area must be in at least two different subjects. For additional standards, see the section of this publication on Academic Policies.

MAJOR AREAS OF LEARNING

Following are representative subjects and courses falling under each of the three major areas of learning listed under certificate and degree requirements. For information about subjects not listed here and about specific courses, contact the Office of Labor Studies.

Arts and Humanities

African American Studies	Journalism
Classical Studies	Music
Comparative Literature	Philosophy
English	Religious Studies
Fine Arts	Speech and Communications
Folklore	Theatre and Dance
History	Women's and Gender Studies
History and Philosophy of Science	
All language courses	

CERTIFICATE AND DEGREE REQUIREMENTS

Courses from three groupings are used by students to complete certificate and degree requirements. These groupings are Labor Studies courses, major areas of learning, and electives. The accompanying chart shows the credit hour distribution required for each certificate and degree in Labor Studies.

CREDIT HOURS REQUIRED FOR

Group	Subgroup	Certificate in Labor Studies	Associate of Science in Labor Studies	Bachelor of Science in Labor Studies
Labor Studies	Core courses	15	15	15
	Additional Labor Studies	3	12	27
Major Areas of Learning	Arts and Humanities	3	12 *	12 *
	Social and Behavioral Sciences	3	9 **	12 **
	Sciences and Mathematics	3	6 ***	15 ***
	Additional from one area above	3		12
Electives			6	27
Total Hours		30	60	120

* ENG-W 131 Elementary Composition 1 and one additional writing course required

** One economics course required, ECON-E 103 Introduction to Microeconomics (recommended); or LSTU-L 230 Labor and the Economy

*** To meet the mathematics/science requirement for the Associate of Science, one course in computer science/technology is recommended; for Bachelor of Science one course in computer science/technology is required

Sciences and Mathematics

Astronomy	Geology
Biology	Mathematics
Chemistry	Physics
Computer Science/ Technology	Zoology

Social and Behavioral Sciences

Anthropology	Political Science
Economics	Psychology
Geography	Sociology
Linguistics	

ELECTIVES

Students may select any of the courses offered by IU South Bend to fulfill elective requirements. Students are encouraged to consult with their academic advisor and to concentrate their elective course work in related subjects.

APPLICATION AND ADMISSION

The certificate and degree programs in the Labor Studies Program are open to all qualified high school graduates or persons with the General Educational Development (GED) certificate. Adults over 21 who do not meet these requirements may be admitted on a provisional basis and may apply for regular admission upon successful completion of 12 credit hours.

Applicants must submit the following:

- A completed application for admission to the Labor Studies Program
- A nonrefundable application fee payable to IU South Bend—if you have not previously been admitted to IU South Bend
- A high school transcript
- An official transcript of previous college work, mailed by the college

All application materials must be forwarded to the Labor Studies Program office on the campus where the applicant intends to enroll. International students should request the international application for admission and related materials from the Labor Studies program on the Indiana University—Purdue University Indianapolis campus. The contact information for the Labor Studies program is:

Labor Studies Program
IU School of Social Work
902 West New York Street
Indianapolis, IN 46202-5156
iulabor@iupui.edu
800-822-4743

CREDIT TRANSFERS

Official transcripts, when received, will be forwarded to the admissions office for evaluation. Within a few weeks, applicants should receive an official notice of admission status and a credit transfer report indicating which courses are accepted at Indiana University. The Office of Labor Studies will then prepare a summary of how these courses apply to the Labor Studies certificate and degree requirements.

At this point, if they have not already done so, students should proceed to plan their program in consultation with their advisor and enroll in courses. Check with the Office of Labor Studies for schedules and directions.

PROGRESS OPTIONS

One or more of the methods listed in this section may provide the Labor Studies participant a means of receiving Indiana University credit without taking conventional classroom-based courses. This allows accelerated progress towards a Labor Studies degree.

COLLEGE-LEVEL EXAMINATION PROGRAM

College-Level Examination Program (CLEP) has available tests in a variety of subject areas. If a student's score exceeds a certain level on an Indiana University accepted test, they receive credit (3 credit hours for most examinations). CLEP brochures are available at the Labor Studies Program office.

CREDIT FOR MILITARY SERVICE

Depending on the length and type of training received, a student may receive up to 6 credit hours based on military service. Additional credit hours may be awarded for special training programs in the military. This credit can only be applied as elective credit for Labor Studies degrees. To apply, a DD-214 form and training completion certificates (if applicable) must be presented to the Office of Labor Studies.

CREDIT FOR SELF-ACQUIRED COMPETENCIES

Labor Studies Program participants may apply up to 15 credit hours of Self-Acquired Competencies (SAC) to the Associate of Science degree and up to 30 credit hours (including any applied to the associate degree) to the Bachelor of Science degree. SAC credit can be awarded for learning gained outside the university and may be based on a wide variety of experiences. Labor Studies students can apply for SAC credit on the basis of learning derived from their union activities.

Self-Acquired Competencies refer to learning or competency that can be documented. SAC credit is not granted simply for time served. Thus, it is not granted on the basis of the number of terms served as a union officer. Nor is it multiplied by the number of times the same experience has been repeated. A secretary-treasurer who has performed the same functions for four terms is not likely to receive significantly more credit hours than one who has performed the same functions, and has learned as much, from one or two terms.

SAC credit is of two types:

- Course-specific credit hours are granted where the applicant's competency is substantially equivalent to the competency that is expected in an Indiana University course. Credit hours for the specific course is awarded.
- General credit hours are granted for competencies that are not the full equivalent of individual courses but are nevertheless the equivalent of college learning.

This is the only form of SAC credit hours available outside of the Labor Studies Program.

In general, the following procedures and limitations govern the award of credit hours for SAC:

- A student must be admitted to the Labor Studies Program and be in good standing before any credit for SAC is awarded.
- A maximum of 15 credit hours of SAC credit may be applied to the Associate of Science in Labor Studies and a maximum of 30 credit hours to the Bachelor of Science in Labor Studies.

HOW TO APPLY FOR SELF-ACQUIRED COMPETENCIES

The process of building the SAC portfolio is time consuming. It begins with the development of a resume and the listing of experiences that may have led to college-level competencies. The competencies are then organized and phrased to demonstrate the connection to specific Labor Studies courses or to general areas of knowledge in Labor Studies. Finally, appropriate documentation is added.

Each portfolio is evaluated by two members of the Labor Studies Program faculty, who also conduct an interview with the applicant.

Supplementary materials and counseling are available from Labor Studies faculty on campuses offering the program.

TRANSFER OF SELF-ACQUIRED COMPETENCIES CREDIT WITHIN THE INDIANA UNIVERSITY SYSTEM

Self-Acquired Competencies credit awarded by the faculty of one Indiana University campus is recorded and explained on the student's permanent record. Such credit will be honored on any other Indiana University campus to which the student may transfer in order to complete the associate or bachelor's degree in Labor Studies. The student should be aware that such credit will not necessarily be honored by other degree programs of Indiana University or by other institutions.

ACADEMIC POLICIES

Institutional academic policies are stated in the front section of this publication. All these policies pertain to students enrolled in Labor Studies; however, the following policies are particularly relevant.

ACADEMIC FORGIVENESS POLICY FOR FORMER INDIANA UNIVERSITY STUDENTS

Students with academic deficiencies (cumulative grade point average below 2.0 or C average) in course work done within the Indiana University system may be admitted to the Labor Studies Program on probation. The student must achieve a 2.0 grade point average for all courses taken at Indiana University before and after admission to the program in order to obtain a degree. Students who have been dismissed from another academic program of Indiana University may not be admitted to the Labor Studies Program until at least one calendar year has passed from the date of dismissal.

A student prevented from attaining a cumulative 2.0 grade point average because of poor work in a semester at Indiana University that was completed five or more years before enrollment in the Labor Studies Program may request the removal of the poor semester from the Labor Studies Program records. In general, such a request is granted automatically, particularly in those cases where the student would be prevented from graduating because of the one poor semester. All credit earned during this one semester is also removed from the grade point average by the Labor Studies Program under this forgiveness policy.

A similar request may be made for the forgiveness of a poor semester completed at Indiana University within five years prior to admission to the Labor Studies Program. Approval of such requests is usually dependent, however, upon the successful completion of 12 credit hours in the Labor Studies Program. Because all credit earned during the forgiven semester is removed from the grade point average, students are encouraged to consult with their advisor concerning the advisability of this procedure.

This policy is designed to avoid placing an excessive burden on students who, in the past, have made a poor start at Indiana University. It is not intended to permit students with chronically poor performance in the university to stay in school, nor to raise false hopes for students who are not making progress toward a degree.

ACADEMIC FORGIVENESS POLICY FOR STUDENTS DISMISSED FROM OTHER INSTITUTIONS

Students who have been dismissed from another postsecondary institution may not be admitted to the Labor Studies Program until at least one calendar year has passed since the date of the dismissal.

University regulations require that the admissions office indicate any deficiencies in grade point average (average grade below 2.0 on a 4.0 scale) at another institution on the credit transfer report. The policy is to maintain a student's grade point average based only on work done at

Indiana University. These grades must be of average, or C quality (2.0 on 4.0 scale) in order to earn a degree. If a student's cumulative grade point average from another institution is below 2.0, however, the student is admitted on probation.

GRADUATION

Degrees are awarded every December, May, and August. Participants expecting to graduate must file written notice of intent, citing the degree and expected date of graduation, with the Office of Labor Studies at least three months prior to graduation.

GRADUATION WITH HONORS

Students completing a minimum of 30 credit hours for the Associate of Science in Labor Studies or 60 credit hours for the Bachelor of Science in Labor Studies at Indiana University will be graduated with honors if they have attained the appropriate grade averages: 3.90, highest distinction; 3.75, high distinction; 3.50, distinction.

UNION EDUCATION PROGRAM

The Labor Studies Program also offers an extensive noncredit program—the Union Education Program (UEP).

UEP open enrollment courses and conferences are available to workers in communities throughout the state. They are offered in local union halls, on the various campuses of Indiana University, and on the campuses of other educational institutions.

Classes usually meet weekly for 4-10 weeks. They are open to participants from both large and small unions, craft and industrial unions, and public and private sector unions. Typical topics for these classes are labor law, collective bargaining, steward training, communications, OSHA, and arbitration.

Other programs are designed to meet the educational needs of individual unions. Local or international unions may contract with the Labor Studies Program to conduct these programs. Enrollments are limited to members of the contracting union.

There are no special entrance requirements, tests, or grades. Participants who complete a class or conference are awarded a Certificate of Achievement from the Labor Studies Program. Upon completion of 150 classroom hours in the UEP, the participant is awarded a Certificate of Recognition. Upon completion of 300 classroom hours in the UEP, the participant will be awarded a Certificate of Recognition and a plaque. There is a nominal charge for UEP classes and conferences.

ORGANIZATION AND FACULTY

The Labor Studies faculty are made up of people with both union experience and academic credentials. The faculty uses a variety of teaching methods, including videotape recording, case studies, films, group discussion, and role playing to promote student interest and participation.

A Statewide Advisory Committee advises the program on educational courses offered to Indiana union members. Similarly, the LaPorte, Michiana, and Warsaw Area Labor Education Advisory Committees advise the program at IU South Bend.



COLLEGE OF LIBERAL ARTS AND SCIENCES

ELIZABETH E. DUNN, DEAN

WIEKAMP HALL 3300 // (574) 520-4214 // WWW.CLAS.IUSB.EDU

Associate Deans: **McMillen, Torstrick**
Director of Advance College Project: **Violi**
Coordinator of Student Services: **M. Nurenberg**



GENERAL INFORMATION

The College of Liberal Arts and Sciences is the nucleus of IU South Bend. Through studies with the faculties of the humanities, social and behavioral sciences, mathematics, and natural sciences departments, students have the opportunity to broaden their awareness and knowledge of the major areas of human activity.

By selecting an area of study in one of the Liberal Arts and Sciences disciplines, students acquire in-depth understanding of a single field of investigation. Through their academic experiences, students also sharpen critical thinking skills, develop an appreciation for the literary arts, learn to communicate more effectively, enhance their self knowledge, and increase their tolerance for differences. Consequently, students graduate prepared for a lifetime of learning and are better able to cope with and enjoy the rapidly changing world in which we live.

Faculty in the College of Liberal Arts and Sciences advise all students with a declared major in the college, or leaning toward a Liberal Arts and Sciences major. In addition, faculty have accepted the responsibility of advising and welcoming all incoming freshmen students who are still deciding about their major. Regular advising sessions are scheduled during summer orientation and by appointment throughout the year in Wiekamp Hall 3300B. The advising telephone number for students still exploring options regarding a major is (574) 520-4537.

GENERAL INFORMATION

The College of Liberal Arts and Sciences (CLAS) offers programs of study that lead to certificates, the Bachelor of Arts, the Bachelor of Science, or master's degrees. Minors are available in a large number of disciplines as well as several interdisciplinary programs. Courses are offered in a variety of areas in which degrees are not presently offered.

The College of Liberal Arts and Sciences shelters the General Studies degree program. General Studies degrees are granted by the School of Continuing Studies; local governance is by a committee of the IU South Bend Academic Senate. General Studies information is available in this publication and by calling (574) 520-4260.

Along with the programs leading to the bachelor's and master's degrees, the college offers courses that are the general-education component of all IU South Bend undergraduate degrees.

THE STUDENT'S RESPONSIBILITY

All colleges establish certain academic requirements that must be met before a degree is granted. These regulations concern such things as curricula and courses; the requirements for majors and minors, and university procedures. Advisors, directors, and deans are available to advise students on how to meet these requirements; each student is individually responsible for fulfilling them. If requirements are not satisfied, the degree is withheld pending adequate fulfillment. For this reason, it is important for each student to be well acquainted with all requirements described in this publication.

ACADEMIC REGULATIONS

All students in the College of Liberal Arts and Sciences should familiarize themselves with the Academic Regulations and Policies in the front section of this publication. A number of specialized regulations apply to the college.

Occasional changes in the graduation requirements for liberal arts and sciences majors may lead to uncertainty as to which IU South Bend Bulletin is applicable for a given graduating student. For the general-education requirements and other academic matters, the student may choose either the IU South Bend Bulletin in effect at the time of matriculation to IU South Bend or the IU South Bend Bulletin in effect at the time of graduation. For meeting requirements of the major, the choice is between the IU South Bend Bulletin in effect when the student certifies into the college and the IU South Bend Bulletin in effect when the student graduates.

ACADEMIC PROBATION

A student who has completed one or more IU South Bend grade point average (GPA) hours and has a cumulative grade point average (CGPA) below 2.0 is placed on

probation. A probationary student remains on probation until the CGPA reaches 2.0 or higher. If a student who is on probation fails to achieve a semester (fall, spring, or combined summer session) GPA of at least 2.0, he or she will be placed on probation with impact and restricted to half-time enrolment for the following semester. If a student who is on probation with impact fails to achieve a semester (fall, spring, or combined summer session) GPA of at least 2.0, he or she will be dismissed from the university. Students who are dismissed for the first time cannot enroll until one regular (fall or spring) semester has elapsed and must petition the CLAS probation committee by the established deadline to be considered for reinstatement. Students who are dismissed multiple times must remain out of the university for at least two regular semesters and must petition by the established deadline to be considered for reinstatement.

ACADEMIC RENEWAL

Academic renewal for prior Indiana University course work may be requested by students who did not register for courses at any Indiana University campus for at least three consecutive calendar years after the period for which academic renewal is requested. Contact a College of Liberal Arts and Sciences advisor for more information.

CERTIFICATES

The College of Liberal Arts and Sciences at IU South Bend offers instruction leading to certificates in the following:

- Basic Applied Behavior Analysis
- Applied Informatics
- Computer Applications
- Computer Programming
- Computer Programming, Advanced
- Correctional Management and Supervision
- International Studies
- Professional Writing
- Social and Cultural Diversity
- Technology for Administration

See the departmental sections of this publication for more information.

Students seeking to earn any certificate in the College of Liberal Arts and Sciences must complete all courses used to fulfill the certificate requirements with a grade of C– or higher, and, in addition, must earn a certificate GPA of at least 2.0.

BACHELOR'S DEGREES

ACADEMIC ADVISING REQUIREMENTS

Academic advising by a faculty member from the student's major area(s) is required at least once each year and, in some departments, prior to each semester's enrollment.

Academic advising for each student in the College of Liberal Arts and Sciences is available prior to each semester's enrollment by a faculty member from the student's major area(s) or from an advisor in the college's advising center. Although academic advising is intended to provide effective guidance and every student is required to seek the advice of a faculty advisor, students individually are responsible for planning their own programs and for meeting the degree requirements by the time they expect to graduate.

GRADES

Students must have a minimum CGPA of 2.0 and complete all requirements in their major and/or minor departments with a C– or higher. (A minimum CGPA of 2.0 is required in the student's major and minor departments.) Any course in which the student receives a grade of F does not count in the credit hours accumulated for graduation. Any course in which a letter grade of D is received does not count in a student's major or minor.

CREDIT HOUR REQUIREMENTS

A candidate for a bachelor's degree in the College of Liberal Arts and Sciences must satisfactorily complete a minimum of 122 credit hours in courses offered by the college or by other academic programs of the university offering bachelor's degree programs.

TRANSFER CREDIT HOURS

Ordinarily, the maximum number of transfer credit hours that may be counted toward graduation in the College of Liberal Arts and Sciences is 96, including credit(s) earned at other campuses of Indiana University. Not more than 60 credit hours earned at accredited junior colleges may be applied toward a degree.

TESTING OUT OF REQUIREMENTS

Students may test out of the general-education requirements Quantitative Reasoning and Computer Literacy by passing appropriate proficiency tests. For testing out of part of world languages, see World Languages Placement Examination information on page 204.

UPPER-LEVEL COURSE WORK

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

RESIDENCY REQUIREMENT

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

CORRESPONDENCE AND SPECIAL CREDIT

By special permission of the dean, a maximum of 12 credit hours may be earned toward a degree through correspondence study or by special credit examination. Ordinarily students in residence in the college are permitted to enroll concurrently in courses offered through the Indiana University School of Continuing Studies Independent Study Program (correspondence courses). Any correspondence courses in the student's major must also have the approval of the departmental chairperson. (SPCH-S 121 Public Speaking may not be taken by correspondence.)

TIME LIMIT FOR COMPLETION OF REQUIREMENTS

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

GRADUATION DEADLINES

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

BACHELOR OF ARTS

The College of Liberal Arts and Sciences (CLAS) at IU South Bend offers instruction leading to the Bachelor of Arts degree in the following majors:

Anthropology	Philosophy
Biological Sciences	Physics
Chemistry	Political Science
English	Psychology
French	Sociology
German	Spanish
History	Women's and Gender Studies
Mathematics	

The College of Liberal Arts and Sciences curriculum for the Bachelor of Arts degree is designed to give students a broad acquaintance with the various ways scholars study and interpret the world in which we live. It is also intended to enable students to understand, and to communicate their understanding of, the richly varied and changing contexts of our lives. Within this general-educational framework students choose one or more areas for in-depth study.

Every student at IU South Bend must complete campuswide general-education requirements. Students within the College of Liberal Arts and Sciences must also complete requirements for bachelor's degrees, and the following concentration requirements. Students are strongly encouraged to meet with their academic advisors every semester to help them select the optimal course of study. In many cases, courses can be selected that satisfy both the college and the campuswide general-education requirements.

A bachelor's degree in the College of Liberal Arts and Sciences at IU South Bend comprises three parts:

- Part One** Campus and college requirements (I, II and III) together encourage breadth of general knowledge and skills.
- Part Two** A minor encourages depth of knowledge in an area outside the major, perhaps even outside the college
- Part Three** A major encourages deep and coherent knowledge and skills development in a particular field of study within the college.

Part One and **Part Two** together make up the college's liberal education requirements, summarized below. For information on **Part Three**, major requirements for the Bachelor of Arts, refer to the relevant department or interdisciplinary program section of this publication.

SUMMARY OF CLAS LIBERAL EDUCATION REQUIREMENTS

No course may be used to meet more than one **Part One** requirement. Any course used to meet major (**Part Three**) or minor (**Part Two**) requirements may also be used to meet one but not more than one of the **Part One** requirements. No course may be used to meet both a minor (**Part Two**) and major (**Part Three**) requirement.

A candidate for a bachelor's degree in the College of Liberal Arts and Sciences must satisfactorily complete a minimum of 122 credit hours, including at least 30 credit hours at the 300- or 400-level.

GENERAL EDUCATION

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see pages 35-40 in this publication.

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

CAMPUSWIDE CURRICULUM (33-39 CR.)

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

PART ONE

FUNDAMENTAL LITERACIES (13-19 CR.)

Writing

ENG-W 131 Elementary Composition 1

Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S 121 Public Speaking

Visual Literacy

Select from approved course list, page 37

Quantitative Reasoning

Select from approved course list, page 37

Information Literacy

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

Computer Literacy

Select from approved course list, page 37

COMMON CORE COURSES (12 CR.)

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

The Natural World

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

Select from approved course list, page 38

Art, Aesthetics, and Creativity

Select from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

Select from approved course list, pages 38-39

Diversity in United States Society

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

ADDITIONAL REQUIREMENTS (14-23 CR.)

Bachelor of Arts students must also satisfy the following College of Liberal Arts and Sciences requirements:

Junior/Senior-Level Writing (3 cr.)

Writing clear English is one of the defining characteristics of a liberal arts graduate. All Bachelor of Arts students are required to complete a junior/senior-level writing course with a grade of C or higher. This course must be taken after completing at least 56 credit hours. Visit the College of Liberal Arts and Sciences web page at www.iusb.edu/~lasi for courses satisfying this requirement.

World Languages (3-12 cr.)

The study of languages other than English is essential to understanding and appreciating the global community. In recognition of this fact, the College of Liberal Arts and Sciences requires that its Bachelor of Arts majors attain an intermediate-level proficiency in a second language. This requirement can be met in one of three ways:

- Successful completion of a fourth-semester language class, designated as 204 in the IU South Bend Bulletin. The 204 course is the last class in a four-semester sequence (101, 102, 203, and 204).
- Successful completion of a 300- or 400-level course in which the primary instruction is in a language other than English.
- Formal training, as evidenced by secondary or university diplomas, in a language other than English.

World Languages Placement Examination

The Department of World Language Studies (W.L.S.) offers a placement examination to:

- Determine in which semester a student should enroll
- Qualify students for credit by examination

Students may earn up to 6 credit hours for testing out of any two of these language classes (101, 102, 203, or 204). For more details, see the world language studies web page.

Western Culture before 1800 (3 cr.)

College of Liberal Arts and Sciences Bachelor of Arts students should attain an awareness of the historical, literary, artistic, or philosophical achievements that contributed to the construction of the idea of the West, its culture, and institutions. Bachelor of Arts majors must take one course in which the primary subject matter treats aspects of the ancient, medieval, and/or early modern world and gives the student a sense of the historical and geographical origins of modern societies.

This requirement can be met by taking any course or section designated as approved for Western Culture before 1800. See the College of Liberal Arts and Sciences web page for details.

Science Course and Laboratory (5 cr.)

Natural science laboratory (2 cr.)

Additional natural science course (Select from anatomy, astronomy, biology, chemistry, geology, microbiology, physiology, physics, or plant sciences)

These requirements can also be satisfied by a single 5 credit hour integrated lecture/laboratory course.

To prepare students for a world profoundly influenced by rapid changes in science and technology, the College of Liberal Arts and Sciences requires that Bachelor of Arts students take 5 credit hours in the natural sciences, in addition to N 190 The Natural World.

To understand science, students must learn the experimental method. The College of Liberal Arts and Sciences requires that Bachelor of Arts students take a science course with a formal laboratory component. This may be a laboratory course linked to a lecture course or it may be an integrated lecture/laboratory course, in either case totaling 5 credit hours.

PART TWO**THE REQUIRED MINOR (15-18 CR.)**

May be taken in any IU South Bend school, college, division or interdisciplinary program. See program information for requirements.

While the campuswide general-education requirements expose students to a broad array of topics and methods, the College of Liberal Arts and Sciences Bachelor of Arts students should also explore at least one area outside their major in some depth. Bachelor of Arts students must complete a minor offered by any IU South Bend school, college, division, or approved interdisciplinary program.

Bachelor of Arts students must also complete a minor in an area outside their major. For the minor requirements of specific departments and interdisciplinary programs, consult those sections of this publication. Students must declare their minor in a timely manner by meeting with an advisor for the department or program offering the minor early in their career at IU South Bend. Students are encouraged to consult with an advisor for the minor regularly.

Any student who completes a double major within the College of Liberal Arts and Sciences or a second major from outside the college is deemed to have met this requirement.



Departmental Minors

Students must earn a minor in conjunction with a Bachelor of Arts degree. Some Bachelor of Science degrees also require minors. See departmental pages. All minors consist of at least 15 credit hours, with a grade of C– or higher, in one department or in an approved interdepartmental program (a minimum of two courses, totaling at least 6 credit hours, must be taken while in residence at IU South Bend).

A GPA of 2.0 is required in the student's minor department(s). World language majors may minor in second languages; others must choose minors outside of their major departments. Each minor program must be approved by an advisor in the department or interdepartmental committee offering the minor and must be filed with the coordinator of student services.

For the minor requirements of specific departments and interdepartmental programs, consult those sections of this publication. See list of minors on pages 8-9 of this publication.

PART THREE

THE REQUIRED MAJOR

Select from degree programs in the College of Liberal Arts and Sciences which begin on page 161.

Concentration Requirement

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



Single Major Area of Concentration

The following are minimum requirements for the concentration requirement. Additional and/or detailed requirements are to be found in the departmental statements in this publication. The specific departmental requirements that must be fulfilled are those published in the IU South Bend Bulletin that is current at the time the student certifies into the college (but not longer than 10 years), or those in the IU South Bend Bulletin current at the time of graduation. The following rules pertain to the concentration group:

- At least 25 credit hours must be taken in the major subject area. This is a minimum. See specific departmental requirements.
- Any course in which the student receives a letter grade below C– may not be used to fulfill the concentration area requirement. However, courses in which the student receives a D or higher count toward the 122 credit hour total that is required for graduation.
- A GPA of 2.0 is required in the student's major department(s).

Double Major

A student may major in more than one discipline. A double major requires that the major requirements in both departments be fully met, as well as general-education and other general requirements of the college. The student should consult regularly with advisors from both departments if this option is chosen.

REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE

Normally the holder of a bachelor's degree who wishes to pursue a further educational goal is encouraged to become qualified for admission to a graduate degree program. In certain cases, however, the dean may admit a bachelor's degree holder to candidacy for a second bachelor's degree. When such admission is granted, the candidate must declare a major, earn at least 26 additional credit hours in residence, and meet the College of Liberal Arts and Sciences additional general-education requirements as well as those of the major department. No minor is required.

BACHELOR OF SCIENCE

The College of Liberal Arts and Sciences offers the Bachelor of Science degree in the following majors:

Actuarial Science	Computer Science
Applied Mathematics	Criminal Justice
Biochemistry	Informatics
Biological Sciences	Physics
Chemistry	

Every student who registers in a curriculum leading to the degree Bachelor of Science must complete the requirements for bachelor's degrees and the general-education requirements as specified under the respective departmental listing in this publication.

DEGREE PROGRAMS

ACTUARIAL SCIENCE (See Mathematics)

AFRICAN AMERICAN STUDIES

(574) 520-4408
www.iusb.edu/~sbafam

Coordinator: **Mattox**
 Faculty Advisors: **Bennion, Grant, James, Lambert, Lidinsky, Mattox, Randall, Roth, Tetzlaff**

A minor in African American Studies provides students with a focused understanding of the vital role of African American culture and contributions in American life. The minor consists of a core introductory course, an African American history course, and three elective courses, forming a total of 15 credit hours. The approach is interdisciplinary, combining the social and behavioral sciences, the humanities, business, and education. In addition to broadening students' awareness, this minor is expected to enhance students' employability in an increasingly diverse society.

African American Studies, as defined by one of its leading scholars, is "the systematic study of the black experience, framed by the socioeconomic, cultural, and geographical boundaries of sub-Saharan Africa and the black diaspora."

MINOR IN AFRICAN AMERICAN STUDIES

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

A grade of C– or higher is required in each of the courses that count toward the minor. A cumulative GPA of at least 2.0 is required for the minor.

REQUIREMENTS (15 CR.)

Core Courses (6 cr.)

AFAM-A 150 Survey of the Culture of Black Americans

Select one of the following:

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

Electives (9 cr.)

Three courses with an African American emphasis (see note), at least one of which must be at the 300-level or above.

ANTH-E 310 Introduction to the Cultures of Africa
 CMLT-C 253 Third World and Black American Films
 EDUC-H 340 Education and American Culture
 ENG-L 370 Recent Black American Writing

ENG-L 379 American Ethnic and Minority Literature
 HIST-A 355 African American History I (if not used as a core course)
 HIST-A 356 African American History II (if not used as a core course)
 HIST-H 225 Special Topics in History
 VT: Freedom Summer Study Tour of the Civil Rights Movement in the South
 HIST-H 425 Topics in History
 VT: Freedom Summer Study Tour of the Civil Rights Movement in the South
 MUS-M 375 Survey of Ethnic and Pop Music of the World
 POLS-Y 329 Racial and Ethnic Politics in the United States
 PSY-P 391 Psychology of Gender and Ethnicity
 SOC-S 317 Social Stratification
 SOC-S 335 Race and Ethnic Relations
 SOC-S 410 Advanced Topics in Social Organization
 VT: Race and Civil Rights

These courses are not offered every academic year. Students minoring in African American Studies should make every effort to take them as soon as they appear on a course schedule. Other courses in African American Studies are added as soon as possible.

Note: *With an African American emphasis* means that the African American Studies Committee has reviewed the syllabus of the instructor and determined that it fits into the minor. It also means that the student is expected to complete one major assignment or research paper on an African American topic when taking the course. Electives eligible for the minor are listed in the published course schedules under the heading African American Studies (AFAM).

AMERICAN STUDIES

(574) 520-4128

Coordinator: **Bennion**

American Studies offers an interdisciplinary approach to diverse aspects of American culture and society. Students are encouraged to pursue their own special interests and to take courses in a number of different departments, acquiring some familiarity with social, economic, political, literary, and historical perspectives.

For information about the American Studies Program, contact the program coordinator or any of the following faculty members: Bender, Grant, Lambert, Mattox, or Roth.

MINOR IN AMERICAN STUDIES

A student who wishes to earn a minor in American Studies should select an advisor from the faculty listed above and, in consultation with that advisor, design a program to be approved by the American Studies Committee.

The program must include at least 15 credit hours in courses about the United States, with at least 9 credit hours at the 300-level or above. Courses must be selected from at least two departments outside of the student's major. Course grades must be at a level of C– or higher to be counted toward a minor in American Studies.

Students must also complete a portfolio project designed to synthesize their work in American Studies. The portfolio includes three to five pieces of the student's written work from courses counting toward the minor, as well as a brief, reflective essay explaining what the student has learned about the United States and its promises of democracy, liberty, and equality.

ANTHROPOLOGY (See Sociology)

ASTRONOMY (See Physics)

BIOLOGICAL SCIENCES

Northside Hall 137
(574) 520-4233
www.iusb.edu/~biol

Professor: **Bushnell**

Associate Professors: **T. Clark, Grens, Marr, McLister, K. Mecklenburg, Qian, Schnabel (Chairperson)**

Assistant Professors: **Nair, Wilkes**

Lecturers: **S. Cook, Oldenburg**

Laboratory Supervisor: **Franz**

Faculty Emeriti: **Chowattukunnel, Duff, Pike, Riemenschneider, Savage, Winicur**

Academic Advisors: **Grens, Marr**

Health Professions Advisor: **Grens**

BACHELOR OF ARTS IN BIOLOGICAL SCIENCES

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

The Bachelor of Arts degree is appropriate for students interested in professions that require a general understanding of biological principles or who desire to teach biology at the secondary level. Students planning to major in biological sciences should contact an academic advisor for biological sciences before their first semester to develop a plan for their academic course of study.

DEGREE REQUIREMENTS (122 CR.)

Students receiving the Bachelor of Arts degree in biological sciences must complete the College of Liberal Arts and Sciences Bachelor of Arts degree general-

education requirements. In addition, the following concentration requirements must be met; all biology course work must be completed with a grade of C– or higher.

CORE COURSES (40-42 CR.)

Biological Science

BIOL-L 101	Introduction to Biological Sciences 1 (5 cr.)
BIOL-L 102	Introduction to Biological Sciences 2 (5 cr.)
BIOL-L 211	Molecular Biology
BIOL-L 311	Genetics
BIOL-L 403	Biology Seminar

Chemistry

CHEM-C 105	Principles of Chemistry I
CHEM-C 106	Principles of Chemistry II
CHEM-C 125	Experimental Chemistry I (2 cr.)
CHEM-C 126	Experimental Chemistry II (2 cr.)
CHEM-C 341	Organic Chemistry Lectures 1

Physics

Select one of the following:

PHYS-P 201	General Physics 1 (5 cr.)
PHYS-P 221	Physics 1 (5 cr.)

Mathematics

Select one of the following:

MATH-M 119	Brief Survey of Calculus 1
MATH-M 215	Calculus I (5 cr.)

ELECTIVE COURSES (18 CR.)

Students must complete at least 18 additional credit hours of elective biological sciences courses. This course work must include at least two laboratory classes, at least one course from the organismal courses area, and at least one course from the cellular courses area.

Organismal Courses

BIOL-B 300	Vascular Plants
BIOL-L 304	Marine Biology
BIOL-L 308	Organismal Physiology (5 cr.)
BIOL-L 318	Evolution
BIOL-L 342	Tropical Marine Biology Field Course
BIOL-L 473	Ecology
BIOL-L 474	Field and Laboratory Ecology (2 cr.)
BIOL-Z 373	Entomology
BIOL-Z 383	Laboratory in Entomology (2 cr.)
BIOL-Z 460	Animal Behavior
PHSL-P 262	Human Anatomy and Physiology 2 (5 cr.)

Cellular Courses

BIOL-L 280	Introduction to Bioinformatics
BIOL-L 312	Cell Biology
BIOL-L 313	Cell Biology Laboratory
BIOL-L 317	Developmental Biology

BIOL-L	321	Principles of Immunology
BIOL-L	323	Molecular Biology Laboratory
BIOL-L	490	Individual Study (1-12 cr.)
BIOL-M	430	Virology Lecture
MICR-M	310	Microbiology
MICR-M	315	Microbiology Laboratory (2 cr.)

BACHELOR OF SCIENCE IN BIOLOGICAL SCIENCES

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

The Bachelor of Science degree is appropriate for students oriented toward graduate school, professional school (medical, dental, pharmacy, optometry, veterinary), or positions that require greater depth in the biological and physical sciences. This degree provides a strong background in the fundamentals of biology and cognate areas and better prepares the student for a career as a professional biologist. Students planning to major in biological sciences should contact an academic advisor in biological sciences before their first semester to develop a plan for their academic course of study.

DEGREE REQUIREMENTS (122 CR.)

Students receiving the Bachelor of Science in Biological Sciences degree must complete the following campuswide and College of Liberal Arts and Sciences general-education requirements.

GENERAL-EDUCATION CURRICULUM (33-39 CR.)

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

FUNDAMENTAL LITERACIES (13-19 CR.)

Writing

ENG-W 131 Elementary Composition 1

Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S 121 Public Speaking

Visual Literacy

Select from approved course list, page 37

Quantitative Reasoning

Requirement met by mathematics core courses

Information Literacy

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

Computer Literacy

Select from approved course list, page 37

COMMON CORE COURSES (12 CR.)

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

The Natural World

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

Select from approved course list, page 38

Art, Aesthetics, and Creativity

Select from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

Select from approved course list, pages 38-39

Diversity in United States Society

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

ADDITIONAL REQUIREMENTS (3-9 CR.)

World Languages

At least one course at the 200-level or higher

CORE COURSES (62 CR.)

In addition, the following concentration requirements must be met; all biology course work must be completed with a grade of C– or higher.

Biological Sciences

BIOL-L	101	Introduction to Biological Sciences 1 (5 cr.)
BIOL-L	102	Introduction to Biological Sciences 2 (5 cr.)
BIOL-L	211	Molecular Biology
BIOL-L	311	Genetics
BIOL-L	403	Biology Seminar

Chemistry

CHEM-C	105	Principles of Chemistry I
CHEM-C	106	Principles of Chemistry II
CHEM-C	125	Experimental Chemistry I (2 cr.)
CHEM-C	126	Experimental Chemistry II (2 cr.)
CHEM-C	341	Organic Chemistry Lectures 1
CHEM-C	342	Organic Chemistry Lectures 2
CHEM-C	343	Organic Chemistry Laboratory 1 (2 cr.)
CHEM-C	344	Organic Chemistry Laboratory 2 (2 cr.)

Physics

Select one of the following sequences:

Sequence 1

PHYS-P 201	General Physics 1 (5 cr.)
PHYS-P 202	General Physics 2 (5 cr.)

Sequence 2

PHYS-P 221	Physics 1 (5 cr.)
PHYS-P 222	Physics 2 (5 cr.)

Mathematics

MATH-M 215	Calculus I (5 cr.)
MATH-M 216	Calculus II (5 cr.)

Statistics

One course in statistics

BIOL-L 220	Biostatistics (recommended)
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**ELECTIVE COURSES (23 CR.)**

Students must complete at least 23 additional credit hours of elective biological sciences courses. This course work must include at least three laboratory classes, at least one course from the organismal courses area, and at least one course from the cellular courses area.

Organismal Courses

BIOL-B 300	Vascular Plants
BIOL-L 304	Marine Biology
BIOL-L 308	Organismal Physiology (5 cr.)
BIOL-L 318	Evolution
BIOL-L 342	Tropical Marine Biology Field Course
BIOL-L 473	Ecology
BIOL-L 474	Field and Laboratory Ecology (2 cr.)
BIOL-Z 373	Entomology
BIOL-Z 383	Laboratory in Entomology (2 cr.)
BIOL-Z 460	Animal Behavior
PHSL-P 262	Human Anatomy and Physiology 2 (5 cr.)

Cellular Courses

BIOL-L 280	Introduction to Bioinformatics
BIOL-L 312	Cell Biology
BIOL-L 313	Cell Biology Laboratory
BIOL-L 317	Developmental Biology
BIOL-L 321	Principles of Immunology
BIOL-L 323	Molecular Biology Laboratory
BIOL-L 490	Individual Study (1-12 cr.)
BIOL-M 430	Virology Lecture
MICR-M 310	Microbiology
MICR-M 315	Microbiology Laboratory (2 cr.)

MINOR IN BIOLOGICAL SCIENCES

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

REQUIREMENTS (21 CR.)

BIOL-L 101	Introduction to Biological Sciences 1 (5 cr.)
BIOL-L 102	Introduction to Biological Sciences 2 (5 cr.)
BIOL-L 211	Molecular Biology

Additional majors courses, including at least one course at the 300- or 400-level, and at least one laboratory course (8 cr.)

CHEMISTRY AND BIOCHEMISTRY

Northside Hall 341
(574) 520-4278
www.iusb.edu/~chem

Professors: **G. Anderson, Feighery (Chairperson)**

Associate Professors: **Marmorino, McMillen**

Assistant Professor: **Muna**

Faculty Emeriti: **Garber, Huitink, Nazaroff**

Laboratory Supervisor: **C. Fox**

The Department of Chemistry and Biochemistry offers the Bachelor of Arts in chemistry, the Bachelor of Science in Chemistry, and the Bachelor of Science in Biochemistry. The Bachelor of Science in Chemistry degree is certified by the American Chemical Society. To enter one of these degree programs, students should have completed a minimum of two years of high school algebra, one-half year of trigonometry, one year each of chemistry and physics, and three or four years of a modern world language. Those who have not completed the suggested high school mathematics are advised to take a semester of precalculus mathematics as soon as possible in preparation for MATH-M 215 Calculus I.

A person with a chemistry major could work as an industrial chemist; enter a professional school (medical, dental, optometry, veterinary medicine, pharmacy, law) or a medical technology program; enter graduate school in chemistry or in a related field such as anatomy, biochemistry, biophysics, chemical physics, computer

science, chemical engineering, medical biophysics, medicinal chemistry, microbiology, pharmacology, physiology, toxicology, or materials science.

INTRODUCTORY COURSES

General interest courses offered for students in programs requiring only one semester of chemistry:

CHEM-N 190	The Natural World
CHEM-C 120	Chemistry Laboratory (2 cr.)

Courses offered for students required to complete two semesters of chemistry:

CHEM-C 101	Elementary Chemistry 1
CHEM-C 102	Elementary Chemistry 2
CHEM-C 121	Elementary Chemistry Laboratory 1 (2 cr.)

Courses offered for students needing basic courses that provide the foundation for advanced work in scientific fields:

CHEM-C 105	Principles of Chemistry I
CHEM-C 106	Principles of Chemistry II
CHEM-C 125	Experimental Chemistry I (2 cr.)
CHEM-C 126	Experimental Chemistry II (2 cr.)

PLACEMENT EXAMINATION

Students planning to enroll in CHEM-C 101 Elementary Chemistry 1 or CHEM-C 105 Principles of Chemistry I must place at Level 4 of the mathematics placement examination before registering for the course. This examination is used to determine whether or not a student has the mathematical skills required for CHEM-C 101 Elementary Chemistry 1 and CHEM-C 105 Principles of Chemistry I.

Information about the mathematics placement examination may be found in the mathematics section of this publication.

BACHELOR OF ARTS IN CHEMISTRY

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

Students earning the 122 credit hour Bachelor of Arts in chemistry degree must complete the College of Liberal Arts and Sciences requirements and fulfill the following concentration requirements:

CONCENTRATION REQUIREMENTS (55 CR.)

CHEM-C 105	Principles of Chemistry I
CHEM-C 106	Principles of Chemistry II
CHEM-C 125	Experimental Chemistry I (2 cr.)
CHEM-C 126	Experimental Chemistry II (2 cr.)

An additional 25 credit hours in chemistry above the 200-level, which must include:

CHEM-C 301	Chemistry Seminar 1 (1 cr.)
CHEM-C 310	Analytical Chemistry (4 cr.)
CHEM-C 341	Organic Chemistry Lectures 1
CHEM-C 342	Organic Chemistry Lectures 2
CHEM-C 343	Organic Chemistry Laboratory 1 (2 cr.)

CHEM-C 344	Organic Chemistry Laboratory 2 (2 cr.)
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CHEM-C 361	Physical Chemistry of Bulk Matter
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Select one of the following physics sequences:

Sequence 1

PHYS-P 201	General Physics 1
PHYS-P 202	General Physics 2 (5 cr.)

Sequence 2

PHYS-P 221	Physics 1 (5 cr.)
PHYS-P 222	Physics 2 (5 cr.) (recommended)

The following mathematics courses:

MATH-M 215	Calculus I (5 cr.)
MATH-M 216	Calculus II (5 cr.)

BACHELOR OF SCIENCE IN CHEMISTRY

The Bachelor of Science in Chemistry degree is a 122 credit hour degree program certified by the American Chemical Society. The degree consists of the following general-education and concentration requirements.

GENERAL EDUCATION

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see pages 35-40 in this publication.

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

CAMPUSWIDE CURRICULUM (33-39 CR.)

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

FUNDAMENTAL LITERACIES (13-19 CR.)

Writing

ENG-W 131	Elementary Composition 1
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Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S 121	Public Speaking
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Visual Literacy

Select from approved course list, page 37

Quantitative Reasoning

Requirement fulfilled by major

Information Literacy

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

Select from approved course list, page 37

COMMON CORE COURSES (12 CR.)

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

The Natural World

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

Select from approved course list, page 38

Art, Aesthetics, and Creativity

Select from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

Select from approved course list, pages 38-39

Diversity in United States Society

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

ADDITIONAL REQUIREMENTS (9 CR.)**World Languages (9 cr.)**

At least one course at the 200-level or higher

CONCENTRATION REQUIREMENTS (74-76 CR.)**Biology (5 cr.)**

BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)

Chemistry (46 cr.)

CHEM-C 105 Principles of Chemistry I
CHEM-C 106 Principles of Chemistry II

CHEM-C 125 Experimental Chemistry I (2 cr.)
CHEM-C 126 Experimental Chemistry II (2 cr.)
CHEM-C 301 Chemistry Seminar 1 (1 cr.)
CHEM-C 310 Analytical Chemistry (4 cr.)
CHEM-C 335 Inorganic Chemistry Laboratory (1 cr.)
CHEM-C 341 Organic Chemistry Lectures 1
CHEM-C 342 Organic Chemistry Lectures 2
CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
CHEM-C 344 Organic Chemistry Laboratory 2 (2 cr.)
CHEM-C 361 Physical Chemistry of Bulk Matter
CHEM-C 362 Physical Chemistry of Molecules (4 cr.)
CHEM-C 410 Principles of Chemical Instrumentation (4 cr.)
CHEM-C 430 Inorganic Chemistry
CHEM-C 484 Biomolecules and Catabolism

A minimum of 3 credit hours in chemistry electives at or above the 300-level

Mathematics (13-15 cr.)

MATH-M 215 Calculus I (5 cr.)
MATH-M 216 Calculus II (5 cr.)

A minimum of 3 credit hours in mathematics at or above the 300-level (except MATH-M 380 History of Mathematics)

Physics (10 cr.)

PHYS-P 221 Physics 1 (5 cr.)
PHYS-P 222 Physics 2 (5 cr.)

BACHELOR OF SCIENCE IN BIOCHEMISTRY

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

The 122 credit hour Bachelor of Science in Biochemistry is designed to meet the criteria of the American Society of Biochemistry and Molecular Biology, and should prepare students well for a variety of careers. The breadth and multidisciplinary nature of the curriculum ensures students will have many exciting and challenging career options available to them.

The degree consists of general-education and world language requirements and required and elective courses in chemistry, biology, physics, and mathematics.

GENERAL EDUCATION

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see pages 35-40 in this publication.

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

CAMPUSWIDE CURRICULUM (33-39 CR.)

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

FUNDAMENTAL LITERACIES (13-19 CR.)**Writing**

ENG-W 131 Elementary Composition 1



Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S 121 Public Speaking

Visual Literacy

Select from approved course list, page 37

Quantitative Reasoning

Requirement fulfilled by major

Information Literacy

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

Computer Literacy

Select from approved course list, page 37

COMMON CORE COURSES (12 CR.)

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

The Natural World

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

Select from approved course list, page 38

Art, Aesthetics, and Creativity

Select from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

Select from approved course list, pages 38-39

Diversity in United States Society

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

ADDITIONAL REQUIREMENTS (9 CR.)**World Languages (9 cr.)**

At least one course at the 200-level or higher

CONCENTRATION REQUIREMENTS (72-75 CR.)**Biology (11 cr.)**

BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
 BIOL-L 211 Molecular Biology
 BIOL-L 312 Cell Biology

Chemistry (32 cr.)

CHEM-C 105 Principles of Chemistry I
 CHEM-C 106 Principles of Chemistry II
 CHEM-C 125 Experimental Chemistry I (2 cr.)
 CHEM-C 126 Experimental Chemistry II (2 cr.)
 CHEM-C 301 Chemistry Seminar 1 (1 cr.)
 CHEM-C 341 Organic Chemistry Lectures 1
 CHEM-C 342 Organic Chemistry Lectures 2
 CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
 CHEM-C 344 Organic Chemistry Laboratory 2 (2 cr.)
 CHEM-C 361 Physical Chemistry of Bulk Matter
 CHEM-C 484 Biomolecules and Catabolism
 CHEM-C 485 Biosynthesis and Physiology
 CHEM-C 486 Biological Chemistry Laboratory (2 cr.)

Mathematics (10 cr.)

MATH-M 215 Calculus I (5 cr.)
 MATH-M 216 Calculus II (5 cr.)

Physics (10 cr.)

PHYS-P 221 Physics 1 (5 cr.)
 PHYS-P 222 Physics 2 (5 cr.)

ELECTIVES (9 CR., 3 CR. FROM BIOLOGY)**Biology**

BIOL-L 280 Introduction to Bioinformatics
 BIOL-L 311 Genetics
 BIOL-L 317 Developmental Biology
 BIOL-L 321 Principles of Immunology
 BIOL-L 323 Molecular Biology Laboratory
 BIOL-M 430 Virology Lecture
 MICR-M 310 Microbiology
 MICR-M 315 Microbiology Laboratory (2 cr.)

Chemistry

CHEM-C 310 Analytical Chemistry (4 cr.)
 CHEM-C 362 Physical Chemistry of Molecules (3-4 cr.)
 CHEM-C 410 Principles of Chemical Instrumentation (4 cr.)
 CHEM-C 430 Inorganic Chemistry

Mathematics

MATH-M 301 Linear Algebra and Applications
 MATH-M 311 Calculus 3 (5 cr.)

Research

CHEM-C 409 Chemical Research
 BIOL-L 490 Individual Study (1-12 cr.)

MINOR IN CHEMISTRY (20 CR.)

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

A minor in chemistry shall consist of the following courses:

CHEM-C 105	Principles of Chemistry I
CHEM-C 106	Principles of Chemistry II
CHEM-C 125	Experimental Chemistry I (2 cr.)
CHEM-C 126	Experimental Chemistry II (2 cr.)

An additional 10 credit hours above the 200-level.

MINOR IN BIOCHEMISTRY (16 CR.)

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

A minor in biochemistry shall consist of the following courses:

BIOL-L 102	Introduction to Biological Sciences 2 (5 cr.)
BIOL-L 211	Molecular Biology
CHEM-C 484	Biomolecules and Catabolism
CHEM-C 485	Biosynthesis and Physiology
CHEM-C 486	Biological Chemistry Laboratory (2 cr.)

Any course counted toward the biochemistry minor may not also be counted toward the major if the course is within the same department as the major. Students may substitute appropriate science courses for the above if these courses are counted toward the major.

For chemistry majors, an appropriate course substitution for CHEM-C 484 Biomolecules and Catabolism would include:

BIOL-L 311	Genetics
BIOL-L 312	Cell Biology
BIOL-L 317	Developmental Biology
BIOL-L 323	Molecular Biology Laboratory

For biology majors, appropriate course substitutions for BIOL-L 102 Introduction to Biological Sciences 2 and BIOL-L 211 Molecular Biology would include:

CHEM-C 341	Organic Chemistry Lectures 1
CHEM-C 342	Organic Chemistry Lectures 2
CHEM-C 343	Organic Chemistry Laboratory 1 (2 cr.)

COGNITIVE SCIENCE

(574) 520-5068

www.iusb.edu/~mind

Coordinator: **Nair**

Cognitive Science encompasses the description, modeling, analysis, and general study of cognitive (knowing, perceiving, conceiving) processes. The departments of mathematics, computer science, philosophy, and psychology cooperate to offer a minor in cognitive science. An interdisciplinary committee oversees the minor program. Contact any of the following faculty members for information about the Cognitive Science Program: Grens (biological sciences), McLister (biological sciences), Nair (computer and information sciences and biological science), Rodriguez (psychology), Schessele (computer and information sciences), Schult

(psychology), Vrajitoru (computer and information sciences), L. Zynda (philosophy), or the College of Liberal Arts and Sciences.

MINOR IN COGNITIVE SCIENCE

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

Since their content varies, courses marked with an asterisk (*) can only count towards the minor when offered with subtitles or topics specifically approved by the committee for the minor.

REQUIREMENTS (15 CR.)

Cognitive Science (3 cr.)

COGS-Q 240	Philosophical Foundations of the Cognitive and Information Sciences (3-4 cr.)
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Computer and Information Sciences

CSCI-A 201	Introduction to Programming (4 cr.)
CSCI-C 101	Computer Programming I (4 cr.)
CSCI-C 201	Computer Programming II (4 cr.)
CSCI-C 243	Introduction to Data Structures (4 cr.)
CSCI-C 251	Foundations of Digital Computing
CSCI-C 463	Artificial Intelligence I
CSCI-C 490	Seminar in Computer Science (1-3 cr.)*

Mathematics

MATH-M 343	Introduction to Differential Equations
MATH-M 344	Introduction to Differential Equations
MATH-M 365	Introduction to Probability and Statistics
MATH-M 447	Mathematical Models and Applications 1
MATH-M 463	Introduction to Probability Theory 1
MATH-M 466	Introduction to Mathematical Statistics

Philosophy (3 cr. minimum)

HPSC-X 100	Human Perspectives on Science*
HPSC-X 200	Scientific Reasoning
HPSC-X 220	Issues in Science: Humanities
VT:	Historical and Philosophical Perspectives on Science*
HPSC-X 303	Introduction to the Philosophy of Science
PHIL-P 250	Introductory Symbolic Logic
PHIL-P 312	Topics in Theory of Knowledge
PHIL-P 313	Theories of Knowledge
PHIL-P 320	Philosophy and Language
PHIL-P 360	Introduction to Philosophy of Mind
PHIL-P 383	Topics in Philosophy*

VT: = Variable title

* Because their content varies, these courses can only count toward the minor when offered with subtitles or topics specifically approved by the committee for the minor.

Psychology (3 cr. minimum)

PSY-P	325	The Psychology of Learning
PSY-P	326	Behavioral Neuroscience
PSY-P	329	Sensation and Perception
PSY-P	335	Cognitive Psychology
PSY-P	390	Special Topics in Psychology*
PSY-P	423	Human Neuropsychology
PSY-P	438	Language and Cognition
PSY-P	443	Cognitive Development
PSY-P	495	Readings and Research in Psychology (1-3 cr.)*
VT:		Supervised Research

Note: Computer science majors are not allowed to count CSCI-A 201 Introduction to Programming toward the minor. No student may count both CSCI-A 201 Introduction to Programming and CSCI-C 101 Computer Programming I toward the minor.

At least 3 credit hours from each of the areas of computer science or mathematics, philosophy, and psychology, chosen from the courses listed above, must be included in the program, subject to the following exception. Because no course can count toward both a major and a minor, students who major in one of the departments listed above (mathematics, computer science, philosophy, or psychology) may be allowed to count an extra course in one of the other departments toward the cognitive science minor if they need to apply all courses listed above in their major area toward that major. This substitution is subject to the approval of the Cognitive Science Committee.

All minor programs require approval by the Cognitive Science Committee. Courses not listed above may be included with permission of the committee. Such courses are not restricted to the areas of mathematics, computer science, psychology, and philosophy; there may also be appropriate courses from anthropology, linguistics, or neuroscience, among others.

COMPUTER AND INFORMATION SCIENCES

Northside Hall 301A
(574) 520-5521
www.cs.iusb.edu

Professor: **Wolfer**

Associate Professors: **Hakimzadeh (Associate Chairperson), Scheessele, Surma (Chairperson), Vrajitoru**

Assistant Professors: **Adaikkalavan, Dinh, Nair, Yu, Zhang**
Faculty Emeriti: **Knight, J. Russo**

The department offers a Bachelor of Science in Computer Science, a Master of Science in Applied Mathematics and Computer Science, minors in Computer Science and Computer Applications, and certificates in Computer Programming, Advanced Computer Programming, Computer Applications, and Technology Administration. The Department of Computer and Information Sciences offers minors in Informatics and Cognitive Science and a Bachelor of Science in Informatics, in collaboration with other departments. It also provides support to the Master

of Science in Management of Information Technology offered by the School of Business and Economics.

The Bachelor of Science degree program follows the guidelines set out by the Association for Computing Machinery (ACM) and Institute of Electrical and Electronic Engineers (IEEE), the leading professional computing societies. Students in this degree program complete a core curriculum that builds an overall understanding of computers, computing environments, and theoretical issues. The degree prepares students to enter challenging computing careers in the workplace or to embark on postgraduate programs in computing.

The Master of Science in Applied Mathematics and Computer Science is offered jointly with the Department of Mathematical Sciences. Students in the program take advanced courses in both computer science and applied mathematics, with emphasis on real-world problems and applications. A complete description of this program begins on page 259.

The minor in Cognitive Science is offered jointly with the departments of mathematical sciences, philosophy, and psychology. A complete description of this program begins on page 168.

The Bachelor of Science in Informatics and the minor in informatics are offered jointly with a number of other departments at IU South Bend. A complete description of this program begins on page 183.

SCHEDULING OF COMPUTER SCIENCE COURSES

To help students make long-range curriculum plans, the department attempts to offer courses in a predictable fashion. Courses are offered both in the daytime and in the evenings (5:30 p.m. or later).

Any student who intends to major or minor in computer science or obtain a departmental certificate should contact the chairperson of the Department of Computer and Information Sciences as soon as possible to arrange for academic advising.

PLACEMENT EXAMINATION

Students planning to enroll in CSCI-C 101 Computer Programming I must place at Level 3 of the mathematics placement examination before registering for the course.



The examination tests mathematics skills (arithmetic, algebra, and trigonometry) which students entering the computing curriculum are generally expected to have mastered in their precollege studies. Students who place lower than Level 3 on the examination must complete appropriate remedial mathematics courses.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

The degree requires 122 credit hours including the following:

GENERAL-EDUCATION CURRICULUM (33 CR.)

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

FUNDAMENTAL LITERACIES (13 CR.)

Writing

ENG-W 131 Elementary Composition 1 (with a grade of C or higher)

Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S 121 Public Speaking

Visual Literacy

Select from approved course list, page 37

Quantitative Reasoning

Satisfied by required mathematics courses

Information Literacy

COAS-Q 110 Introduction to Information Literacy (1 cr.) (should be taken with ENG-W 131 Elementary Composition 1)

Computer Literacy

Satisfied by required computer science courses

COMMON CORE COURSES (12 CR.)

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

The Natural World

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

Select from approved course list, page 38

Art, Aesthetics, and Creativity

Select from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

Select from approved course list, pages 38-39

Diversity in United States Society

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

ADDITIONAL REQUIREMENTS (89 CR.)

Societal Issues in Computing

INFO-I 202 Social Informatics

World Languages (6 cr.)

Two semesters in a single language, or equivalent (may be satisfied with language placement test and credit by examination)

Physical and Life Sciences (14 cr.)

PHYS-P 303 Digital Electronics (4 cr.) (Includes a required laboratory component)

Select two options from the following:

Biology Option 1

BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)

Biology Option 2

BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)

Chemistry Option 1

CHEM-C 105 Principles of Chemistry I
CHEM-C 125 Experimental Chemistry I (2 cr.)

Chemistry Option 2

CHEM-C 106 Principles of Chemistry II
CHEM-C 126 Experimental Chemistry II (2 cr.)

Physics Option 1

PHYS-P 201 General Physics 1 (5 cr.)

Physics Option 2

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

Physics Option 3

PHYS-P 221 Physics 1 (5 cr.)

Physics Option 4

PHYS-P 222 Physics 2 (5 cr.)

Mathematics (13 cr.)

A grade of C or higher in each course is required.

MATH-M 215	Calculus I (5 cr.)
MATH-M 260	Combinatorial Counting and Probability
MATH-M 261	Statistical Inferences (2 cr.)
MATH-M 301	Linear Algebra and Applications

Computer Science (44 cr.)

A grade of C– or higher in each course is required. At least 22 of the 44 credit hours must be taken at IU South Bend.

CSCI-C 101	Computer Programming I (4 cr.) (Test out is available)
CSCI-C 151	Multiuser Operating Systems (2 cr.) (Test out is available)
CSCI-C 201	Computer Programming II (4 cr.)
CSCI-C 243	Introduction to Data Structures (4 cr.)
CSCI-C 251	Foundations of Digital Computing
CSCI-C 308	System Analysis and Design (4 cr.)
CSCI-C 311	Programming Languages
CSCI-C 335	Computer Structures (4 cr.)
CSCI-C 435	Operating Systems 1 (4 cr.)
CSCI-C 455	Analysis of Algorithms I

Three additional computer science courses at or above the level of CSCI-C 243 Introduction to Data Structures

Select from the following:

CSCI-B 424	Parallel and Distributed Programming
CSCI-B 438	Fundamentals of Computer Networks
CSCI-C 442	Database Systems
CSCI-C 463	Artificial Intelligence I
CSCI-C 481	Interactive Computer Graphics
CSCI-C 490	Seminar in Computer Science (1-3 cr.) (choose topics such as computer security, biomorphic computing, computer vision, advanced Java, or embedded systems)
CSCI-Y 398	Internship in Professional Practice
MATH-M 471	Numerical Analysis 1

General Electives (9 cr.)**MINOR IN COMPUTER APPLICATIONS**

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

The minor consists of 15 credit hours (five courses) and provides the student with knowledge and understanding of computer hardware and software components and how they operate, use of common office automation and productivity software, introduction to operating systems, introduction to event driven programming and graphical user interfaces, introduction to Web-based programming, introduction to computer networks and the client/server computing model.

At least 10 of the 15 credit hours must be taken at IU South Bend. The student must complete the following courses with a grade of C– or better.

Requirements (15 cr.)

CSCI-A 107	Advanced Microcomputing (4 cr.)
CSCI-A 150	Introduction to Operating Systems (1 cr.)
CSCI-A 201	Introduction to Programming (4 cr.)
CSCI-A 338	Network Technologies and Systems Administration (4 cr.)
CSCI-A 340	An Introduction to Web Programming

The goal of this minor is to provide the necessary technical expertise to those student preparing themselves for the new knowledge economy. Potential students who benefit from this minor may be found in many disciplines, including health care, science and engineering, government, business, and education.

MINOR IN COMPUTER SCIENCE

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

This requires 20 credit hours of computer science consisting of six required courses, including two computer science courses above the level of CSCI-C 201 Computer Programming II. A grade of C– or higher in each course is required. At least 12 of the 20 credit hours must be taken at IU South Bend.

Requirements (20 cr.)

CSCI-C 101	Computer Programming I (4 cr.) (Test out is available)
CSCI-C 151	Multiuser Operating Systems (2 cr.) (Test out is available)
CSCI-C 201	Computer Programming II (4 cr.)
CSCI-C 243	Introduction to Data Structures (4 cr.)

Two additional computer science courses (6 cr.) at or above the level of CSCI-C 243 Introduction to Data Structures.

CERTIFICATE IN COMPUTER APPLICATIONS (18 CR.)

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

The student must complete the following courses at IU South Bend with a grade of C– or higher.

CSCI-A 106	Introduction to Computing
CSCI-A 107	Advanced Microcomputing (4 cr.)
CSCI-A 150	Introduction to Operating Systems (1 cr.)
CSCI-A 201	Introduction to Programming (4 cr.)

CSCI-A	338	Network Technologies and Systems Administration
CSCI-A	340	An Introduction to Web Programming

In addition, the student may be required to take additional courses to remedy deficiencies in their background.

CERTIFICATE IN COMPUTER PROGRAMMING (14 CR.)

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

The certificate consists of 14 credit hours. The student must complete the following courses at IU South Bend with a grade of C– or higher.

CSCI-C	101	Computer Programming I (4 cr.)
CSCI-C	151	Multiuser Operating Systems (2 cr.)
CSCI-C	201	Computer Programming II (4 cr.)
CSCI-C	243	Introduction to Data Structures (4 cr.)

In addition, the student must take and pass ENG-W 130 Principles of Composition with a grade of C or higher, or else must score at a level that would permit them to take ENG-W 131 Elementary Composition 1 on the IU South Bend English placement examination.



CERTIFICATE IN ADVANCED COMPUTER PROGRAMMING (25 CR.)

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

The certificate consists of 25 credit hours. Complete the following seven courses with a grade of C– or higher; at least six of these courses must be taken at IU South Bend.

CSCI-C	101	Computer Programming I (4 cr.)
CSCI-C	151	Multiuser Operating Systems (2 cr.)
CSCI-C	201	Computer Programming II (4 cr.)
CSCI-C	243	Introduction to Data Structures (4 cr.)
CSCI-C	308	System Analysis and Design (4 cr.)
CSCI-C	335	Computer Structures (4 cr.)

One additional computer science courses above the level of CSCI-C 243 Introduction to Data Structures

In addition, the student must take and pass ENG-W 130 Principles of Composition with a grade of C or higher, or else must score at a level that would permit them to take ENG-W 131 Elementary Composition 1 on the IU South Bend English placement examination. A student who has earned the Certificate in Computer Programming may afterwards take the remaining courses required to earn the Certificate in Advanced Computer Programming.

CERTIFICATE IN TECHNOLOGY FOR ADMINISTRATION (14 CR.)

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

A bachelor's degree is required to enroll in this program. The student must complete the following courses at IU South Bend with a grade of B or higher.

CSCI-A	505	Object-Oriented Programming (4 cr.)
CSCI-A	510	Database Management Systems
CSCI-A	515	Telecommunications and Computer Networking (4 cr.)

One graduate course in website development, approved by the department

In addition, students may be required to take additional courses to remedy deficiencies in their background.

MASTER OF SCIENCE IN APPLIED MATHEMATICS AND COMPUTER SCIENCE

The Master of Science degree program is offered jointly with the Department of Mathematical Sciences. Students in the program may take advanced courses in both applied mathematics and computer science, with emphasis on real-world problems and applications. A complete description of this degree program begins on page 259 in this publication.

CRIMINAL JUSTICE

Wiekamp Hall 2218
(574) 520-4836
www.iusb.edu/~sbcrim

Professor: **A. Anderson (Chairperson)**
Assistant Professors: **Colanese, Xu**
Lecturer: **Seniff**

Students in criminal justice study both domestic and international structures, functions, behaviors, and public policies related to the apprehension, prosecution, sentencing, and incarceration of offenders. Graduates are prepared for a wide range of careers in the criminal justice arena at the local, county, state, and federal levels, as well as numerous opportunities in the private sector. Many graduates go on to law school or graduate school. Graduates can also be found working in the social welfare field, business, and in regulatory agencies such as the Environmental Protection Agency and the Occupational Health and Safety Administration, among others.

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

The Bachelor of Science in Criminal Justice requires 122 credit hours. The degree program includes three main areas: general education, electives, and criminal justice.

GENERAL EDUCATION

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see pages 35-40 in this publication. All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

CAMPUSWIDE CURRICULUM (33-39 CR.)

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

FUNDAMENTAL LITERACIES (13-19 CR.)

Writing

ENG-W 131 Elementary Composition 1

Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S 121 Public Speaking

Visual Literacy

Select one of the following:

CJUS-P 424 Crime Mapping and Geographic Information Systems

Select from approved course list, page 37

Quantitative Reasoning

Select one of the following:

MATH-M 111 Mathematics in the World

MATH-M 118 Finite Mathematics

Information Literacy

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

Computer Literacy

Select from approved course list, page 37

COMMON CORE COURSES (12 CR.)

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

The Natural World

Select from approved course list, page 38

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

Select from approved course list, page 38

Art, Aesthetics, and Creativity

Select from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

Select from approved course list, pages 38-39

Diversity in United States Society

Select from approved course list, pages 39-40
(sociology or psychology recommended)

Health and Wellness (2 cr.)

Select from approved course list, page 40

ADDITIONAL REQUIREMENTS (18 CR.)

CJUS-K 300 Techniques of Data Analysis

ECON-E 104 Introduction to Macroeconomics

ENG-W 231 Professional Writing Skills

Three courses from sociology or psychology, with at least one 300-level class or above

WORLD LANGUAGES (12 CR.)

Select four courses in one language. Students may earn up to 6 credit hours for testing out of any two of these language classes (101, 102, 203, or 204) with the world languages placement examination. See the world language studies website for more details.

CRIMINAL JUSTICE MAJOR (36 CR.)

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

CJUS-P 100 Introduction to Criminal Justice

CJUS-P 200 Theories of Crime and Deviance

CJUS-P 290 The Nature of Inquiry

CJUS-P 301 Police in Contemporary Society

CJUS-P 302 Courts and Criminal Justice

CJUS-P 303 Corrections and Criminal Justice

CJUS-P 330 Criminal Justice Ethics

CJUS-P 370 Criminal Law

CJUS-P 410 Analysis of Crime and Public Policy

Three additional criminal justice courses

EXPERIENTIAL RECOMMENDATION

It is recommended that students engage in a practical experience related to public affairs, e.g., internship, work experience, or some other activity approved by an academic advisor.

ELECTIVES (19 CR.)

Sufficient number to total a minimum of 122 credit hours.

MINOR IN CRIMINAL JUSTICE

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

REQUIREMENTS (15 CR.)

CJUS-P 100 Introduction to Criminal Justice

Select one of the following:

CJUS-P 200 Theories of Crime and Deviance

CJUS-P 370 Criminal Law

Select three of the following:

CJUS-P 200 Theories of Crime and Deviance

CJUS-P 301 Police in Contemporary Society

CJUS-P 302 Courts and Criminal Justice

CJUS-P 303 Corrections and Criminal Justice

CJUS-P 370 Criminal Law

CERTIFICATE IN CORRECTIONAL MANAGEMENT AND SUPERVISION (15 CR.)

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

This certificate is designed to assist those interested in employment in the correctional arena; those already serving; or individuals from allied disciplines such as sociology and psychology who may have a career interest in corrections. The certificate hours may also be applied to course requirements for the Bachelor of Science in Criminal Justice.

CJUS-P 100 Introduction to Criminal Justice

CJUS-P 300 Topics in Criminal Justice

VT: Correctional Administration

VT: Correctional Counseling

CJUS-P 303 Corrections and Criminal Justice

CJUS-P 315 Corrections and Constitutional Law

EAST ASIAN STUDIES

(574) 520-4395

www.iusb.edu/~sbintl/curriculum

Coordinator: **Nirei**

Professors: **A. Anderson, L. Chen, Sernau, L. Walker**

Assistant Professors: **Nirei, Obata, Xu**

Senior Lecturer: **Green**

The minor focuses on the studies of East Asia, its cultures, societies, histories, and languages, as well as on the experiences of people from the United States and their descendants from the East Asian regions. East Asia mainly consists of China, Japan, Korea, and Vietnam, and the bordering areas in Asia and the Pacific. The approach is interdisciplinary, combining a variety of fields including history, language, media and gender studies, political science, sociology, and anthropology.

MINOR IN EAST ASIAN STUDIES

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

All course work for the minor must be planned with an advisor from the East Asian Studies minor faculty. To preserve the minor's interdisciplinary focus, courses must be drawn from at least two different departments. Courses should also represent a student's range of study beyond one national framework.

Concentration Requirements (15 cr.)

One 400-level course with East Asian Studies focus; or 300-level course with East Asian Studies focus with an additional research or term paper requirement; or independent study; or study abroad (3 cr.)

Select two of the following core courses:

EALC-E 271 Twentieth Century Japanese Culture

HIST-G 300 Issues in Asian History

HIST-G 358 Early Modern Japan

HIST-H 207 Modern East Asian Civilization

HIST-H 237 Traditional East Asian Civilization

Select two of the following electives:

CJUS-P 471 Comparative Study of Criminal Justice Systems

EALC-C 201 Second-Year Chinese 1

EALC-C 202 Second-Year Chinese 2

EALC-E 271 Twentieth Century Japanese Culture

EALC-J 201 Second-Year Japanese 1

EALC-J 202 Second-Year Japanese 2

EALC-J 301 Third-Year Japanese 1

EALC-J 302 Third-Year Japanese 2

GEOG-G 201 World Regional Geography

HIST-G 300 Issues in Asian History

HIST-G 358 Early Modern Japan

HIST-H 207 Modern East Asian Civilization

HIST-H 237 Traditional East Asian Civilization

HIST-J 495 Proseminar for History Majors

VT: Social and Cultural History of Modern East Asia

HIST-T 190 Literary and Intellectual Traditions

VT: Japanese Aesthetics and Thought

HIST-T 390 Literary and Intellectual Traditions

VT: Gender and Sexuality in East Asia

POLS-Y 107	Introduction to Comparative Politics
POLS-Y 324	Women and Politics
REL-R 153	Religions of Asia
TEL-R 404	Topical Seminar in Telecommunications
VT:	Japan, Asia, and the World in Media

The 6 credit hours of electives may be drawn from the listed courses or an approved substitute. Students seeking to apply a course with a comprehensive theme (rather than with an East Asian regional theme) to the minor (not to a core course) must demonstrate that a major portion of their works, such as a longer term paper or research assignment, has dealt directly with a topic of East Asia.

ENGLISH

Wiekamp Hall 3127
(574) 520-4304
www.iusb.edu/~sbeng

Associate Professors: **Brittenham, Chaney, Gindele, Roth (Chairperson), K. Smith**

Assistant Professors: **Balthasar, He, Kahan, Magnan-Park, Mattox, Meyer-Lee, K.C. Parker**

Senior Lecturers: **Botkin, J. Collins, Cubelic, Paris, Wolford**

Lecturers: **Bridger, Economakis, Hittle, Michaels, Nichols-Boyle**

Faculty Emeriti: **J. Blodgett, Clipper, Harrington, E. Lyons, Robinson, Scanlan, Sherwood, Vander Ven, Wolfson**

English courses teach students to analyze and interpret texts, think critically, and write for diverse audiences. Courses invite students to participate in a rich cultural conversation that ranges from ancient epics to contemporary film.

BACHELOR OF ARTS IN ENGLISH

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

The 122 credit hour English major prepares students for a variety of careers that demand expertise in analyzing texts, thinking critically, and writing for a diverse audience. These include, among others, print and electronic journalism, teaching, law, public relations, marketing, technical writing, librarianship, and information management.

PROGRAM PLANNING

Each student who enters the English major degree program shall be assigned an English advisor. Each advisor maintains a permanent record of each student's writing and other relevant information on the student's progress in the major, and meets with the student in conference at least twice each academic year (at least once each semester). The student is responsible for scheduling and attending advising conferences.

Students earning the Bachelor of Arts in English degree must complete the campuswide general-education requirements, the College of Liberal Arts and Sciences requirements, and fulfill the following concentration requirements:

TOTAL HOURS REQUIRED

Complete 30 credit hours above the 100-level. Most majors take more than 30 credit hours. All majors choose a concentration in literature or in writing, and take six required courses.

Course Requirements (18 cr.)

ENG-L 202	Literary Interpretation
ENG-L 222	Introduction to Literary Criticism

Select two of the following:

ENG-E 301	Literatures in English to 1600
ENG-E 302	Literatures in English 1600–1800
ENG-E 303	Literatures in English 1800–1900
ENG-E 304	Literatures in English 1900–Present

Select one of the following:

ENG-L 350	Early American Writing and Culture to 1800
ENG-L 351	American Literature 1800-1865
ENG-L 352	American Literature 1865-1914
ENG-L 354	American Literature 1914-1960

NOTE: The American literature course must be taken in a different historical period than the two literatures in English courses

Select one of the following:

ENG-L 450	Seminar: British and American Authors
ENG-L 460	Seminar: Literary Form, Mode, and Theme

The senior seminar shall not be taken until all or almost all other major courses have been completed.



Concentration in Literature Requirements (12 cr.)

200-level or higher English major course (3 cr.)

300-level or higher literature courses (9 cr.)

Concentration in Writing Requirements (12 cr.)

300-level or higher writing courses (6 cr.)

200-level or higher writing course (3 cr.)

200-level or higher English major course (3 cr.)

The following journalism courses are offered by communication arts in the Ernestine M. Raclin School of the Arts and can count toward an English major. See communication arts in this section for these offerings.

JOUR-J 200 Reporting, Writing, and Editing I

JOUR-J 341 Newspaper Reporting

The department recommends that students who plan to continue in a graduate degree program take several hours of world languages, because master's and doctoral degree programs in English, as well as in many other areas, commonly require one or two world languages.

MINOR IN ENGLISH

Students should choose to concentrate in literature or in writing, and meet the course requirements listed below:

REQUIREMENTS (15 CR.)*(All courses are 3 credit hours, unless otherwise designated.)*

ENG-L 202 Literary Interpretation

Select one of the following:

ENG-E 301 Literatures in English to 1600

ENG-E 302 Literatures in English 1600–1800

ENG-E 303 Literatures in English 1800–1900

ENG-E 304 Literatures in English 1900–Present

ENG-L 222 Introduction to Literary Criticism

ENG-L 350 Early American Writing and Culture to 1800

ENG-L 351 American Literature 1800-1865

ENG-L 352 American Literature 1865-1914

ENG-L 354 American Literature 1914-1960

Three additional English courses chosen from any that count toward the major, two of which must be 300-level or above

MINOR IN CREATIVE WRITINGAdvisor: **Smith**

English majors may minor in creative writing if they choose the literature concentration in the major. In place of the ENG-L 202 Literary Interpretation requirement for the minor, English majors take any creative writing course. In addition, they have the option to substitute another creative writing course for the literary survey requirement of the minor.

REQUIREMENTS (15 CR.)*(All courses are 3 credit hours, unless otherwise designated.)*

Students should meet the course requirements listed below:

ENG-W 203 Creative Writing

ENG-L 202 Literary Interpretation

Select one of the following:

ENG-W 301 Writing Fiction (may be taken twice for credit)

ENG-W 303 Writing Poetry (may be taken twice for credit)

Select one of the following:

ENG-A 190 Arts, Aesthetics, and Creativity

ENG-W 301 Writing Fiction (may be taken twice for credit)

ENG-W 303 Writing Poetry (may be taken twice for credit)

ENG-W 401 Advanced Fiction Writing (may be taken twice for credit)

ENG-W 403 Advanced Poetry Writing (may be taken twice for credit)

Select one of the following:

ENG-L 350 Early American Writing and Culture to 1800

ENG-L 351 American Literature 1800-1865

ENG-L 352 American Literature 1865-1914

ENG-L 354 American Literature 1914-1960

ENG-E 301 Literatures in English to 1600

ENG-E 302 Literatures in English 1600-1800

ENG-E 303 Literatures in English 1800-1900

ENG-E 304 Literatures in English 1900-Present

CERTIFICATE IN PROFESSIONAL WRITING

The goal of the certificate program is to produce highly skilled professional writers who are valued for their skills throughout their professional lives. The high academic standards of the program are established in recognition of the fact that good writing is difficult to produce. The program requires students to advance beyond mere competence and strives to enable them to perform well in professional settings, where the ability to plan and execute work independently is sometimes crucial.

TOTAL HOURS REQUIRED

Completion of the certificate program requires 18 credit hours of course work from the following list of approved courses.

COURSE REQUIREMENTS

The courses below are offered on a regular basis. Additional courses may be developed for the program over time.

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

Select any of these courses:

ENG-W	231	Professional Writing Skills
ENG-W	232	Introduction to Business Writing
ENG-W	234	Technical Report Writing
ENG-W	250	Writing in Context (variable topics)
ENG-W	270	Argumentative Writing
ENG-W	315	Writing for the Web
ENG-W	350	Advanced Expository Writing
ENG-W	367	Writing for Multiple Media

Select up to two of the following:

JOUR-J	200	Reporting, Writing, and Editing I
JOUR-J	341	Newspaper Reporting
JOUR-J	401	Depth Reporting and Editing
TEL-T	211	Writing for the Electronic Media

Select up to one of the following:

ENG-W	203	Creative Writing
ENG-W	260	Film Criticism
ENG-W	270	Argumentative Writing
ENG-W	301	Writing Fiction
ENG-W	302	Screenwriting
ENG-W	303	Writing Poetry
ENG-W	401	Advanced Fiction Writing
ENG-W	403	Advanced Poetry Writing
ENG-W	511	Writing Fiction (4 cr.)
ENG-W	513	Writing Poetry (4 cr.)
JOUR-J	413	Magazine Article Writing
TEL-T	331	Script Writing

PRACTICUM/INTERNSHIP OPTION

Students may, with permission of the Writing Certificate Committee, enroll in one supervised writing internship (ENG-W 398 Internship in Writing) or practicum after they have completed at least 12 of their 18 hours of course work in the program. Approval of an internship or practicum is based on the strength of the proposal and the value of the proposed work experience.

APPROVAL OF SUBSTITUTE COURSES

Certificate students may petition (only once, and in advance) to have an unlisted second-level writing course from another department applied to their certificate.

ACADEMIC STANDARDS

A candidate for the certificate must earn a grade of B or higher in any course for which he or she seeks credit within the certificate program.

MEANS OF ENROLLMENT IN THE PROGRAM

At the time of enrollment in the certificate program, each candidate for the certificate must submit to the Writing Certificate Committee or the chair of the English department a brief formal declaration of intention,

including a statement of professional goals and an explanation of how the certificate program aids in the achievement of those goals.

ENROLLMENT ELIGIBILITY

For Undergraduate Students

A grade of B or higher in ENG-W 131 Elementary Composition 1 or in any IU South Bend course approved for the certificate is the prerequisite for enrolling in the program. Because the Certificate in Professional Writing is a directed program and not merely a collection of writing courses, candidates for the program must officially enroll and be assigned an advisor prior to receiving credit for any course beyond the first 6 credit hours that are eligible to be counted toward completion of the certificate. A student may initiate an appeal of this rule by submitting a portfolio of writing from the previous courses he or she wishes to have counted toward the certificate, along with a cover letter in which the student makes a persuasive case for the coherence of his or her previous course work in the context of specific career or educational goals.

For Returning IU South Bend Graduates

Returning IU South Bend graduates seeking to enroll in the certificate program must submit to the Writing Certificate Committee a brief formal declaration of intention, including a statement of professional goals and an explanation of how the certificate program aids in the achievement of those goals, no later than the end of the second week of classes in the semester or session in which the student is taking his or her first class in the program.

Returning IU South Bend graduates may petition to have up to 6 credit hours of prior eligible course work at IU South Bend (for which they received a grade of B or higher) counted toward the certificate if the course work in question was completed no more than two (calendar) years prior to the date of enrollment in the certificate program. Enrollment may be granted to such students when the declaration of intention is accompanied by a successful petition. Any returning IU South Bend graduate may count 3 credit hours of prior eligible course work at IU South Bend (at a grade of B or higher) toward completion of the certificate, but enrollment is considered probationary until the student has successfully completed 6 credit hours within the program.

For Other Graduate Students

Students who have at least a bachelor's degree from another accredited university may enroll in the certificate program on a probationary basis. To qualify for probationary enrollment, the candidate must submit to the Writing Certificate Committee a brief formal declaration of intention, including a statement of professional goals and an explanation of how the certificate program aids in the achievement of those goals. Enrollment is considered probationary until the student has successfully completed 6 credit hours within the program.

Note: MATH-M 14 Basic Algebra is a prerequisite for all certificate programs in liberal arts and sciences at IU South Bend.

TRANSFER CREDIT HOURS

Students may, with committee approval, transfer one course of no more than 4 credit hours from another university. They must supply the committee with copies of the course syllabus and their papers written for the course. Such course credit may not serve as the prerequisite for enrollment in the program.

ENGLISH PLACEMENT

Students entering IU South Bend with a verbal SAT score of 590 or above place automatically into ENG-W 131 Elementary Composition 1. Some students, on the basis of their high school record or performance on the reading placement examination, may place into ENG-W 31 Pre-Composition. All other students place automatically into ENG-W 130 Principles of Composition. All students, however, may challenge their placement by taking the English placement examination. During the examination period, they have one hour to compose an essay on one of two topics provided. Their score on the examination determines which first-year writing class the student is placed into. As of February 2010, a score of 10 places them in ENG-W 31 Pre-Composition, a score of 20 places them in an enhanced, 4 credit hour version of ENG-W 130 Principles of Composition, a score of 30 places them in ENG-W 130 Principles of Composition, and a score of 4 places them in ENG-W 131 Elementary Composition 1.

ENGLISH AS A SECOND LANGUAGE

Wiekamp Hall 3159
(574) 520-4559
www.iusb.edu/~sbeng/esl

Director: **Magnan-Park**

Students whose native language is not English may be placed into the English as a Second Language (ESL) Program for additional support.

Students whose native language is not English are required to take placement examinations prior to registration. The ESL placement examinations include an oral and a written examination and determine whether special English instruction will be required as part of the regular student course load. Students must take any supplemental English language courses prescribed from the results of this examination. Fees for supplemental English courses are the same as for other courses, but no credits are earned towards meeting degree requirements. If students are required to take English course(s), they must begin them during their first semester of study, and complete any remaining course(s) during consecutive subsequent semester(s). No interruption in the sequence of prescribed ESL courses will be permitted; students must enroll in the prescribed ELS courses every semester

until they are done with the sequence. Exceptions will be made in the summer, if classes are not offered at that time.

The ESL Program offers the following composition courses for nonnative speakers:

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

The ESL ENG-W 31 Pre-Composition/ESL and ESL ENG-W 130 Principles of Composition/ESL courses (above) offer instruction to students who need to develop the composition skills necessary for ENG-W 131 Elementary Composition 1, required for all IU South Bend degrees. Finally, a research-oriented graduate-level ESL composition course, similar to the undergraduate ENG-W 131 Elementary Composition 1 course, is available as ENG-G 13 Academic Writing for Graduate Students in the general course list (ENG).

Nonnative speakers may also be placed into the following language support classes:

ENG-G	20	Communication Skills for Graduate Students and ITAS
LING-L	100	English Language Improvement (0 cr.)

See the general course listing in this publication for complete course descriptions.

For further information about the ESL Program, contact the program director.

ENVIRONMENTAL STUDIES

(574) 520-5527
www.iusb.edu/~envs

Coordinator: **Scott**

The objective of this interdisciplinary minor is for students to develop a broad understanding of the environment from the perspectives of the natural sciences, social sciences, and humanities. The minor provides an introduction to the physical and biological disciplines of environmental studies, in addition to instruction in ethical, political, and social topics necessary for effective implementation of sound environmental policy. The minor is administered by the Environmental Studies Committee which consists of the following faculty members: Candler (political science), Marr (biology), Marmorino (chemistry), Schnabel (biology), Scott (physics/geology), S.R. Sernau (sociology) and Shockey (philosophy).

REQUIREMENTS (15 CR.)

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

Students are required to take 15 credit hours distributed between physical science, biological science, and policy/ethics courses for the Environmental Studies minor. At least 6 credit hours must be taken at the 200-level or above.

Note: Some of the course numbers listed below have variable titles. Only the specified titles are currently approved for credit toward the minor. New titles and courses may be approved by the Environmental Studies Committee.

Physical Science (3 cr.)

Select one of the following:

CHEM-N 190	The Natural World
VT:	Chemistry and Our Environment
GEOL-G 111	Physical Geology
PHYS-N 190	The Natural World
VT:	Energy in the Twenty-First Century

Biological Science (3 cr.)

BIOL-N 390	The Natural World
VT:	Environmental Biology

(Biology majors may substitute BIOL-L 473 Ecology and BIOL-L 474 Field and Laboratory Ecology)

Policy/Ethics (6 cr.)

Select two of the following:

INTL-I 490	International Studies Capstone Seminar
PHIL-T 190	Literary and Intellectual Traditions
VT:	Nature and Modernity
POLS-Y 115	Environment and People
SOC-B 399	Human Behavior and Social Institutions
VT:	Sustainable Communities
SOC-S 306	Urban Society
SOC-S 410	Advanced Topics in Social Organizations

Electives (3 cr.)

Select from any of the above courses not already used in the specified areas, in addition to:

ANTH-E 335	Ancient Civilizations of Mesoamerica
FINA-A 190	Art, Aesthetics, and Creativity
VT:	The Modern City
GEOL-G 210	Oceanography
GEOL-G 219	Meteorology
GEOL-G 451	Principles of Hydrogeology
HIST-T 190	Literary and Intellectual Traditions
VT:	History of United States Environmental Movements
WGS-W 302	Topics in Gender Studies
VT:	Women and Sustainability

EUROPEAN STUDIES

(574) 520-4861 or (574) 520-4231

www.iusb.edu/~sbintl/curriculum

Coordinators: **Karakatsanis, Zwicker**

This interdisciplinary minor provides IU South Bend students interested in Europe and European languages with an opportunity to focus their studies and to earn formal degree recognition for their interests. It combines the social sciences, humanities and arts to create an interdisciplinary approach to help students better understand Europe. Evidence of such focused international study is increasingly sought after by employers and graduate and professional schools.

The minor consists of 15 credit hours in at least three different disciplines: two core courses; one study abroad/ or independent study project; and at least second-year competency in a European language other than English.

COURSE REQUIREMENTS (15 CR.)

Students must select at least one course from each group. *(All courses are 3 credit hours, unless otherwise designated.)*

Pre-Twentieth Century Europe

HIST-H 113	History of Western Civilization 1
HIST-H 114	History of Western Civilization 2
HIST-H 205	Ancient Civilization
HIST-H 206	Medieval Civilization
MUS-M 403	History of Music I

Study Abroad: *Becoming Modern, 1666-1870* (London and Paris) [includes 6 credit hours for two required courses that are designated when the study abroad experience is offered] (6 cr.)

Twentieth Century Europe

HIST-B 361	Europe in Twentieth Century I
HIST-B 362	Europe in Twentieth Century II
MUS-M 404	History of Music II
POLS-Y 335	Western European Politics
POLS-Y 350	Politics of the European Union

Study Abroad

POLS-Y 488	Study Abroad in Political Science (The European Union)
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ELECTIVES IN EUROPEAN STUDIES (6 CR.)

Six credit hours from the following elective courses in European studies. Language courses beyond the 102-level (for non-CLAS majors) and the 204-level (for CLAS majors) may also be included as elective courses.

English

ENG-E 301	Literatures in English to 1600
ENG-E 302	Literatures in English, 1600-1800
ENG-E 303	Literatures in English, 1800-1900
ENG-E 304	Literatures in English, 1900-Present
ENG-L 220	Introduction to Shakespeare

ENG-L	305	Chaucer
ENG-L	335	Victorian Literature
ENG-L	347	British Fiction to 1800
ENG-L	348	Nineteenth Century British Fiction
ENG-L	365	Modern Drama Continental
ENG-L	388	Studies in Irish Literature and Culture

Fine Arts

FINA-A	101	Ancient and Medieval Art
FINA-A	102	Renaissance through Modern Art
FINA-A	320	Art of the Medieval World
FINA-A	332	Sixteenth and Seventeenth Art in Southern Europe
FINA-A	341	Nineteenth Century European Art
FINA-A	399	Art, Aesthetics, and Creativity
VT:		Modern City

History

HIST-B	260	Women, Men, and Society in Modern Europe
HIST-B	342	Women in Medieval Society
HIST-B	352	Western Europe in the High and Late Middle Ages
HIST-B	361	Europe in the Twentieth Century I
HIST-B	362	Europe in the Twentieth Century II
HIST-C	386	Greek History-Minoans to Alexander
HIST-C	388	Roman History
HIST-D	310	Russian Revolution and the Soviet Regime
HIST-H	113	History of Western Civilization 1
HIST-H	114	History of Western Civilization 2
HIST-H	201	History of Russia I
HIST-H	202	History of Russia II
HIST-H	205	Ancient Civilization
HIST-H	206	Medieval Civilization
HIST-T	190	Literary and Intellectual Traditions
VT:		Gender and Biography
HIST-T	390	Literary and Intellectual Traditions
VT:		National Socialism
VT:		The Great War 1914-1918

Music

MUS-M	201	The Literature of Music 1
MUS-M	403	History of Music I
MUS-M	404	History of Music II

Philosophy

PHIL-P	201	Ancient Greek Philosophy
PHIL-P	214	Modern Philosophy
PHIL-P	304	Nineteenth Century Philosophy
PHIL-P	340	Classics in Ethics
PHIL-P	344	Classics in Social and Political Philosophy 2
PHIL-T	190	Literary and Intellectual Traditions
VT:		Existentialism
PHIL-T	190	Literary and Intellectual Traditions
VT:		Heroes, Saints, and Sinners

Political Science

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

Religion

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

Theatre

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

World Languages

FREN-F	305	Chefs-d'œuvre de la Literature French 1
FREN-F	306	Chefs-d'œuvre de la Literature French 2
FREN-F	363	Introduction à la France Moderne
FREN-F	391	Studies in French Film
FREN-F	480	French Conversation
GER-G	305	Introduction to German Literature-Types
GER-G	363	Introduction to German Cultural History
GER-G	370	German Cinema
SPAN-S	275	Hispanic Culture and Conversation
SPAN-S	305	Masterpieces of Spanish Literature 1
SPAN-S	306	Masterpieces of Spanish Literature 2
SPAN-S	411	Spain: The Cultural Context

STUDY ABROAD IN EUROPE OR INDEPENDENT STUDIES PROJECT (3 CR.)

Since the European Studies minor is a university-wide venture, it is administered by the Office of International Programs. Interested students should contact the director of international programs, who can direct students to a member of the European Studies faculty for advising.

FILM STUDIES

(574) 520-4224

www.iusb.edu/~iusbfilm

Coordinator: **Roth**

Film Studies is an interdisciplinary program administered by the Film Studies Committee that emphasizes film as one of the humanities and examines the substantive and scholarly aspects of film (film form, theory, criticism, aesthetics, and history). For additional information about Film Studies, or to be advised in this area, contact one of the following faculty members: Barrau, Nashel, Roth, L. Walker, L. Zynda, or contact the College of Liberal Arts and Sciences.

MINOR IN FILM STUDIES

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

Concentration Requirements (15 cr.)

Select five of the following courses, or other courses, as designated in the Schedule of Classes. The minor may include up to 6 credit hours at the 100-level. In addition, students seeking to apply a course with a more comprehensive theme to the minor should be able to show that a major portion of their work, such as a term paper or similar assignment, dealt directly with a film studies topic. The Film Studies Committee reviews applications for substitutions.

CMLT-C 190	An Introduction to Film
CMLT-C 253	Third World and Black American Films
CMLT-C 290	Survey of Film History
CMLT-C 293	History of the Motion Picture I
CMLT-C 294	History of the Motion Picture II
CMLT-C 297	Film Genres
CMLT-C 310	Film Adaptations
ENG-W 250	Writing in Context
VT:	Women in United States Films
ENG-W 260	Film Criticism
ENG-W 302	Screenwriting
FREN-F 391	Studies in French Film
GER-G 370	German Cinema
HIST-H 225	Special Topics in History
VT:	American History through Film
SPAN-S 411	Spain: The Cultural Context

GEOGRAPHY (See Political Science)

GEOLOGY (See Physics and Astronomy)

GERONTOLOGY

(574) 520-4593
www.iusb.edu/~gern

Coordinator: **Costello**

Gerontology, the study of aging and the elderly, is not a separate department; but is an interdisciplinary program in which students may complete a minor. The minor is administered by an interdisciplinary Gerontology Committee comprised of faculty members with teaching, research, service, and other interests in the field of aging.

The objectives of the gerontology minor are to promote a better understanding of the aging process, a greater awareness of major issues regarding aging, and an increased insight into the problems of older adults. This minor is especially appropriate for students interested in

working with older persons or pursuing graduate degrees in gerontology and related fields. For information about the Gerontology Program, contact the program coordinator.

MINOR IN GERONTOLOGY

Students enrolled in bachelor's degree programs in any academic area may pursue the minor in gerontology. Interested students are required to declare their intention and work out a program of study with the program coordinator prior to completing their third course in the program. Students planning careers in gerontologic human service settings complete a practicum or field experience as part of their core requirements; other students may choose the independent research option.

The minor consists of a minimum of five courses drawn from the following list of existing courses approved by the Gerontology Committee.

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

Requirements (15 cr.)

PSY-P 331	Psychology of Aging
SOC-S 331	Sociology of Aging

Select one of the following:

BIOL-L 100	Humans and the Biological World (5 cr.)
PHSL-P 130	Human Biology
PHSL-P 261	Human Anatomy and Physiology 1 (5 cr.)
PHSL-P 262	Human Anatomy and Physiology 2 (5 cr.)

Select one of the following:

BUS-H 320	Systems of Health Care Delivery
BUS-H 411	Management of Long-Term Care Facilities
SOC-S 314	Social Aspects of Health and Medicine

The practicum (80-100 clock hours) or independent study requirement may be fulfilled by enrollment in the following:

NURS-Z 492	Individual Study in Nursing (0.5-6 cr.)
PSY-P 495	Readings and Research in Psychology (1-3 cr.)
VT:	Internship: Community Experience
VT:	Supervised Research
SOC-S 468	Research Problems in Sociology (1-3 cr.)
SOC-S 494	Field Experience in Sociology
WGS-W 480	Women's Studies Practicum

The chosen practicum or independent study course content should be directly concerned with older adults, and must be approved by the gerontology coordinator.

HISTORY

Wiekamp Hall 3248
(574) 520-4491
www.iusb.edu/~sbhist

Associate Professors: **Froysland, Nashel, O'Connor (Chairperson), Shlapentokh, Tetzlaff**
Assistant Professors: **Nirei, Willig, Zwicker**
Faculty Emeriti: **Furlong, Lamon, Marti, Scherer, Schreiber, Tull**

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

BACHELOR OF ARTS IN HISTORY

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

Students earning the Bachelor of Arts in history degree must complete the College of Liberal Arts and Sciences requirements and fulfill the following concentration requirements:

History majors must earn at least 30 credit hours in history courses. These should include 6 credit hours

at the 100-level; but all other history courses must be at the 200-level or above, including 6 credit hours of American history, 6 credit hours of European history, 6 credit hours in other areas such as Latin American or Asian history. As soon as possible after declaring a major in history, students should enroll in HIST-H 217 The Nature of History.

Because HIST-J 495 Proseminar for History Majors is the capstone of the major program, no history major is allowed to take it without demonstrating thorough preparation. That is done by submitting a portfolio of written work to the department chairperson at least 60 days before the seminar begins. A portfolio is a collection of written materials that documents a student's individual progress through the history major. It encourages students to reflect critically on their course work and experiences as history majors as they get ready to take HIST-J 495 Proseminar for History Majors.

Contents of the portfolio:

- Formal job resume
- Five essays (students should include the original copies with the course instructor's comments and grade)
- Two research papers that include systematic documentation
- Three essay examinations
- Self-analysis essay (What do the materials included in my portfolio say about my learning experience as a history major?)

No more than three items in any portfolio may come from any one course.

WORLD LANGUAGES

Students are encouraged to continue their world languages study beyond the two years required by the College of Liberal Arts and Sciences. Graduate schools generally require mastery of one world language for the



study of American history and of two or more world languages for study of other fields of history. Students with appropriate language competence are encouraged to participate in the university's various programs of international study.

MINOR IN HISTORY

A minor in history consists of a 15 credit hour program to be arranged in consultation with a departmental advisor, and filed with the departmental office. The program for a minor must be arranged at least one semester before graduation. At least 9 of these credit hours must be at the 200-level or above. History minors must take five courses in at least two geographic areas. HIST-H 217 The Nature of History is strongly recommended for all history minors. A minimum of two courses (6 credit hours) must be taken while in attendance at IU South Bend.

INFORMATICS

Northside Hall 301A
(574) 520-5521
www.informatics.iusb.edu

Coordinator: **Hakimzadeh**

Informatics is the study of the science and application of information technology to various disciplines. This cross-disciplinary program is distinct from computer science and information systems. Those programs cover the theory of a particular discipline in depth. Informatics covers a breadth of issues in various disciplines including the social and ethical issues facing our information society.

Any student who wishes to major or minor in Informatics should contact the director of informatics as soon as possible to arrange for academic advising.

BACHELOR OF SCIENCE IN INFORMATICS

The degree requires a total of 122 credit hours including the following:

GENERAL-EDUCATION CURRICULUM (33 CR.)

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

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see pages 35-40 in this publication.

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

FUNDAMENTAL LITERACIES (13 CR.)

Writing

ENG-W 131 Elementary Composition 1 (with a grade of C or higher)

Critical Thinking

Select from approved course list, pages 36-37

Oral Communication

SPCH-S 121 Public Speaking

Visual Literacy

Select from approved course list, page 37

Quantitative Reasoning

Satisfied by required mathematics courses



Information Literacy

COAS-Q 110 Introduction to Information Literacy (1 cr.) (should be taken with ENG-W 131 Elementary Composition 1)

Computer Literacy

Satisfied by informatics or computer science courses approved by the department

COMMON CORE COURSES (12 CR.)

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

The Natural World (3 cr.)

Select from approved course list, page 38

Human Behavior and Social Institutions (3 cr.)

Select from approved course list, page 38

Literary and Intellectual Traditions (3 cr.)

Select from approved course list, page 38

Art, Aesthetics, and Creativity (3 cr.)

Select from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

Select from approved course list, pages 38-39

Diversity in United States Society

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

ADDITIONAL REQUIREMENTS (31-34 CR.)**World Languages (6 cr.)**

Completion of two semesters in a single language, or equivalent (Select from Chinese, French, German, Japanese, or Spanish)

Physical and Life Sciences (10 cr.)

Courses in at least two different sciences must be taken (Select from astronomy, biology, chemistry, geology, or physics)

Mathematics (6 cr.)

A grade of C or higher in each course is required.

MATH-M 118 Finite Mathematics
Statistics course (300-level or higher)

General Electives (9-12 cr.)**INFORMATICS (40 CR.)**

A grade of C– or higher in each course is required. At least 22 of the 34 credit hours must be taken within Indiana University.

Forty credit hours in informatics, to be satisfied with the following core and elective courses:

Core Courses (34 cr.)

INFO-I 101	Introduction to Informatics (4 cr.)
INFO-I 201	Mathematical Foundations of Informatics (4 cr.)
INFO-I 202	Social Informatics
INFO-I 210	Information Infrastructure I (4 cr.)
INFO-I 211	Information Infrastructure II (4 cr.)
INFO-I 308	Information Representation

Select two of the following four courses:

INFO-I 300	Human-Computer Interaction
INFO-I 303	Organizational Informatics
INFO-I 310	Multimedia Arts and Technology
INFO-I 320	Distributed Systems and Collaborative Computing

Select one of the following capstone options:

Option 1

INFO-I 450	Design and Development of an Information System
INFO-I 451	Design and Development of an Information System

Option 2

INFO-I 460	Senior Thesis
INFO-I 461	Senior Thesis

Electives (6 cr.)

At least 6 credit hours chosen from informatics electives (300-level or higher). Prerequisite courses may be required. The selection of informatics electives will be expanded as additional cognate areas develop.

BIOL-L 311	Genetics
BUS-K 301	Enterprise Resource Planning
CSCI-A 340	An Introduction to Web Programming
CSCI-B 424	Parallel and Distributed Programming
CSCI-B 438	Fundamentals of Computer Networks
CSCI-C 311	Programming Languages
CSCI-C 335	Computer Structures (4 cr.)
CSCI-C 435	Operating Systems 1 (4 cr.)
CSCI-C 442	Database Systems
CSCI-C 455	Analysis of Algorithms I
CSCI-C 463	Artificial Intelligence I
CSCI-C 481	Interactive Computer Graphics
FINA-P 374	Computer Art and Design II
INFO-I 300	Human-Computer Interaction
INFO-I 303	Organizational Informatics
INFO-I 310	Multimedia Arts and Technology
INFO-I 320	Distributed Systems and Collaborative Computing
INFO-I 400	Topics in Informatics (e.g., bioinformatics, security, game programming)
MATH-M 365	Introduction to Probability and Statistics (4 cr.)
PHYS-P 303	Digital Electronics (4 cr.)
PHYS-P 334	Fundamentals of Optics
PSY-P 335	Cognitive Psychology
PSY-P 438	Language and Cognition
SOC-S 319	Science, Technology, and Society

COGNATE AREA (15-18 CR.)

The student must take five or six courses in a cognate area of interest chosen with the consent of their advisor and the director of informatics.

MINOR IN INFORMATICS

The minor in Informatics requires students to take three lower-level informatics courses and two upper-level informatics or upper-level elective courses from the table below. A grade of C– or higher in each course is required. The minor consists of at least 15 credit hours chosen from the following:

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

Lower-Level Courses

INFO-I 101	Introduction to Informatics (4 cr.)
INFO-I 202	Social Informatics

- INFO-I 210 Information Infrastructure I (4 cr.)
(CSCI-A 201 Introduction to Programming may be substituted for those students not intending to take INFO-I 211 Information Infrastructure II)
- INFO-I 211 Information Infrastructure II (4 cr.)

Upper-Level Courses

- INFO-I 300 Human-Computer Interaction
- INFO-I 303 Organizational Informatics
- INFO-I 310 Multimedia Arts and Technology
- INFO-I 320 Distributed Systems and Collaborative Computing
- INFO-I 400 Topics in Informatics (e.g., Bioinformatics)

Upper-Level Electives

- BIOL-L 311 Genetics
- BUS-K 301 Enterprise Resource Planning
- BUS-K 321 Management of Information Technology
- CSCI-A 340 An Introduction to Web Programming
- CSCI-B 424 Parallel and Distributed Programming
- CSCI-B 438 Fundamentals of Computer Networks
- CSCI-C 335 Computer Structures (4 cr.)
- CSCI-C 442 Database Systems
- CSCI-C 463 Artificial Intelligence I
- CSCI-C 481 Interactive Computer Graphics
- FINA-P 273 Computer Art and Design I
- FINA-P 374 Computer Art and Design II
- MATH-M 365 Introduction to Probability and Statistics (4 cr.)
- PHIL-P 207 Information and Computer Ethics
- PHYS-P 281 Solid State Electronics I
- PHYS-P 303 Digital Electronics (4 cr.)
- PHYS-P 334 Fundamentals of Optics
- PSY-P 335 Cognitive Psychology
- SOC-S 319 Science, Technology, and Society

The courses offered as informatics electives vary over time. Many courses at the 300-level or above in computer and information sciences and decision sciences can count as electives. The student should consult the informatics program director for details.

Courses may count toward the minor and at the same time satisfy particular general-education requirements of the major field of study. However, no course can count toward both a major and a minor. If a conflict occurs, students would enroll in additional replacement courses chosen in conjunction with the major field advisor and the director of informatics. Courses not listed above may be included in the course of study with permission of the director of informatics.

CERTIFICATE IN APPLIED INFORMATICS

The certificate consists of five courses (at least 17 credit hours). Courses provide an understanding of information technology and how it helps solve problems in the student's areas of interest. Students take three lower-level courses in informatics, one upper-level course in informatics, and one upper-level course from the list of electives. Upper-level courses must be chosen with the approval of the director of informatics and a faculty member from the student's area of interest.

The student must complete the requirements for the certificate at IU South Bend with a grade of C– or better.

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

Lower-Level Courses (3 courses)

- INFO-I 101 Introduction to Informatics (4 cr.)

Select two courses from the following:

- INFO-I 202 Social Informatics
- INFO-I 210 Information Infrastructure I (4 cr.)
- INFO-I 211 Information Infrastructure II (4 cr.)

Upper-Level Course (1 course)

Select one upper-level course from the following:

- INFO-I 300 Human-Computer Interaction
- INFO-I 303 Organizational Informatics

Upper-Level Elective (1 course)

Select one upper-level course from the list of informatics electives on page 184.

INTERNATIONAL STUDIES

(574) 520-4402

www.iusb.edu/~sbintl

Director: **Sernau**

The Office of International Programs promotes international education at IU South Bend and strives to foster international understanding and awareness on campus and within the community.



CERTIFICATE IN INTERNATIONAL STUDIES

The Certificate in International Studies allows students from all disciplines to add international breadth to their program. In an increasingly interdependent world, it is vital to develop expertise in this area. Evidence of focused international study is looked upon as a key distinction by employers in business, government, education, the arts, human services, and other areas, as well as by graduate and professional schools.

The certificate consists of a minimum of 15 credit hours of courses designated as having an international focus, and two semesters of a world language. Although not required, a study abroad experience is recommended. All study abroad counts toward the certificate, and if it involves another language, it also counts toward the language requirement.

The 21 hours must be distributed as follows:

- 6 credit hours in a world language
- 15 credit hours must include no more than one 100-level and at least one 400-level course (world language courses do not count toward the remaining 15 credit hours)

The 21 credit hours must include courses from three academic units in a program that focuses either on a topic or a geographic area. The courses can also satisfy other liberal arts and sciences requirements.

If you wish to earn a Certificate of International Studies, contact the director of international programs.

INTERNATIONAL STUDIES MINOR

International studies is the cross-national interdisciplinary study of contemporary global issues and world regions. It combines the social sciences, humanities, and professional fields to create an interdisciplinary approach to understanding our increasingly interconnected world.

The minor consists of a minimum of 15 credit hours in at least three different disciplines including a mandatory capstone course, and at least Level 2 competency in a world language. The 15 credit hours must be distributed as follows:

INTL-I 490 International Studies Capstone Seminar

100- or 200-level core courses with broad international content (3-6 cr.)

300-400 level core courses with broad international content (6-9 cr.)

For a listing of core courses, see the International Studies minor brochure. If you wish to earn an International Studies minor, contact the director of international programs.

LATIN AMERICAN/LATINO STUDIES

(574) 520-4266

www.iusb.edu/~sbintl

Coordinator: **Froysland**

The Latin American/Latino Studies Program focuses on the culture, society, and history of South America, Central America and Mexico, and the Caribbean, as well as the experiences in the United States of people and their descendents from these regions. The approach is holistic and interdisciplinary, combining language proficiency and cultural appreciation with analysis of social institutions and the processes of social, political, economic, and cultural change.

For more information about the Latin American/Latino Studies Program, contact any of the following faculty members: Barrau, L. Chen, Fong-Morgan, Froysland, Griffin, S.R. Sernau, or VanderVeen.

MINOR IN LATIN AMERICAN/LATINO STUDIES (15-18 CR.)

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

Core Courses

Select two courses in Latin American history, politics, society, or culture:

ANTH-E 300	Culture Areas and Ethnic Groups
VT:	Peoples and Cultures of Latin America
ANTH-E 335	Ancient Civilizations of Mesoamerica
HIST-A 352	History of Latinos in the United States
HIST-H 211	Latin American Culture and Civilization 1
HIST-H 212	Latin American Culture and Civilization 2
POLS-Y 330	Central American Politics
POLS-Y 337	Latin American Politics
SOC-S 362	World Societies and Cultures (Mexico or Costa Rica)
SPAN-S 275	Hispanic Culture and Conversation
SPAN-S 302	The Hispanic World 2
SPAN-S 363	Introducción a la Cultura Hispánica
SPAN-S 412	Spanish America: The Cultural Context

Electives (6 cr.)

The 6 credit hours of electives may be drawn from the following courses or an approved substitute. Students seeking to apply a course with a comprehensive international theme to the minor should be able to show that a major portion of their work, such as a term paper or similar assignment, dealt directly with a Latin American/Latino topic. To preserve the minor's interdisciplinary focus, courses must be drawn from at least two departments. Students must take one 400-level course with a Latin American or Latino Studies focus.

Anthropology

- ANTH-A 385 Topics in Anthropology (where topics have a Latin American/Latino focus)
- ANTH-E 300 Culture Areas and Ethnic Groups
- VT: Peoples and Cultures of Latin America

History

- HIST-A 352 History of Latinos in the United States*
- HIST-F 300 Issues in Latin American History
- HIST-J 495 Proseminar for History Majors (where topics have a Latin American/Latino focus)
- HIST-H 211 Latin American Culture and Civilizations 1
- HIST-H 212 Latin American Culture and Civilizations 2
- HIST-T 190 Literary and Intellectual Traditions (where topics have a Latin American/Latino focus)

Political Science

- POLS-Y 330 Central American Politics*
- POLS-Y 337 Latin American Politics*
- POLS-Y 343 The Politics of International Development

Select one of the following:

- POLS-Y 324 Women and Politics
- WGS-W 301 International Perspectives on Women

Psychology

- PSY-P 391 Psychology of Gender and Ethnicity (where topics have a Latin American/Latino focus)

Sociology

- SOC-S 335 Race and Ethnic Relations
- SOC-S 362 World Societies and Cultures (Mexico/Costa Rica)
- SOC-S 410 Advanced Topics in Social Organization
- VT: International Inequalities and Global Issues (where topics have a Latin American/Latino focus)

Spanish

- SPAN-S 204 Second-Year Spanish 2 (for non-College of Liberal Arts and Sciences students)
- SPAN-S 275 Hispanic Culture and Conversation
- SPAN-S 303 The Hispanic World
- SPAN-S 317 Spanish Conversation and Diction
- SPAN-S 363 Introducción a la Cultura Hispánica
- SPAN-S 412 Spanish America: The Cultural Context

- SPAN-S 416 Modern Hispanic Poetry (where topics have a Latin American/Latino focus)
- SPAN-S 496 Foreign Study in Spanish (in Latin America)

Speech Communication

- SPCH-S 427 Cross Cultural Communication

Women's Studies

- WGS-W 400 Topics in Women's Studies
- VT: Gender, Sexuality, and Race in Contemporary United States
- Immigration

Language Requirement

Language facility is an important part of regional and cross-cultural understanding. All students seeking this minor must complete second-year Spanish or its equivalent. Students registered in the College of Liberal Arts and Sciences complete the language requirement by taking Spanish to fulfill the language requirements for the Bachelor of Arts. Students in other divisions take SPAN-S 204 Second-Year Spanish 2 as an elective for the minor as well as meeting the language requirement. Students enrolled or contemplating this minor are encouraged to complete their language courses as early as possible in their program.

Both the Spanish and sociology component of the IU South Bend Mexico and Costa Rica programs, SOC-S 362 World Societies and Cultures, can be applied to the minor and students are encouraged to consider this program or other international experience. All course work for the minor should be planned with an advisor from the Latin American/Latino Studies Committee. This helps achieve a program of complementary course work tailored to a student's specific needs and interests.

MANAGEMENT SKILLS

Wiekamp Hall 3300 A
www.iusb.edu/~lasi

Coordinator: **Nurenberg**

Students in the College of Liberal Arts and Sciences may combine formal study in business administration with a liberal arts and sciences major.

MINOR IN MANAGEMENT SKILLS

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

REQUIREMENTS (22 CR.)

- BUS-A 201 Introduction to Financial Accounting
- BUS-X 310 Business Career Planning and Placement (1 cr.)
- ECON-E 103 Introduction to Microeconomics

* If not used for core course

ENG-W 231	Professional Writing Skills
SPCH-S 223	Business and Professional Communication

Select one of the following:

BUS-K 201	The Computer in Business
CSCI-A 106	Introduction to Computing

Select one of the following:

BUS-A 202	Introduction to Managerial Accounting
ECON-E 104	Introduction to Macroeconomics

Select one of the following:

BUS-W 100	Principles of Business Administration
BUS-Z 302	Managing and Behavior in Organizations
POLS-Y 358	Human Behavior and Public Organizations

MATHEMATICAL SCIENCES

Northside Hall 301B

(574) 520-4335

www.iusb.edu/~sbmath

Professors: **Y. Cheng, Darnel, Shafii-Mousavi**
 Associate Professors: **Alvis, A. Brown (Associate Chairperson), Choi, Guan, Song (Chairperson)**
 Assistant Professors: **S. Chen, Connor, Savvopoulou**
 Senior Lecturers: **Agarwal, D. Wolf**
 Lecturers: **R. Cook, C. Pace, Vajiac**
 Faculty Emeriti: **Beem, Frascella, Specht, L. Williams**

Mathematical Sciences offers a Bachelor of Arts in mathematics, Bachelor of Science in Applied

Mathematics, Bachelor of Science in Actuarial Science, and a Master of Science in Applied Mathematics and Computer Science.

After completing a core curriculum in theoretical mathematics, a Bachelor of Arts student may select from a wide variety of advanced mathematics courses as electives. Students who plan to enter graduate school and pursue a career in mathematics should consider the Bachelor of Arts degree option.

Students completing the Bachelor of Science degree programs are prepared for graduate school or a career in industry or government.

The department also offers a minor in mathematics.

The Master of Science degree program is offered jointly with the Department of Computer and Information Sciences. Students in the program take advanced courses in both applied mathematics and computer science, with emphasis on real-world problems and applications.

A wide variety of service courses are also offered for students majoring in other disciplines, including computer science, physics and other sciences, business and economics, and education. A placement examination is used to match new students with an entry course at an appropriate level.

SCHEDULING OF COURSES IN MATHEMATICS

To help students make long-range curriculum plans, the department attempts to offer courses in a predictable fashion. Visit our website to view the most recent information about the mathematics curriculum.

MATHEMATICS PLACEMENT EXAMINATION

Students planning to take their first IU South Bend mathematics course must take the placement examination. The examination is designed to help determine the level at which students should begin their mathematical studies.

The examination usually takes less than one hour to complete. Students should register at www.iusb.edu/~sbexams to take placement examinations. Students should review the material on the topic list at www.iusb.edu/~sbexams/math.shtml before taking the examination.

The test can place the student at one of the following levels:

Level 0

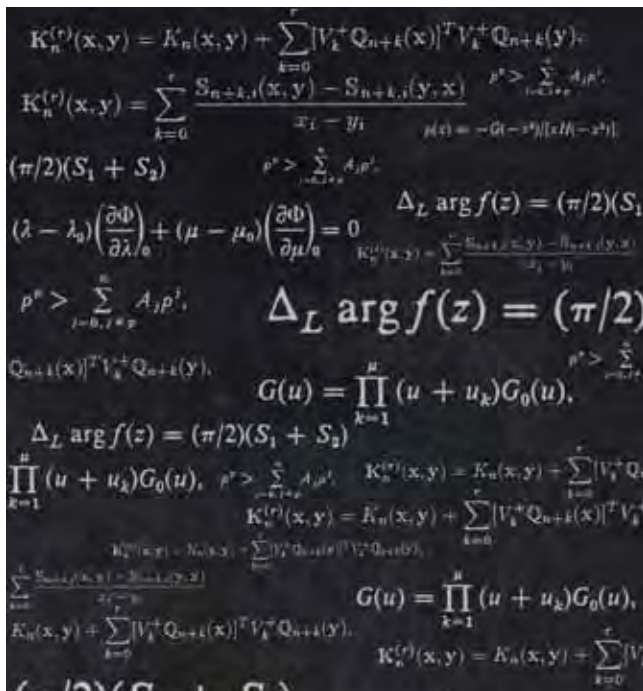
The Department of Mathematical Sciences must be contacted as soon as possible to receive special permission to enroll in MATH-M 4 Introduction to Algebra and to obtain information about free tutoring in this course. A score of 0 appears as a blank when scores are looked up online.

Level 1

MATH-M 4 Introduction to Algebra

Level 2

MATH-M 14 Basic Algebra (4 cr.)



Level 3

CSCI-C 101	Computer Programming I (4 cr.)
MATH-K 300	Statistical Techniques for Health Professions
MATH-M 107	College Algebra
MATH-M 111	Mathematics in the World
MATH-M 118	Finite Mathematics
MATH-T 101	Mathematics for Elementary Teachers 1

Level 4

MATH-M 115	Precalculus and Trigonometry (5 cr.)
MATH-M 125	Precalculus Mathematics

Level 4 students may move to Level 5 by successfully completing MATH-M 125 Precalculus Mathematics or MATH-M 115 Precalculus and Trigonometry, and Level 4 students move to Level 6 by completing MATH-M 115 Precalculus and Trigonometry or its equivalent, MATH-M 125 Precalculus Mathematics and MATH-M 126 Trigonometric Functions.

Level 5

MATH-M 119	Brief Survey of Calculus 1
MATH-M 126	Trigonometric Functions (2 cr.)

Students at this level can move to Level 6 by completing MATH-M 126 Trigonometric Functions or MATH-M 115 Precalculus and Trigonometry. (MATH-M 119 Brief Survey of Calculus 1 is also sufficient if the student has taken trigonometry.)

Level 6

MATH-M 215	Calculus I (5 cr.)
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Students at Level 6 have a solid mathematics background. Level 6 students can also enroll in MATH-M 118 Finite Mathematics or MATH-M 119 Brief Survey of Calculus 1 if these courses better fit their needs.

BACHELOR OF ARTS IN MATHEMATICS

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

The campuswide general-education requirements are the same as for other Bachelor of Arts degree programs in the College of Liberal Arts and Sciences. See pages 35-40 of this publication.

REQUIREMENTS (33-36 CR.)

MATH-M 215	Calculus I (5 cr.)
MATH-M 216	Calculus II (5 cr.)
MATH-M 301	Linear Algebra and Applications
MATH-M 311	Calculus 3 (5 cr.)
MATH-M 347	Discrete Mathematics
MATH-M 403	Introduction to Modern Algebra 1
MATH-M 413	Introduction to Analysis 1

Select one of the following options:

Option 1

MATH-M 380	History of Mathematics
MATH-T 336	Topics in Euclidean Geometry

Select one additional course from the following list:

MATH-M 343	Introduction to Differential Equations
MATH-M 344	Introduction to Differential Equations
MATH-M 365	Introduction to Probability and Statistics*
MATH-M 404	Introduction to Modern Algebra 2
MATH-M 405	Number Theory
MATH-M 409	Linear Transformations
MATH-M 414	Introduction to Analysis 2
MATH-M 415	Elementary Complex Variables with Applications
MATH-M 420	Metric Space Topology
MATH-M 435	Introduction to Differential Geometry
MATH-M 436	Introduction to Geometries
MATH-M 447	Mathematical Models and Applications 1
MATH-M 448	Mathematical Models and Applications 2
MATH-M 463	Introduction to Probability Theory 1
MATH-M 466	Introduction to Mathematical Statistics
MATH-M 471	Numerical Analysis 1
MATH-M 472	Numerical Analysis 2

Option 2

Select two courses from the following, one must be a 400-level course:

MATH-M 343	Introduction to Differential Equations
MATH-M 344	Introduction to Differential Equations
MATH-M 365	Introduction to Probability and Statistics
MATH-M 380	History of Mathematics
MATH-M 404	Introduction to Modern Algebra 2
MATH-M 405	Number Theory
MATH-M 409	Linear Transformations
MATH-M 414	Introduction to Analysis 2
MATH-M 415	Elementary Complex Variables with Applications
MATH-M 420	Metric Space Topology
MATH-M 435	Introduction to Differential Geometry
MATH-M 436	Introduction to Geometries
MATH-M 447	Mathematical Models and Applications 1
MATH-M 448	Mathematical Models and Applications 2
MATH-M 463	Introduction to Probability Theory 1
MATH-M 466	Introduction to Mathematical Statistics
MATH-M 471	Numerical Analysis 1
MATH-M 472	Numerical Analysis 2

* MATH-M 260 and MATH-M 261 may be taken instead of MATH-M 365

RECOMMENDED

In addition to studying mathematics courses, all majors are strongly encouraged to study, in depth, another discipline that uses mathematics. Majors are also strongly encouraged to take one or more computer programming course such as CSCI-C 101 Computer Programming I and CSCI-C 201 Computer Programming II. Students interested in professional work or graduate study in mathematics should take additional mathematics courses at the 300- and 400-level. Any student who intends to major in mathematics should contact the chairperson of mathematical sciences as soon as possible.

BACHELOR OF SCIENCE IN APPLIED MATHEMATICS**REQUIREMENTS (122 CR.)**

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

GENERAL EDUCATION

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see pages 35-40 in this publication.

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

CAMPUSWIDE CURRICULUM (33-39 CR.)

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

FUNDAMENTAL LITERACIES (17 CR.)**Writing**

ENG-W 131 Elementary Composition 1

Critical Thinking

Select one of the following:

PHIL-P 105 Thinking and Reasoning

PHIL-P 150 Elementary Logic

Oral Communication

SPCH-S 121 Public Speaking

Visual Literacy

Select one of the following:

FINA-A 109 Ways of Seeing: Visual Literacy

JOUR-J 210 Visual Communication

Quantitative Reasoning

Fulfilled with required mathematics courses

Information Literacy (1 cr.)

COAS-Q 110 Introduction to Information Literacy (1 cr.) (should be taken with ENG-W 131 Elementary Composition 1)

Computer Literacy

CSCI-C 101 Computer Programming I (4 cr.)

COMMON CORE COURSES (12 CR.)

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

The Natural World

Select from approved course list, page 38
(included below in Natural Sciences)

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

Select from approved course list, page 38

Art, Aesthetics, and Creativity

Select from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

Select from approved course list, pages 38-39

Diversity in United States Society

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

ADDITIONAL REQUIREMENTS**World Languages (0-6 cr.)**

Attainment of beginning-level proficiency in a language other than English is required. This requirement can be met in one of two ways:

- Successful completion of a second-semester language class, designated as 102 in the IU South Bend Bulletin. The number of years of high school language instruction typically determines into which semester a student may choose to enroll (0-1 years = 101; 2 years = 102).
- Formal training, as evidenced by secondary or university diplomas, in a language other than English.

The Department of World Language Studies (W.L.S.) offers a placement examination to determine into which semester a student should enroll and/or to qualify students for credit by examination. Students may earn up to 6 credit hours for testing out of any two of the language classes 101, 102, 203, or 204. For more details, see the Department of World Language Studies web page.

Natural Sciences (20 cr.)

Courses must be selected in at least two of the physical and life sciences (astronomy, biological sciences, chemistry, geology, or physics).

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)

Select from N 190 or N 390 offerings, page 38
 Select additional natural science courses (7 cr.)

Mathematics (45 cr.)

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 301 Linear Algebra and Applications
- MATH-M 311 Calculus 3 (5 cr.)
- MATH-M 343 Introduction to Differential Equations
- MATH-M 347 Discrete Mathematics
- MATH-M 413 Introduction to Analysis 1
- MATH-M 447 Mathematical Models and Applications 1
- MATH-M 463 Introduction to Probability Theory 1
- MATH-M 466 Introduction to Mathematical Statistics
- MATH-M 471 Numerical Analysis 1

Select two of the following or one of the following plus an upper-level course approved by the department:

- MATH-M 344 Introduction to Differential Equations
- MATH-M 403 Introduction to Modern Algebra 1
- MATH-M 404 Introduction to Modern Algebra 2
- MATH-M 405 Number Theory
- MATH-M 414 Introduction to Analysis 2
- MATH-M 415 Elementary Complex Variables with Applications
- MATH-M 448 Mathematical Models and Applications 2
- MATH-M 451 The Mathematics of Finance
- MATH-M 472 Numerical Analysis 2

BACHELOR OF SCIENCE IN ACTUARIAL SCIENCE

Actuaries use mathematics and financial theory to determine the financial effect that uncertain future events such as birth, death, retirement, fire, accident, and sickness have on insurance and other benefit plans. Actuaries may work for insurance companies, employee benefits, consulting firms, or the benefits department of general business and government agencies.

The competitive actuarial profession requires mathematics graduates to have analytical, statistical, and computational skills, which allow them to solve industrial problems, predict the financial effects of uncertain future events, and carry out decision-making analyses. Students graduating from the program who plan to pursue careers in actuarial science can expect to succeed on the first one or two actuarial science examinations, and thus be ready to enter the actuarial

profession. Students graduating from the program who choose not to become actuaries are well prepared to enter industry and work in such areas as quality control, computational analysis, information management, forecasting, risk analysis, simulation, and finance. A student wishing to pursue graduate study in mathematics or business is certainly prepared for either discipline. For further information, contact the program director in Northside Hall or call (574) 520-4516.

DEGREE REQUIREMENTS (122 CR.)

GENERAL EDUCATION

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see pages 35-40 in this publication.

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

CAMPUSWIDE CURRICULUM (33-39 CR.)

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

FUNDAMENTAL LITERACIES (17 CR.)

Writing

- ENG-W 131 Elementary Composition 1

Critical Thinking

Select one of the following:

- ENG-W 270 Argumentative Writing*
- PHIL-P 105 Thinking and Reasoning
- PHIL-P 110 Introduction to Philosophy
- PHIL-P 150 Elementary Logic

Oral Communication

- SPCH-S 121 Public Speaking

Visual Literacy

Select one of the following:

- FINA-A 109 Ways of Seeing: Visual Literacy
- JOUR-J 210 Visual Communication

Quantitative Reasoning

Fulfilled with required mathematics courses

Information Literacy (1 cr.)

- COAS-Q 110 Introduction to Information Literacy (1 cr.) (should be taken with ENG-W 131 Elementary Composition 1)

Computer Literacy

- CSCI-C 101 Computer Programming I (4 cr.)

COMMON CORE COURSES (12 CR.)

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

VT: = Variable title

The Natural World

Select from approved course list, page 38
(included below in Natural Sciences)

Human Behavior and Social Institutions

Select from approved course list, page 38

Literary and Intellectual Traditions

Select from approved course list, page 38

Art, Aesthetics, and Creativity

Select from approved course list, page 38

CONTEMPORARY SOCIAL VALUES (8 CR.)

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

Non-Western Cultures

Select from approved course list, pages 38-39

Diversity in United States Society

Select from approved course list, pages 39-40

Health and Wellness (2 cr.)

Select from approved course list, page 40

ADDITIONAL REQUIREMENTS

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

World Languages (0-6 cr.)

Attainment of beginning-level proficiency in a language other than English. This requirement can be met in one of two ways:

- Successful completion of a second-semester language class, designated as 102 in the IU South Bend Bulletin. The number of years of high school language instruction typically determines into which semester a student may choose to enroll (0-1 years = 101; 2 years = 102).
- Formal training, as evidenced by secondary or university diplomas, in a language other than English.

The Department of World Language Studies (W.L.S.) offers a placement examination to determine into which semester a student should enroll and/or to qualify students for credit by examination. Students may earn up to 6 credit hours for testing out of any two of the language classes 101, 102, 203, or 204. For more details, see the Department of World Language Studies web page.

English Composition (0-3 cr.)

ENG-W 231 Professional Writing Skills*

Natural Sciences (12 cr.)

Courses must be selected in at least two of the physical and life sciences (astronomy, biological sciences, chemistry, geology, or physics). At least one of the courses must have a laboratory component.

Business and Economics (18 cr.)

BUS-A	201	Introduction to Financial Accounting
BUS-A	202	Introduction to Managerial Accounting
BUS-F	301	Financial Management
BUS-L	201	Legal Environment of Business
ECON-E	103	Introduction to Microeconomics
ECON-E	104	Introduction to Macroeconomics

Mathematics (47-51 cr.)

MATH-M	215	Calculus I (5 cr.)
MATH-M	216	Calculus II (5 cr.)
MATH-M	301	Linear Algebra and Applications
MATH-M	311	Calculus 3 (5 cr.)
MATH-M	325	Topics Course: Problem Seminar in Actuarial Science
MATH-M	343	Introduction to Differential Equations
MATH-M	413	Introduction to Analysis 1
MATH-M	447	Mathematical Models and Applications 1
MATH-M	448	Mathematical Models and Applications 2 (actuarial modeling)
MATH-M	451	The Mathematics of Finance
MATH-M	463	Introduction to Probability Theory 1
MATH-M	466	Introduction to Mathematical Statistics
MATH-M	471	Numerical Analysis 1

Select one of the following or an upper-level or graduate course approved by the department:

MATH-M	347	Discrete Mathematics
MATH-M	414	Introduction to Analysis 2
MATH-M	415	Elementary Complex Variables with Applications
MATH-M	472	Numerical Analysis 2

MINOR IN MATHEMATICS

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

Students who wish to minor in mathematics must complete a minimum of 18 credit hours of mathematics, including the following:

REQUIRED COURSES

MATH-M	215	Calculus I (5 cr.)
MATH-M	216	Calculus II (5 cr.)

Select one of the following two options:

Option 1

MATH-M	260	Combinatorial Counting and Probability
MATH-M	261	Statistical Inferences (2 cr.)

MATH-M or MATH-T courses at or above the 300-level

* The requirement to take ENG-W 231 is waived if ENG-W 270 is taken to fulfill the requirement in the fundamental literacies critical thinking component.

Option 2

At least 8 credit hours of MATH-M or MATH-T mathematics courses at or above the 300-level

MASTER OF SCIENCE IN APPLIED MATHEMATICS AND COMPUTER SCIENCE

The Master of Science degree program is offered jointly with the Department of Computer and Information Sciences. Students in the program take advanced courses in both applied mathematics and computer science, with emphasis on real-world problems and applications. A complete description of this program begins on page 259 in this publication.

PHILOSOPHY

Wiekamp Hall 3248
(574) 520-4491
www.iusb.edu/~sbphil

Associate Professors: **L. Collins, L. Zynda (Chairperson)**
Assistant Professors: **Ananth, Shockey, Shrader**
Faculty Emeriti: **Naylor, Robbins, Washburn**

Philosophy emphasizes clear, critical, and logical thinking about philosophical problems by locating these problems in everyday experience and in the writings of the great philosophers. Philosophy also stresses reflection on established beliefs and values so that we can achieve a better understanding of ourselves and the world in which we live. The curriculum in philosophy is designed to contribute to the intellectual training of all undergraduates and to acquaint students with some of the most important developments in intellectual history. The curriculum is structured to meet the needs not only of those who want to become professional philosophers, but also of those who want to pursue philosophy as a personal interest or as a concentration area to complement study in another field.

The department offers courses both in philosophy and in the history and philosophy of science. It is one of several IU South Bend departments that offers courses in religious studies and in cognitive science. Students who wish to focus their study on philosophy and a related area (e.g., art, religion, women's studies, a social or behavioral science, mathematics, a physical or biological science, or law) are invited to talk with any member of the department about the possible benefits of such options as a double major or a minor in philosophy, religious studies, cognitive science, or women's studies.

BACHELOR OF ARTS IN PHILOSOPHY

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

The Bachelor of Arts in philosophy requires at least 27 credit hours in courses offered by the department. One of these courses may be a 100-level course. All others must be at the 200-level or above. Students are required to select courses at the 200-level or above to satisfy the following distribution requirements:

History of Philosophy (6 cr.)

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

Logic and Philosophy of Science (3 cr.)

HPSC-X	200	Scientific Reasoning
HPSC-X	201	Nature of Scientific Inquiry
HPSC-X	220	Issues in Science: Humanistic
HPSC-X	303	Introduction to the Philosophy of Science
HPSC-X	336	Religion and Science
PHIL-P	250	Introductory Symbolic Logic

Ethics, Social, and Political Philosophy (3 cr.)

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

Metaphysics and Epistemology (3 cr.)

PHIL-P	310	Topics in Metaphysics
PHIL-P	311	Metaphysics of Physical Nature
PHIL-P	312	Topics in Theory of Knowledge
PHIL-P	313	Theories of Knowledge
PHIL-P	360	Introduction to Philosophy of Mind
PHIL-P	366	Philosophy of Action

Other courses should be chosen in consultation with a departmental advisor. PHIL-T 190 Literary and Intellectual Traditions, PHIL-T 390 Literary and Intellectual Traditions, and HPSC-T 390 Literary and Intellectual Traditions courses may or may not count toward the major depending on the topic. Students are expected to cooperate with departmental faculty in assessing the program for the major.

MINOR IN PHILOSOPHY

Students can earn a minor in philosophy by completion of at least 15 credit hours in philosophy, of which at least 12 credit hours are at the 200-level or higher and by meeting the following requirements:

History of Philosophy (3 cr.)

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

Metaphysics or Epistemology (3 cr.)

PHIL-P 310	Topics in Metaphysics
PHIL-P 311	Metaphysics of Physical Nature
PHIL-P 312	Topics in Theory of Knowledge
PHIL-P 313	Theories of Knowledge
PHIL-P 360	Introduction to Philosophy of Mind
PHIL-P 366	Philosophy of Action

Ethics, Logic, or History and Philosophy of Science (3 cr.)

HPSC-X 200	Scientific Reasoning
HPSC-X 201	Nature of Scientific Inquiry
HPSC-X 220	Issues in Science: Humanistic
HPSC-X 303	Introduction to the Philosophy of Science
HPSC-X 336	Religion and Science
PHIL-P 250	Introductory Symbolic Logic
PHIL-P 340	Classics in Ethics
PHIL-P 341	Ethical Classics
PHIL-P 342	Problems of Ethics
PHIL-P 343	Classics in Social and Political Philosophy
PHIL-P 344	Classics in Social and Political Philosophy 2
PHIL-P 345	Problems in Social and Political Philosophy

PHIL-T 190 Literary and Intellectual Traditions, PHIL-T 390 Literary and Intellectual Traditions, and HPSC-T 390 Literary and Intellectual Traditions courses may or may not count toward the minor depending on the topic.

PHYSICS AND ASTRONOMY

Northside Hall 341
(574) 520-4278
www.iusb.edu/~iusbphys

Professors: **J. Hinnefeld (Chairperson), Lynker**
Associate Professors: **Levine, Schimmrigk, Scott**
Senior Lecturer: **Borntrager**
Faculty Emeritus: **Zimmerman**
Chief Technician: **Nate**

The department offers courses in physics, astronomy, and geology; serving three broad groups of students: those majoring in physics with plans either to enter graduate school in physics, astronomy, or a related field, or to make a career in industry; those majoring in other natural sciences, science education, or engineering technology; and those majoring in nontechnical disciplines who wish to learn some physical science.

Students interested in pursuing an engineering degree can begin their studies at IU South Bend in this department. A dual-degree program, under which a student can earn both a Bachelor of Science in Physics from IU South Bend and a Bachelor of Science in Engineering from a cooperating institution in at least three years of study at IU South Bend and at least two years of study at the cooperating institution, is described below.

BACHELOR OF ARTS IN PHYSICS

General-education requirements for Bachelor of Arts degrees in the College of Liberal Arts and Sciences are described on page 158.

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

Concentration Requirements (30 cr.)

PHYS-P 221	Physics 1 (5 cr.)
PHYS-P 222	Physics 2 (5 cr.)
PHYS-P 309	Modern Physics Laboratory
PHYS-P 323	Physics 3
PHYS-P 324	Physics 4
PHYS-S 406	Research Project (1-3 cr.)

At least two of the following: (6-12 cr.)

PHYS-P 331	Theory of Electricity and Magnetism
PHYS-P 340	Thermodynamics and Statistical Mechanics
PHYS-P 441	Analytical Mechanics I
PHYS-P 453	Introduction to Quantum Mechanics

Select from the following: (0-4 cr.)

AST-A 453	Topical Astrophysics
GEOL-G 413	Introduction to Geophysics
PHYS-P 303	Digital Electronics (4 cr.)
PHYS-P 321	Techniques of Theoretical Physics
PHYS-P 334	Fundamentals of Optics
PHYS-P 410	Computing Applications in Physics
PHYS-P 473	Introduction to String Theory
PHYS-S 405	Readings in Physics (1-3 cr.)

Mathematics Requirements (13 cr.)

MATH-M 215	Calculus I (5 cr.)
MATH-M 216	Calculus II (5 cr.)
MATH-M 343	Introduction to Differential Equations

Recommended Courses

CHEM-C 105	Principles of Chemistry I
CHEM-C 106	Principles of Chemistry II
CHEM-C 125	Experimental Chemistry I (2 cr.)
CHEM-C 126	Experimental Chemistry II (2 cr.)
CSCI-C 101	Computer Programming I (4 cr.)
MATH-M 301	Linear Algebra and Applications
MATH-M 311	Calculus 3 (5 cr.)
MATH-M 344	Introduction to Differential Equations
MATH-M 471	Numerical Analysis 1

No more than 6 credit hours of independent study PHYS-S 405 Readings in Physics and no more than 3 credit hours of PHYS-S 406 Research Project may be applied to the 30 credit hour concentration requirement.

BACHELOR OF SCIENCE IN PHYSICS

There are two tracks for the Bachelor of Science in Physics. The Professional Track is designed to prepare students either for graduate study in physics or for employment. The Applied Physics Track is intended primarily for students pursuing degrees in both physics and engineering through the dual-degree arrangements described below.

Students earning the Bachelor of Science in Physics must complete the campuswide general-education requirements, as described on page 158.

ADDITIONAL REQUIREMENTS (3-9 CR.)

World Languages

One course at the 200-level or higher

CONCENTRATION REQUIREMENTS

Professional Track (35 cr.)

PHYS-P 221	Physics 1 (5 cr.)
PHYS-P 222	Physics 2 (5 cr.)
PHYS-P 309	Modern Physics Laboratory
PHYS-P 323	Physics 3
PHYS-P 324	Physics 4
PHYS-P 331	Theory of Electricity and Magnetism
PHYS-P 340	Thermodynamics and Statistical Mechanics
PHYS-P 441	Analytical Mechanics I
PHYS-P 453	Introduction to Quantum Mechanics
PHYS-S 406	Research Project (1-3 cr.)

Select from the following: (1-3 cr.)

AST-A 453	Topical Astrophysics
GEOL-G 413	Introduction to Geophysics
PHYS-P 303	Digital Electronics (4 cr.)
PHYS-P 321	Techniques of Theoretical Physics
PHYS-P 334	Fundamentals of Optics
PHYS-P 410	Computing Applications in Physics
PHYS-P 473	Introduction to String Theory
PHYS-S 405	Readings in Physics (1-3 cr.)

Additional Requirements, Professional Track (24 cr.)

MATH-M 215	Calculus I (5 cr.)
MATH-M 216	Calculus II (5 cr.)
MATH-M 301	Linear Algebra and Applications
MATH-M 311	Calculus 3 (5 cr.)
MATH-M 343	Introduction to Differential Equations

Select one of the following: (3 cr.)

MATH-M 344	Introduction to Differential Equations
MATH-M 447	Mathematical Models and Applications 1
MATH-M 471	Numerical Analysis 1

Recommended Courses, Professional Track

CHEM-C 105	Principles of Chemistry I
CHEM-C 106	Principles of Chemistry II
CHEM-C 125	Experimental Chemistry I (2 cr.)
CHEM-C 126	Experimental Chemistry II (2 cr.)
CSCI-C 101	Computer Programming I (4 cr.)

No more than 6 credit hours of independent study PHYS-S 405 Readings in Physics and no more than 3 credit hours of PHYS-S 406 Research Project may be applied to the 35 credit hour concentration requirement in the Professional Track.

3/2 DUAL-DEGREE PROGRAM IN PHYSICS AND ENGINEERING

Through agreements with institutions offering degrees in engineering, it is possible for a student to earn both a Bachelor of Science in Physics from IU South Bend and a Bachelor of Science in Engineering from another institution, following at least three years of study at IU South Bend and at least two years of study at the partnering institution. Contact the Department of Physics and Astronomy for current information about this dual-degree program.

CONCENTRATION REQUIREMENTS

Applied Physics Track (35 cr.)

PHYS-P 221	Physics 1 (5 cr.)
PHYS-P 222	Physics 2 (5 cr.)
PHYS-P 309	Modern Physics Laboratory
PHYS-P 323	Physics 3
PHYS-P 324	Physics 4
PHYS-S 406	Research Project (1-3 cr.)

At least two of the following:

PHYS-P 331	Theory of Electricity and Magnetism
PHYS-P 340	Thermodynamics and Statistical Mechanics
PHYS-P 441	Analytical Mechanics I
PHYS-P 453	Introduction to Quantum Mechanics

Select from the following:

AST-A 453	Topical Astrophysics
GEOL-G 413	Introduction to Geophysics
PHYS-P 321	Techniques of Theoretical Physics
PHYS-P 334	Fundamentals of Optics
PHYS-P 410	Computer Applications in Physics
PHYS-P 473	Introduction to String Theory
PHYS-S 405	Readings in Physics

For students in the dual-degree program, up to 10 credit hours of approved engineering or physics courses transferred from the partnering institution may be applied to the 35 credit hour concentration requirement in the Applied Physics Track. Contact the Department of Physics and Astronomy for current lists of approved courses at partnering institutions.

Additional Requirements, Applied Physics Track (35 cr.)

CHEM-C 105	Principles of Chemistry I
CHEM-C 125	Experimental Chemistry I (2 cr.)
CSCI-C 101	Computer Programming I (4 cr.)
MATH-M 215	Calculus I (5 cr.)
MATH-M 216	Calculus II (5 cr.)
MATH-M 301	Linear Algebra and Applications
MATH-M 311	Calculus 3 (5 cr.)
MATH-M 343	Introduction to Differential Equations

No more than 6 credit hours of independent study PHYS-S 405 Readings in Physics and no more than 3 credit hours of PHYS-S 406 Research Project may be applied to the 35 credit hour concentration requirement in the Applied Physics Track. The requirement of PHYS-S 406 Research Project may be waived for students who complete a capstone engineering experience as part of the dual-degree program.

MINOR IN PHYSICS

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

Requirements (19 cr.)

PHYS-P 221	Physics 1 (5 cr.)
PHYS-P 222	Physics 2 (5 cr.)
PHYS-P 309	Modern Physics Laboratory
PHYS-P 323	Physics 3
PHYS-P 324	Physics 4

With departmental approval, another course applicable to the major may be substituted for either PHYS-P 324 Physics 4 or PHYS-P 309 Modern Physics Laboratory.

POLITICAL SCIENCE

Wiekamp Hall 2188
(574) 520-4334
www.iusb.edu/~sbpols

Professor: **L. Chen**

Associate Professors: **Bennion-Turba, Gerencser, Karakatsanis (Chairperson)**

Assistant Professors: **Popescu, J. Smith, Trottier**
Faculty Emeriti: **Bonn, Hamburg, Herr, Lewis, Penikis**

Courses offered by the department introduce students to the study of government and politics, including an understanding of public affairs, different political systems, and political ideas. This program intends to educate citizens who can think critically about politics and its place in their lives and in society; to provide a general liberal arts education for students continuing on to a wide variety of careers, including public service; and to help prepare those students who choose to continue on to graduate school or law school.

Through their course work, students also come to understand some of the ways in which political scientists

study politics; and learn to express themselves cogently in writing and orally. The department seeks to achieve these goals through its instructional program: a master's degree, three graduate certificates, a major, a minor, and the political science courses taken by students majoring in other disciplines as part of the general education requirement.

BACHELOR OF ARTS IN POLITICAL SCIENCE

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

Course Requirements (30 cr.)

POLS-Y 490 Senior Seminar in Political Science
(required of all majors)

No more than 9 credit hours of 100-level courses may be included in the 30 credit hours. Students must complete at least one course from three of the four sub-areas:

- American government
- Comparative or international politics
- Political theory
- Public administration

MINOR IN POLITICAL SCIENCE

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

Students wishing to earn a minor in political science should consult with an advisor in the department. They must complete 15 credit hours in political science courses, of which no more than 6 credit hours may be at the 100-level. Generally, the department recommends that students complete at least one course from three of the four sub-areas:

- American government
- Comparative or international politics
- Political theory
- Public administration

CERTIFICATE IN PARALEGAL STUDIES

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

The certificate is a part-time 21 credit hour evening classroom-based program allowing those currently working to obtain certification to advance their career. Paralegals improve the efficiency, speed, economy, and availability of legal services, thus meeting the need for more cost effective legal services. Typical work activities include preparing materials for closings, hearings, trials, and corporate meetings. They also draft contracts, investigate the facts of cases, organize and track legal files, and are involved in the preparation of tax returns and maintenance of financial office records. Paralegals are typically employed by law firms or governmental agencies; however paralegals may also be employed by corporations, insurance companies, hospitals, title companies and community legal service agencies.

The Paralegal Studies Certificate Program is an interdisciplinary program. The program is usually completed in two and one-half years, but there is a one year accelerated program, for those individuals meeting the eligibility requirements. Students in the College of Liberal Arts and Sciences may use this certificate to fulfill the CLAS minor requirement.

CERTIFICATE REQUIREMENTS

(Courses are 3 credit hours, unless otherwise designated..)

The Paralegal Studies Certificate requires 21 credit hours of course work in political science, English, and business for completion.

Prerequisites (6 cr.)

ENG-W	131	Elementary Composition 1
CSCI-A	106	Introduction to Computing

Required Political Science Courses (9 cr.)

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

Required English Courses (3 cr.)

ENG-W	233	Intermediate Expository Writing
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Required Business Courses (9 cr.)

BUS-X	102	Freshman Seminar in Business
VT:		Business Organizations for Paralegals
BUS-X	102	Freshman Seminar in Business
VT:		Real Property for Paralegals
BUS-X	102	Freshman Seminar in Business
VT:		Estate Planning and Probate Administration for Paralegals

ADDITIONAL REQUIREMENTS

In addition to completing the above courses, students must also complete two six-hour mandatory seminars (which meet for six hours on a given Saturday during the semester) and four of five three-hour seminars (which meet during regularly scheduled class times).

Six-Hour Seminars

- Client Interviewing Seminar
- Law Office Technology and Systems Seminar

Three-Hour Seminars

- Paralegal Methods in Business Organizations Seminar
- Paralegal Methods in Estate Planning
- Paralegal Methods in Litigation Seminar
- Paralegal Methods in Probate Seminar
- Paralegal Methods in Real Property Seminar

GEOGRAPHY

Geography courses focus on the spatial arrangement of physical phenomena, people, and their institutions in our world. At IU South Bend most of the courses are concerned

with locational patterns of people, their activities, and how and why those patterns develop. The geography coordinator can be reached at (574) 520-4147.

Geography courses meet requirements in most academic programs. Check with the academic program to determine the specific requirements that are fulfilled by geography courses.

PSYCHOLOGY

Wiekamp Hall 2119
(574) 520-4393
www.iusb.edu/~sbpsy

Professors: **Bryant, Fujita, McIntosh, Mettetal**
Associate Professors: **Borshuk, Hubbard, Ladd, Ritchie, Rodriguez, Schult**
Assistant Professors: **M. Costello, DeBrule, Juricevic**
Senior Lecturer: **Talcott**
Faculty Emeriti: **R. Gottwald, Long, Mawhinney, Perrin, Scarborough**

Psychology offers a major in psychology leading to a Bachelor of Arts degree, as well as course work leading to a minor in psychology. As a scientific endeavor, psychology seeks to understand the basic principles by which organisms adapt their behavior to the changing physical and social environments in which they live. Psychologists apply their understanding of behavior, thought, and emotion to the improvement of the human condition through education, counseling, and therapy. The breadth of modern psychology is reflected in the diversity of courses offered by the department.

BACHELOR OF ARTS IN PSYCHOLOGY

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

REQUIREMENTS (33 CR.)

Psychology majors and minors are advised to take PSY-P 103 General Psychology or PSY-P 106 General Psychology–Honors as soon as possible since it is the prerequisite for all other psychology courses.

Select one of the following:

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

Other requirements:

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

Select one advanced laboratory:

PSY-P	420	Advanced Laboratory in Community Psychology
PSY-P	421	Laboratory in Social Psychology
PSY-P	429	Laboratory in Developmental Psychology
PSY-P	435	Laboratory: Human Learning and Cognition
PSY-P	481	Laboratory in Clinical Psychology

Five additional courses; one from each of the four areas listed below, plus one additional PSY-P course other than PSY-P 495 Readings and Research in Psychology.

Developmental

PSY-P	216	Life Span Developmental Psychology
PSY-P	316	Psychology of Childhood and Adolescence
PSY-P	331	Psychology of Aging

Social

PSY-P	320	Social Psychology
PSY-P	434	Community Psychology

Personality and Clinical

PSY-P	319	The Psychology of Personality
PSY-P	324	Abnormal Psychology

Cognition, Learning, Neuroscience

PSY-P	325	The Psychology of Learning
PSY-P	326	Behavioral Neuroscience
PSY-P	329	Sensation and Perception
PSY-P	335	Cognitive Psychology

RECOMMENDED COURSES

Psychology majors and minors are advised to take PSY-P 103 General Psychology or PSY-P 106 General Psychology–Honors as soon as possible since it is the prerequisite for all other psychology courses.

Note: PSY-B 190 and PSY-B 399 Human Behavior and Social Institutions do not count toward the psychology major or minor, nor do they substitute for PSY-P 103 General Psychology as a prerequisite for any other psychology courses.

Course work in the physical and biological sciences and a sound foundation in mathematics is advised for psychology majors. Students planning graduate work in psychology are encouraged to become involved in faculty and independent research projects and should discuss their plans for graduate school with a faculty advisor as soon as possible.

A minor in cognitive science is available for students interested in topics such as artificial intelligence, philosophy of the mind, computer science, and cognition.

MINOR IN PSYCHOLOGY

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

Students planning to minor in psychology should consult a departmental advisor for approval of their plans. A minor in psychology requires at least 15 credit hours in psychology.

REQUIREMENTS (15 CR.)

Take PSY-P 103 General Psychology or PSY-P 106 General Psychology–Honors as soon as possible since it is the prerequisite for all other psychology courses.

Select one of the following:

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

Select one of the following:

PSY-P	205	Understanding Research in Psychology
PSY-P	211	Methods of Experimental Psychology

Two courses above the 100-level from two different areas (developmental, social, personality and clinical, or cognition, learning, neuroscience), plus one additional PSY-P course other than PSY-P 495 Readings and Research in Psychology.

CERTIFICATE IN BASIC APPLIED BEHAVIOR ANALYSIS

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

Applied Behavior Analysis (ABA) is a technique frequently used to work with children and adults with behavior issues, ranging from autism to attention deficit hyperactivity disorder (ADHD) to conduct disorders. It is also widely used in schools, health settings, and in business management. The courses in this curriculum provide a foundation in applied behavior analysis as required by the Behavior Analyst Certification Board, Inc.® for the Board Certified Assistant Behavior Analyst (BCaBA) certification.

The Behavior Analyst Certification Board, Inc.® has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Assistant Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify, including completing an approved internship and sitting for the BCaBA licensing examination. This Indiana University certificate in basic applied behavior analysis would not cover those requirements.

COURSE REQUIREMENTS (12 CR.)

PSY-P	241	Functional Analysis of Behavior 1
PSY-P	324	Abnormal Psychology
PSY-P	325	The Psychology of Learning
PSY-P	430	Behavior Modification

Admission Requirements

Admission requirements include 26 credit hours of college-level work with a 2.2 grade point average, proficiency levels of English and mathematics (defined as a grade of C or better in ENG-W 131 Elementary Composition 1 and MATH-M 111 Mathematics in the World or equivalent), and a grade of C or better in PSY-P 103 General Psychology or PSY-P 106 General Psychology–Honors. Transfer students from campuses with a two-semester general psychology sequence (such as IU Bloomington or Indiana University–Purdue University Indianapolis) must have completed both semesters with a grade of C or better in each semester. Students must apply for admission by completing an Applied Behavior Analysis Certificate Enrollment Form and meeting with the program director (department chair unless specified otherwise).

Academic Standards

Students must earn a grade of C or higher in any course for which he or she seeks credit within the certificate program. After successfully completing all course work, students must submit a portfolio documenting their performance in each class to the Basic Applied Behavior Analysis Certificate coordinator (the department chair unless specified otherwise).

Transfer Credit Hours

Students may transfer credit hours for PSY-P 324 Abnormal Psychology; but other courses must be completed at IU South Bend.



RELIGIOUS STUDIES

(574) 520-4367

www.iusb.edu/~relstdsb

Coordinator: **Shrader**

Religious Studies is an interdisciplinary program administered by the Religious Studies Committee. By choosing courses judiciously, a student can complete a minor in Religious Studies.

The Religious Studies Program at IU South Bend has the following objectives:

- To facilitate an interdisciplinary approach to the study of religion
- To provide an opportunity to study religion in a systematic way
- To provide evidence for graduate schools (including schools of divinity) of a student's commitment to the study of religion
- To broadly acquaint students with the nature of religion, the main historical traditions of religion, and the roles that religion play in culture and every day life

For more information about the Religious Studies Program, contact any of the following faculty members: L.D. Fisher, Ladd, Marmorino, Nirei, O'Connor, Shlapentokh, or Shrader.

MINOR IN RELIGIOUS STUDIES

(All courses are 3 cr. hours unless otherwise designated.)

A grade of C– or higher is required in each of the courses that count toward the minor. A CGPA of at least 2.0 is required for the minor.

REQUIREMENTS (15 CR.)

One (1) course on religion in general, for example:

PHIL-P	371	Philosophy of Religion
REL-R	160	Religion and American Culture

One course on the Judeo-Christian tradition, for example:

PHIL-P	202	Medieval to Modern Philosophy
REL-R	152	Jews, Christians, and Muslims
REL-R	210	Introduction to the Old Testament/ Hebrew Bible
REL-R	220	Introduction to the New Testament

One course on non-Western religion, for example:

PHIL-P	283	Non-Western Philosophy
PHIL-P	374	Early Chinese Philosophy
REL-R	153	Religions of Asia

Two additional courses focusing on religion, to be chosen either from the above groups or from courses such as:

HPSC-X	336	Religion and Science
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PHIL-P	342	Problems of Ethics
PHIL-P	381	Religion and Human Experience
REL-R	335	Religion in the United States, 1600-1850
REL-R	336	Religion in the United States, 1850-Present
PSY-P	365	Psychology of Religion
SOC-S	313	Religion and Society

These courses are not offered every academic year. The minor is an interdisciplinary program administered by the Religious Studies Committee. The student must have a faculty advisor (typically the chair of the Religious Studies Committee) approved by the committee.

SOCIOLOGY AND ANTHROPOLOGY

Wiekamp Hall 2288
(574) 520-5509
www.iusb.edu/~socanth

Professors: **Keen, Lucal, Sernau, Torstrick**
Associate Professors: **Grant, McGuire (Chairperson)**
Assistant Professors: **Blouin, K. James, Randall, VanderVeen, Wells**
Faculty Emeriti: **Brandewie, Fritschner**

The Department of Sociology and Anthropology at IU South Bend is dedicated to fostering a critical understanding of the social and cultural diversity and dynamics of the human condition through education and discovery. The faculty is committed to excellence in teaching and concern for the welfare of students, scholarly and professional creativity, and campus and community service.

Within the context of a liberal arts education, the department cultivates in its students a sociological imagination intended to prepare them to be active contributors to their communities and to live fruitful lives as informed citizens of a global society. Through their education and training in theoretical analysis and the development of research skills, students gain a solid practical basis for pursuing careers in law, social work, business, public administration, and many human services professions. They are also well equipped to pursue graduate study in sociology or anthropology in preparation for careers in teaching, administration, and research.

Current information on the department and degrees offered can be found on the departmental website.

BACHELOR OF ARTS IN SOCIOLOGY

The sociology major is intended to introduce students to the intellectual and methodological perspectives and practices characteristic of the discipline, within the context of a liberal arts education. The program is designed to prepare students for immediate entry into the workplace, as well as to pursue further study in a Master of Social Work, master's, or Ph.D. program.

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

CORE REQUIREMENTS (33 CR.)

SOC-S	161	Principles of Sociology
SOC-S	348	Introduction to Sociological Theory
SOC-S	349	Topics in Contemporary Social Theory
SOC-S	351	Social Statistics
SOC-S	353	Qualitative Research Methods
SOC-S	354	Quantitative Research Methods

Five additional courses in sociology, including two 400-level seminars and not more than one at the 100-level. The internship course, SOC-S 494 Field Experience in Sociology, may be counted as one of the 400-level seminars.

All majors are strongly encouraged to fulfill the core requirements prior to pursuing other upper-level courses in the department.

MINOR IN SOCIOLOGY

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

Students majoring in a field other than sociology may complete a minor in sociology. Students interested in pursuing such a minor should register their intentions with sociology and consult with the department chairperson before completing three courses in the program.

REQUIREMENTS (15 CR.)

Five courses, including at least one seminar at the 400-level, chosen from within the departmental listings, with the approval of a faculty advisor and the departmental chairperson, according to the following specifications:

SOC-S	161	Principles of Sociology
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Select one of the following:

SOC-S	351	Social Statistics
SOC-S	353	Qualitative Research Methods
SOC-S	354	Quantitative Research Methods

Select one of the following:

SOC-S	348	Introduction to Sociological Theory
SOC-S	349	Topics in Contemporary Social Theory

Two additional courses at the 200-level or above related to some specific area of interest to the student. One of these must be a 400-level seminar or SOC-S 494 Field Experience in Sociology.

BACHELOR OF ARTS IN ANTHROPOLOGY

Anthropology requires that its practitioners experience what it means to be human in different cultures, as well as to develop a new awareness and understanding of their own. It promotes a critical perspective about ourselves, our societies, and our relationship with other societies within the broader global framework. Through

exploration of how other peoples and cultures from the past and present handle common human problems such as providing subsistence, creating families, maintaining social order, etc., the study of anthropology enhances our appreciation of the diversity of possible solutions to our own problems as well as more global concerns.

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

REQUIREMENTS (33 CR.)

ANTH-A 105 Human Origins and Prehistory
 ANTH-A 360 Development of Anthropological Thought

ANTH-E 105 Culture and Society
 One 400-level seminar in anthropology
 Elective anthropology courses (9 cr.)

Select one of the following:

ANTH-A 314 Qualitative Research Methods
 ANTH-A 315 Quantitative Research Methods
 SOC-S 351 Social Statistics

Select three of the following:

ANTH-B 300 Fundamentals of Bioanthropology
 ANTH-E 304 Fundamentals of Sociocultural Anthropology
 ANTH-L 300 Culture and Language
 ANTH-P 300 Topics in Prehistoric Archaeology

MINOR IN ANTHROPOLOGY

REQUIREMENTS (15 CR.)

Five courses, including at least one seminar at the 400-level, chosen from within the anthropology listings, with the approval of a faculty advisor and the departmental chairperson, according to the following specifications:

ANTH-A 105 Human Origins and Prehistory
 ANTH-E 105 Culture and Society

Select one of the following:

ANTH-A 314 Qualitative Research Methods
 ANTH-A 315 Quantitative Research Methods
 SOC-S 351 Social Statistics

Two additional anthropology courses, one at the 300-level or above and one at the 400-level, chosen from an approved course list or approved by the anthropology advisor

CERTIFICATE IN SOCIAL AND CULTURAL DIVERSITY

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

Social and cultural diversity is an issue of increasing concern to communities everywhere as they anticipate the effects of demographic changes in the not so distant

future. To prepare students to live in the global village and be successful in the increasingly diverse workplace, the Department of Sociology and Anthropology offers a Certificate in Social and Cultural Diversity.

The curriculum is designed to take advantage of the core strengths of the disciplines of sociology and anthropology, and of our faculty, to offer focused study of race, class, culture, gender, and sexuality; all fundamental factors that contribute to social and cultural diversity within and between societies. Diversity is a common element of workplace consciousness. As a result, this certificate is a useful complement for virtually anyone entering or already in the workforce.

REQUIREMENTS (15 CR.)

ANTH-E 105 Culture and Society

Core Courses

Select two of the following:

SOC-S 164 Marital Relations and Sexuality
 SOC-S 317 Social Stratification
 SOC-S 335 Race and Ethnic Relations

Select one of the following:

ANTH-E 391 Women in Developing Countries
 SOC-S 310 The Sociology of Women in America
 SOC-S 338 Gender Roles
 WGS-W 302 Topics in Gender Studies
 VT: Men and Masculinities

Culture Courses

Select one of the following:

ANTH-E 300 Culture Areas and Ethnic Groups
 VT: People and Cultures of Latin America
 ANTH-E 310 Introduction to the Cultures of Africa
 ANTH-E 320 Indians of North America
 ANTH-E 397 Peoples and Cultures of the Middle East
 ANTH-E 402 Gender in Cross-Cultural Perspective
 SOC-B 190 Human Behavior and Social Institutions
 SOC-S 362 World Societies and Cultures

Capstone Courses

One approved 400-level capstone course such as:

ANTH-A 460 Topics in Anthropology:
 VT: Archaeology of Ethnicity
 VT: Diversity and Conflict
 SOC-S 410 Advanced Topics in Social Organization
 VT: Transgender Studies
 SOC-S 422 Constructing Sexuality
 SOC-S 460 Topics in Non-Western Cultures

VT: Gender and Work in the Global Economy

VT: International Inequalities

SUSTAINABILITY STUDIES

Center for a Sustainable Future
(574) 520-4429

www.iusb.edu/~csfuture

Director: **Keen**

Professors: **J. Hinnefeld, Sernau, Vollrath**

Associate Professors: **Cordell, Feighery, Hieronymus, Lidinsky, Marr, Saksena, Schnabel, Scott, K. Smith, Sofhauser, Zwicker**

Assistant Professors: **Ananth, M. Nilsen, Shockey**

Professional Staff: **Quimby, Yocom**

Global climate change and environmental degradation offer both new challenges and opportunities as government, businesses, and the public look for solutions. The Sustainability Studies Program is carefully designed to help students understand and respond to these complicated issues and to lead the way in the creation of a sustainable future, while preparing them for the new jobs of the emerging green economy.

Sustainability is generally characterized as meeting the needs of the present without compromising the ability of future generations to meet their own needs. It requires the integration of natural scientific understanding of the threat of environmental degradation with social and behavioral scientific understanding of the social, economic, cultural and political factors driving the human contributions to the problem, as well as to its solution. It also draws upon the historical perspective, ethical sensibilities, and creative imagination of the arts and humanities to help understand what led us to this point, and to map out alternative futures.

The Sustainability Studies Program provides an interdisciplinary framework within which students can study the foundations of sustainability and learn how to apply this knowledge to the development and

implementation of sustainable values, innovations, practices, and technologies, in our homes, in business, on campus, and in our communities. It emphasizes connections between environment, economy, and society; and builds a community of faculty and students committed to tackling the complex socio-environmental problems confronting our communities and the world. In addition to the traditional classroom, sustainability studies bridges the gap between campus and community through civic engagement and experiential, project-based, and service learning.

MINOR IN SUSTAINABILITY STUDIES

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

REQUIREMENTS (15 CR.)

Fifteen credit hours, at least 9 of which must be taken at the 200-level or above. In some cases, special topics courses, internships, independent studies, or other courses not listed below may qualify to count toward the minor based on the approval of the director of the minor in sustainability studies. Students interested in completing the minor should consult the director prior to completing three courses in the program.

Core Course

SUST S-201 Foundations of Sustainability

Electives (9 cr.)

Choose one course from each of the areas below, plus one additional course from either area. Only one course may be taken per discipline. No more than 6 credit hours at the 100-level.

Science and Technology of Sustainability

BIOL-N 390 The Natural World

VT: Environmental Biology

(Biology majors may substitute BIOL-L 473 Ecology and BIOL-L 474 Field and Laboratory Ecology)

Laboratory



CHEM-N 190	The Natural World
VT:	Chemistry and Our Environment
GEOL-G 111	Physical Geology
GEOL-G 210	Oceanography
GEOL-G 219	Meteorology
GEOL-G 451	Principles of Hydrogeology
PHYS-N 190	The Natural World
VT:	Energy in the Twenty-First Century
VT:	Geology of Our National Parks

Social, Cultural, and Economic Foundations of Sustainability

BUS-J 404	Business and Society
FINA-A 190	Art, Aesthetics, and Creativity
VT:	Exploring the City
FINA-A 399	Art, Aesthetics, and Creativity
VT:	The Modern City
HIST-T 190	Literary and Intellectual Traditions
VT:	History of United States Environmental Movements
HPER-N 220	Nutrition for Health
INTL-I 490	International Studies Capstone Seminar
NURS-B 108	Personal Health and Wellness (1 cr.)
NURS-K 301	Complementary Health Therapies
NURS-K 401	Integrative Health
PHIL-P 383	Topics in Philosophy
VT:	Philosophical Topics in Evolution
PHIL-T 390	Literary and Intellectual Traditions
VT:	Nature and Modernity
POLS-Y 115	Environment and People (previously SPEA E-162 Environment and People)
SOC-B 399	Human Behavior and Social Institutions
VT:	Sustainable Communities
SOC-S 306	Urban Society
SOC-S 410	Advanced Topics in Social Organization *
WGS-T 390	Literary and Intellectual Traditions
VT:	Women and Sustainability

Capstone

Select one of the following:

SUST-S 490	Sustainability Practicum
SUST-S 491	Internship in Sustainability

WOMEN'S AND GENDER STUDIES

Wiekamp Hall 2155
(574) 520-4122
www.iusb.edu/~wmns

Director: **Borshuk**
Associate Professor: **Lidinsky**
Assistant Professor: **Gerken**
Faculty Emerita: **McNeal-Dolan**

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

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

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

The Women's and Gender Studies Program is administered by the director and the Women's Studies Governing Board. The following faculty serve on the Women's Studies Governing Board: Bennion, Borshuk, Colanese, L. Collins, Davis, Gerken, S. Joyce, Lidinsky, Lucal, McGuire, Roth, Rusnock, Sage, L. Walker, and Zwicker.

Current information on the department and degrees offered can be found on the departmental website.

BACHELOR OF ARTS IN WOMEN'S AND GENDER STUDIES

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

Note: WGS courses were formerly WOST courses.

REQUIREMENTS (30 CR.)

Core Courses for the Major (18 cr.)

WGS-W 100	Gender Studies
WGS-W 299	Research Methods in Women's Studies
WGS-W 301	International Perspectives on Women
WGS-W 360	Feminist Theory
WGS-W 402	Seminar in Gender Studies (or an approved alternative)
WGS-W 480	Women's Studies Practicum

Electives for the Major (12 cr.)

One WGS joint-listed course in the humanities or arts
One WGS joint-listed course in the social or biological sciences
One additional elective from WGS core or joint-listed courses
One additional elective from WGS cross-listed, core, or joint-listed courses
At least 15 credit hours must be taken at the 300-level or above

* Select either SOC-S 410 or INTL-I 490; credit not given for both

MINOR IN WOMEN'S AND GENDER STUDIES

Note: WGS courses were formerly WOST courses.

REQUIREMENTS (15 CR.)

Core Courses (9 cr.)

WGS-W 100	Gender Studies
WGS-W 301	International Perspectives on Women

Select one of the following:

WGS-W 299	Research Methods in Women's Studies
WGS-W 360	Feminist Theory

Electives (6 cr.)

One additional course from WGS core or joint-listed courses

One additional course from WGS cross-listed, core, or joint-listed courses

WORLD LANGUAGE STUDIES

Wiekamp Hall 3115
 (574) 520-4332
 Resource Center: Wiekamp Hall 1105
 (574) 520-4331
www.iusb.edu/~forn

Professors: **Guillaume, L. Walker (Chairperson)**
 Associate Professors: **Barrau, C. Brown, Fong-Morgan**
 Assistant Professor: **Hernando**
 Senior Lecturers: **J. Davis, Green**
 Lecturer: **Ramis**
 Faculty Emeriti: **Beardsley, de la Torre, Febres, Poinatte**

The Department of World Language Studies (WLS) offers courses in Chinese, French, German, Japanese, and Spanish and a major and minor in French, German, and Spanish. The department is committed to preparing students for the complex, multicultural, and transnational environment of life and work. Students are encouraged to consider taking a minor in a foreign language as a complement to their major in another discipline, remembering that a minor is now a College of Liberal Arts and Sciences requirement. Students may pursue, in addition to WLS, the Certificate in International Studies, or a minor in an interdisciplinary program at IU South Bend, such as Latin American/Latino Studies, European Studies, or Film Studies. Contact an advisor in the department for further information.

LANGUAGE REQUIREMENT

The study of languages other than English is essential to understand and appreciate our global community. In recognition of this fact, the College of Liberal Arts and Sciences requires that its Bachelor of Arts majors attain an intermediate-level proficiency in a second language

This requirement can be met in one of three ways:

- Successful completion of a fourth-semester language course designated in the IU South Bend Schedule of Classes as 204. (204 is the last class in a four-semester sequence: 101, 102, 203, and 204)
- Successful completion of a 300- or 400-level course in which the primary instruction is in a language other than English.
- Formal training, as evidenced by a secondary or university diploma, in a language other than English.

Students pursuing a Bachelor of Science degree should consult with their major department to determine the language requirement. Students from other academic programs on campus may take world language courses as electives and may earn world language credits by placement examination or advanced course placement as described below.

PLACEMENT

Students with no prior foreign language experience should enroll in 101; students with one to two years of foreign language study in high school should enroll in 102; students with three or more years of foreign language study should enroll in 203 and consider taking the placement examination. Students with three or more years of foreign language study also may qualify to register for upper-level courses in the department. To determine placement in department courses, students take a department placement examination.

CREDITS BY EXAMINATION FOR PRIOR LANGUAGE STUDY

The Department of World Language Studies offers a placement examination in French, German, Japanese, and Spanish to:

- Determine in which semester a student should enroll
- Qualify for special credit by examination

Students may earn up to 6 credit hours for testing out of any two of these language classes: 101, 102, 203, or 204. If a student tests into and completes a 300- or 400-level course with a grade of B or higher, he or she is eligible to receive 6 additional credit hours for 203 and 204 which appear as 298 on the transcript. Placement examinations are offered frequently; contact the department for exact times and dates.

In addition to credit earned by placement examinations, students may arrange for credit by examination in other department courses at the 300- or 400-level by contacting the department chairperson. Students should consult with their major advisor to determine the limit on the number of credit hours that may be earned by such examinations. More detailed information on credit by examination is available from the department.

TRANSFER STUDENTS

Students transferring to IU South Bend from other institutions should consult the placement policies above and the department chairperson for advising.

INTERNATIONAL STUDENTS

International students may be exempt from the liberal arts and sciences world languages requirement by demonstrating formal proficiency, as evidenced by a secondary or university diploma, in their native language. They may earn credit by examination if the language is offered for instruction at IU South Bend. International students majoring in their native language are required to take a minimum of 18 credit hours in world languages, of which at least 9 must be at the 400-level (6 credit hours in literature courses).

BACHELOR OF ARTS

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

First-year world language courses (101-102) do not count toward the major.

BACHELOR OF ARTS IN FRENCH

Requirements (33 cr.)

FREN-F 203	Second-Year French I
FREN-F 204	Second-Year French II
FREN-F 305	Chefs-d'œuvre de la Literature French 1
FREN-F 306	Chefs-d'œuvre de la Literature French 2
FREN-F 313	Advanced Grammar and Composition 1
FREN-F 363	Introduction à la France Moderne
FREN-F 480	French Conversation

One additional course at the 300-level
Three additional courses at the 400-level

BACHELOR OF ARTS IN GERMAN

Requirements (33 cr.)

GER-G 203	Second-Year German 1
GER-G 204	Second-Year German 2
GER-G 305	Introduction to German Literature- Types
GER-G 306	Introduction to German Literature- Themes
GER-G 313	Writing German 1
GER-G 314	Writing German 2
GER-G 363	Introduction to German Cultural History
GER-G 465	Structure of German

One additional course above the 100-level
Two additional courses at the 400-level, including at
least one literature course

BACHELOR OF ARTS IN SPANISH

Requirements (33 cr.)

SPAN-S 204	Second-Year Spanish 2
SPAN-S 275	Hispanic Culture and Conversation
SPAN-S 303	The Hispanic World
SPAN-S 305	Masterpieces of Spanish Literature 1
SPAN-S 306	Masterpieces of Spanish Literature 2
SPAN-S 313	Writing Spanish 1
SPAN-S 314	Writing Spanish 2
SPAN-S 363	Introducción a la Cultura Hispánica

Three additional courses at the 400-level, two of
which must be in literature

Select one of the following:

SPAN-S 317	Spanish Conversation and Diction
SPAN-S 325	Spanish for Teachers

TEACHING

Students wishing to be certified to teach world languages should consult with the School of Education.

MINOR IN A WORLD LANGUAGE (18 CR.)

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

First-year world language courses do not count toward the minor.

MINOR IN FRENCH (18 CR.)

FREN-F 203	Second-Year French I
FREN-F 204	Second-Year French II
FREN-F 313	Advanced Grammar and Composition 1
FREN-F 363	Introduction à la France Moderne

Select one of the following:

FREN-F 305	Chefs-d'œuvre de la Literature French 1
FREN-F 306	Chefs-d'œuvre de la Literature French 2

One additional course at the 300- or 400-level

MINOR IN GERMAN (18 CR.)

GER-G 203	Second-Year German 1
GER-G 204	Second-Year German 2
GER-G 363	Introduction to German Cultural History

Select one of the following:

GER-G 305	Introduction to German Literature- Types
GER-G 306	Introduction to German Literature- Themes

Select one of the following:

GER-G 313	Writing German 1
GER-G 314	Writing German 2

One additional course at the 300- or 400-level

MINOR IN SPANISH (18 CR.)

SPAN-S	203	Second-Year Spanish 1
SPAN-S	204	Second-Year Spanish 2
SPAN-S	313	Writing Spanish 1

Select one of the following:

SPAN-S	305	Masterpieces of Spanish Literature 1
SPAN-S	306	Masterpieces of Spanish Literature 2

Select one of the following:

SPAN-S	303	The Hispanic World
SPAN-S	363	Introducción a la Cultura Hispánica

Select one of the following:

SPAN-S	275	Hispanic Culture and Conversation
SPAN-S	306	Masterpieces of Spanish Literature 2
SPAN-S	317	Spanish Conversation and Diction
SPAN-S	325	Spanish for Teachers

WORLD CULTURE STUDIES

The department may also offer courses taught in English that meet general-education requirements. Consult the department to see when these courses may be offered.

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

All courses taught in English.

CMLT-T	190	Literary and Intellectual Traditions
VT:		A Short History of Love
GER-G	277	Women in German Culture: 1750–Present
LTAM-L	400	Contemporary Mexico
LTAM-L	425	Special Topics in Latin American Studies
SPAN-S	284	Women in Hispanic Culture
CMLT-T	390	Literary and Intellectual Traditions
ENG-W	250	Writing in Context

Study Abroad: Becoming Modern, 1666-1870 (London and Paris) [includes 6 credit hours for two required courses that are designated when the study abroad experience is offered] (6 cr.)

SUPPLEMENTAL AND PREPROFESSIONAL PROGRAMS**DENTISTRY**

A student is eligible for admission to the Indiana University School of Dentistry upon receipt of a bachelor's degree (or, in exceptional cases, completion of 90 credit hours of university-level courses; however, nearly all students admitted to the School of Dentistry have a bachelor's degree). A student who plans to apply to dental school may earn his or her bachelor's degree in any major, but must complete the following courses prior to admission:

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

Biological Sciences (20 cr.)

BIOL-L	101	Introduction to Biological Sciences 1 (5 cr.)
BIOL-L	102	Introduction to Biological Sciences 2 (5 cr.)
PHSL-P	261	Human Anatomy and Physiology 1 (5 cr.)
PHSL-P	262	Human Anatomy and Physiology 2 (5 cr.)

Chemistry (21 cr.)

CHEM-C	105	Principles of Chemistry I
CHEM-C	106	Principles of Chemistry II
CHEM-C	125	Experimental Chemistry I (2 cr.)
CHEM-C	126	Experimental Chemistry II (2 cr.)
CHEM-C	341	Organic Chemistry Lectures 1
CHEM-C	342	Organic Chemistry Lectures 2
CHEM-C	343	Organic Chemistry Laboratory 1 (2 cr.)
CHEM-C	484	Biomolecules and Catabolism

English (3 cr.)

ENG-W	131	Elementary Composition 1
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Physics (10 cr.)

Select one of the following sequences:

Sequence 1

PHYS-P	201	General Physics 1 (5 cr.)
PHYS-P	202	General Physics 2 (5 cr.)

Sequence 2

PHYS-P	221	Physics 1 (5 cr.)
PHYS-P	222	Physics 2 (5 cr.)

Social Sciences (3 cr.)

PSY-P	103	General Psychology
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Speech (3 cr.)

SPCH-S	121	Public Speaking
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In addition, courses in business administration, genetics, histology, and medical terminology are strongly recommended but not required.

All required pre dental courses must have letter grades; no courses taken on a Pass/Fail basis are accepted. Students interested in pre dental course work at IU South Bend should contact the advisor Ann Grens, biological sciences, soon after admission to IU South Bend to discuss an appropriate degree program. Send e-mail to agrens@iusb.edu or call (574) 520-4426.

The School of Dentistry sets admission and degree requirements. Students seeking admission should contact:

Committee on Admission
School of Dentistry
Room 105
1121 W. Michigan Street
Indianapolis, Indiana 46202-5211

ENGINEERING

Students interested in pursuing an engineering degree can begin their studies at IU South Bend in the Department of Physics and Astronomy. The department has dual-degree arrangements with engineering departments at other institutions, under which students can earn both a Bachelor of Science in Physics from IU South Bend and a Bachelor of Science in Engineering from the partnering institution, following at least three years of study at IU South Bend and two years of study at the partnering institution. More information about these 3/2 dual-degree arrangements can be found in the Physics and Astronomy section of the listing of undergraduate programs in the College of Liberal Arts and Sciences.

Students interested in transferring to an engineering degree program without pursuing a physics degree from IU South Bend should consult the admissions office at the institution to which they hope to transfer.

While specific requirements for transfer admission vary by institution, the courses listed below are required in most engineering degree programs. Specifically, they are required of students transferring into one of the professional engineering schools at the West Lafayette campus of Purdue University.

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

CSCI-C	101	Computer Programming I (4 cr.)
ENG-W	131	Elementary Composition 1
MATH-M	215	Calculus I (5 cr.)
MATH-M	216	Calculus II (5 cr.)
PHYS-P	221	Physics 1 (5 cr.)
PHYS-P	222	Physics 2 (5 cr.)
SPCH-S	121	Public Speaking

Sequence 1

CHEM-C	105	Principles of Chemistry I
CHEM-C	125	Experimental Chemistry I (2 cr.)

Sequence 2

CHEM-C	106	Principles of Chemistry II
CHEM-C	126	Experimental Chemistry II (2 cr.)

A limited number of courses in the social and behavioral sciences or in the arts and humanities can generally also be applied toward the requirements of an engineering degree program.

Students interested in taking course work in engineering at IU South Bend should contact the faculty advisor, Monika Lynker, in physics and astronomy soon after admission to IU South Bend to discuss an appropriate degree program.

LAW

In the United States, students apply for law school admission after they have received a four-year bachelor's degree (either a B.A. or B.S.) in a major of their choice. Following diverse paths to prepare themselves for law school, successful students come from all walks of life with diverse experiences and different courses of study.

Students attend law school for three to four years and, when they complete their studies, most earn a juris doctor (J.D.) degree and then take a written bar examination in the state(s) or regions(s) in which they wish to practice law.

Some common undergraduate degrees of students currently in law schools are political science, history, English, philosophy, psychology, criminal justice, and business. Many IU South Bend students also take a certificate or minor in paralegal studies, which further prepares them for law school admission and the legal profession. These, and many other majors and minors, help develop students' analytical and communication skills, including critical thinking, reasoning, writing and oral communication—all important skills for success in law school.

To be admitted to law school, students must have a strong undergraduate cumulative grade point average and an acceptable score on the Law School Admissions Test (LSAT). The very best schools will only accept the top students.

Indiana University has two law schools: Indiana University School of Law-Bloomington and Indiana University School of Law-Indianapolis; each has its own admissions requirements. Application forms for admission are available at:

Office of Admissions
Indiana University School of Law-Bloomington
211 S. Indiana Avenue
Bloomington, Indiana 47405-7001

Office of Admissions
Indiana University School of Law-Indianapolis
735 West New York Street
Indianapolis, Indiana 46202-5222

Students interested in law school should obtain additional information about law schools from the Pre-Law Handbook published by Bobbs-Merrill and prepared by the Association of American Law Schools and the Law School Admission Test Council.

For pre-law advising, student should call the Department of Political Science to make an appointment.

MEDICINE

A student is eligible for admission to the Indiana University School of Medicine upon receipt of a bachelor's degree (or in exceptional cases, completion of 90 credit hours of university-level courses; however, nearly all students admitted to the School of Medicine have a bachelor's degree). A student who plans to apply to medical school may earn his or her bachelor's degree in any major, but must complete the following courses prior to admission:

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

Biology (10 cr.)

BIOL-L	101	Introduction to Biological Sciences 1 (5 cr.)
BIOL-L	102	Introduction to Biological Sciences 2 (5 cr.)

Biology Courses Strongly Recommended

BIOL-L	211	Molecular Biology
BIOL-L	311	Genetics
BIOL-L	312	Cell Biology

Select from the following two options:

Option 1

BIOL-L	308	Organismal Physiology (5 cr.)
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Option 2

PHSL-P	261	Human Anatomy and Physiology 1 (5 cr.)
PHSL-P	262	Human Anatomy and Physiology 2 (5 cr.)

Chemistry (20 cr.)

CHEM-C	105	Principles of Chemistry I
CHEM-C	106	Principles of Chemistry II
CHEM-C	125	Experimental Chemistry I (2 cr.)
CHEM-C	126	Experimental Chemistry II (2 cr.)
CHEM-C	341	Organic Chemistry Lectures 1
CHEM-C	342	Organic Chemistry Lectures 2
CHEM-C	343	Organic Chemistry Laboratory 1 (2 cr.)
CHEM-C	344	Organic Chemistry Laboratory 2 (2 cr.)

Physics (10 cr.)

Select one of the following sequences:

Sequence 1

PHYS-P	201	General Physics 1 (5 cr.)
PHYS-P	202	General Physics 2 (5 cr.)

Sequence 2

PHYS-P	221	Physics 1 (5 cr.)
PHYS-P	222	Physics 2 (5 cr.)

All required premedicine courses must have letter grades; no courses taken on a Pass/Fail basis are accepted. Students interested in premedical course work at IU South Bend should contact the advisor Ann Grens, biological sciences, soon after admission to IU South Bend to discuss an appropriate degree program. Send e-mail to agrens@iusb.edu or call (574) 520-4426.

The Indiana University School of Medicine sets admission and degree requirements. Students seeking admission should contact:

Indiana University School of Medicine
Office of Admissions
1120 South Drive
Fesler Hall 213
Indianapolis, Indiana 46202-5113

OPTOMETRY

A student is eligible for admission to the Indiana University School of Optometry upon receipt of a bachelor's degree. A student who plans to apply to optometry school may earn his or her bachelor's degree in any major, but must complete the following courses prior to admission:

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

Biology (31 cr.)

BIOL-L	101	Introduction to Biological Sciences 1 (5 cr.)
BIOL-L	102	Introduction to Biological Sciences 2 (5 cr.)
BIOL-L	211	Molecular Biology
BIOL-L	312	Cell Biology
MICR-M	310	Microbiology
MICR-M	315	Microbiology Laboratory (2 cr.)
PHSL-P	261	Human Anatomy and Physiology 1 (5 cr.)
PHSL-P	262	Human Anatomy and Physiology 2 (5 cr.)

Chemistry (21 cr.)

CHEM-C	105	Principles of Chemistry I
CHEM-C	106	Principles of Chemistry II
CHEM-C	125	Experimental Chemistry I (2 cr.)
CHEM-C	126	Experimental Chemistry II (2 cr.)
CHEM-C	341	Organic Chemistry Lectures 1
CHEM-C	342	Organic Chemistry Lectures 2
CHEM-C	343	Organic Chemistry Laboratory 1 (2 cr.)
CHEM-C	484	Biomolecules and Catabolism
CHEM-C	486	Biological Chemistry Laboratory (2 cr.)

English (6 cr.)

ENG-W	131	Elementary Composition 1
ENG-W	231	Professional Writing Skills

Mathematics (5 cr.)

MATH-M	215	Calculus I (5 cr.)
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Physics (10 cr.)

Select one of the following sequences:

Sequence 1

PHYS-P	201	General Physics 1 (5 cr.)
PHYS-P	202	General Physics 2 (5 cr.)

Sequence 2

PHYS-P	221	Physics 1 (5 cr.)
PHYS-P	222	Physics 2 (5 cr.)

Psychology (3 cr.)

PSY-P	103	General Psychology
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Statistics (3 cr.)

One course in statistics

Arts and Humanities (6 cr.)

At least two courses

World Languages (6 cr.)

Two semesters, by completion of appropriate courses or by placement examination

Social and Behavioral Sciences (6 cr.)

At least two courses; an upper-level psychology course is recommended

All required preoptometry courses must have letter grades; no courses taken on a Pass/Fail basis are accepted. Students interested in preoptometry course work at IU South Bend should contact the advisor Ann Grens, biological sciences, soon after admission to IU South Bend to discuss an appropriate degree program. Send e-mail to agrens@iusb.edu or call (574) 520-4426.

The Indiana University School of Optometry sets admission and degree requirements. Students seeking admission should contact:

Office of Student Affairs
School of Optometry
Indiana University
800 E. Atwater Avenue
Bloomington, Indiana 47405-3680

PHARMACY

Indiana University does not offer a degree in pharmacy; however, a student may complete prepharmacy requirements at IU South Bend prior to applying for admission to the Purdue University School of Pharmacy and Pharmaceutical Sciences or any other pharmacy school.

A student may be admitted to the Purdue University School of Pharmacy upon completion of the following courses, with or without a bachelor's degree:

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

Biological Sciences (31 cr.)

BIOL-L 101	Introduction to Biological Sciences 1 (5 cr.)
BIOL-L 102	Introduction to Biological Sciences 2 (5 cr.)
BIOL-L 211	Molecular Biology
BIOL-L 321	Principles of Immunology
MICR-M 310	Microbiology
MICR-M 315	Microbiology Laboratory (2 cr.)
PHSL-P 261	Human Anatomy and Physiology 1 (5 cr.)
PHSL-P 262	Human Anatomy and Physiology 2 (5 cr.)

Chemistry (23 cr.)

CHEM-C 105	Principles of Chemistry I
CHEM-C 106	Principles of Chemistry II
CHEM-C 125	Experimental Chemistry I (2 cr.)
CHEM-C 126	Experimental Chemistry II (2 cr.)
CHEM-C 341	Organic Chemistry Lectures 1
CHEM-C 342	Organic Chemistry Lectures 2
CHEM-C 343	Organic Chemistry Laboratory 1 (2 cr.)
CHEM-C 344	Organic Chemistry Laboratory 2 (2 cr.)
CHEM-C 484	Biomolecules and Catabolism

Economics (3 cr.)

Select one of the following:

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

English (6 cr.)

ENG-W 131	Elementary Composition 1
ENG-W 231	Professional Writing Skills

Mathematics (13 cr.)

MATH-M 215	Calculus I (5 cr.)
MATH-M 216	Calculus II (5 cr.)

Select one of the following:

BIOL-L 220	Biostatistics
MATH-K 300	Statistical Techniques for Health Professions
MATH-K 310	Statistical Techniques

Physics (5 cr.)

Select one of the following:

PHYS-P 201	General Physics 1 (5 cr.)
PHYS-P 221	Physics 1 (5 cr.)

All required prepharmacy courses must have letter grades; no courses taken on a Pass/Fail basis are accepted. Students interested in prepharmacy course work at IU South Bend should contact the advisor Ann Grens, biological sciences, soon after admission to IU South Bend to discuss an appropriate degree program. Send e-mail to agrens@iusb.edu or call (574) 520-4426.

Purdue University School of Pharmacy and Pharmacal Sciences sets admission and degree requirements. Students seeking admission should contact:

Office of Student Services
Robert E. Heine Pharmacy Building
Purdue University
575 Stadium Mall Drive
West Lafayette, Indiana 47907-2091

Additional information about pharmacy school can be obtained from:

American Association of Colleges of Pharmacy
1426 Prince Street
Alexandria, Virginia 23314-2815

VETERINARY MEDICINE

Indiana University does not offer a degree in veterinary medicine; however, a student may complete preveterinary requirements at IU South Bend prior to applying for admission to the Purdue University Veterinary School or any other veterinary school. A student is eligible for admission to veterinary school upon receipt of a bachelor's degree (or, in exceptional cases, completion of 90 credit hours of university-level courses; however, nearly all students admitted to veterinary school have a bachelor's degree). A student who plans to apply to veterinary school may earn his or her bachelor's degree in any major, but must complete the following courses prior to admission:

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

Biology (21 cr.)

BIOL-L 101	Introduction to Biological Sciences 1 (5 cr.)
BIOL-L 102	Introduction to Biological Sciences 2 (5 cr.)
BIOL-L 211	Molecular Biology
BIOL-L 311	Genetics
MICR-M 310	Microbiology
MICR-M 315	Microbiology Laboratory (2 cr.)

Chemistry (23 cr.)

CHEM-C 105	Principles of Chemistry I
CHEM-C 106	Principles of Chemistry II
CHEM-C 125	Experimental Chemistry I (2 cr.)
CHEM-C 126	Experimental Chemistry II (2 cr.)
CHEM-C 341	Organic Chemistry Lectures 1
CHEM-C 342	Organic Chemistry Lectures 2
CHEM-C 343	Organic Chemistry Laboratory 1 (2 cr.)
CHEM-C 344	Organic Chemistry Laboratory 2 (2 cr.)
CHEM-C 484	Biomolecules and Catabolism

English (6 cr.)

ENG-W 131	Elementary Composition 1
ENG-W 231	Professional Writing Skills

Mathematics (10 cr.)

MATH-M 215	Calculus I (5 cr.)
MATH-M 216	Calculus II (5 cr.)

Physics (10 cr.)

Select one of the following sequences:

Sequence 1

PHYS-P201	General Physics 1 (5 cr.)
PHYS-P202	General Physics 2 (5 cr.)

Sequence 2

PHYS-P 221	Physics 1 (5 cr.)
PHYS-P 222	Physics 2 (5 cr.)

Speech (3 cr.)

SPCH-S 121	Public Speaking
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Statistics (3 cr.)

One course in statistics

Electives (9 cr.)

Three courses in the humanities or social sciences (ECON-E 104 Introduction to Macroeconomics is recommended)

All required preveterinary courses must have letter grades; no courses taken on a Pass/Fail basis are accepted. Students interested in preveterinary course work at IU South Bend should contact the advisor Ann Grens, biological sciences, soon after admission to IU South Bend to discuss an appropriate degree program. Send e-mail to agrens@iusb.edu or call (574) 520-4426.

SECONDARY TEACHERS' CERTIFICATES

With careful planning, a student may earn a standard teacher's certificate while working for a bachelor's degree in the College of Liberal Arts and Sciences. For details, see School of Education in this publication.



GRADUATE ADMISSIONS AND RETENTION

ADMINISTRATION 166X // (574) 520-4839 // WWW.IUSB.EDU/~GRADUATE

GRADUATE DEGREES

- Master of Arts in English (M.A.)
- Master of Business Administration (M.B.A.)
- Master of Liberal Studies (M.L.S.)
- Master of Music (M.M.)
- Master of Public Affairs (M.P.A.) with concentrations in:
 - Governmental Administration and Policy
 - Health Systems Administration and Policy
 - Nonprofit Administration and Policy
- Master of Science in Accounting (M.S.A.)
- Master of Science in Applied Mathematics and Computer Science (M.S.)
- Master of Science in Education, Counseling and Human Services (M.S.)
- Master of Science in Education, Elementary (M.S.)
- Master of Science in Education, Secondary (M.S.)
- Master of Science in Education, Elementary or Secondary with Administrative License (M.S.)
- Master of Science in Education, Special Education (M.S.)
- Master of Arts in Teaching, Special Education (pending final approval)
- Master of Science in Management of Information Technologies (M.S.-M.I.T.)
- Master of Science in Nursing (M.S.N.)
- Master of Social Work (M.S.W.)

GRADUATE POLICIES AND INFORMATION

Information about graduate admission requirements, fees, financial aid programs, academic regulations, academic policies, and academic and student services are listed on the following pages in this publication.

GRADUATE PROGRAM CONTACTS

General inquiries and initial questions regarding programs and graduate admission, and information for those who possess a bachelor's degree and wish to pursue academic course work outside of an established program of study at IU South Bend, should contact the office of graduate admissions.

ERNESTINE M. RACLIN SCHOOL OF THE ARTS

Northside Hall 00086
(574) 520-4458

- Master of Music

SCHOOL OF BUSINESS AND ECONOMICS

Administration Building 203C
(574) 520-4138

- Master of Business Administration
- Master of Science in Accounting
- Master of Science in Management of Information Technologies

SCHOOL OF EDUCATION

Greenlawn Hall 120
(574) 520-4845

- Master of Arts in Teaching, Special Education (pending final approval)
- Master of Science in Education, Counseling and Human Services
- Master of Science in Education, Elementary Education
- Master of Science in Education, Secondary Education
- Master of Science in Education, Special Education
- Master of Science in Education, Elementary Educational Leadership
- Master of Science in Education, Secondary Educational Leadership

COLLEGE OF HEALTH SCIENCES

Northside Hall 452
(574) 520-4382

- Master of Science, Nursing; Northside Hall 456B, (574) 520-4571
- Master of Social Work; Northside Hall 418, (574) 520-4880

COLLEGE OF LIBERAL ARTS AND SCIENCES

Wiekamp Hall 3300
(574) 520-4214

- Master of Science in Applied Mathematics and Computer Science; Northside Hall 319, (574) 520-4299
- Master of Arts in English; Wiekamp Hall 3161, (574) 520-4305
- Master of Liberal Studies; Wiekamp Hall 3123, (574) 520-4173
- Master of Public Affairs; Wiekamp Hall 2189, (574) 520-4334

GRADUATE ADMISSION

APPLICATION REQUIREMENTS AND PROCEDURES

Admission to IU South Bend graduate programs is degree-specific. All students interested in pursuing graduate education must fulfill the following initial requirements:

- Earn a bachelor's degree from a regionally accredited college or university
- Earn a minimum cumulative grade point average (CGPA) as required by the individual graduate programs, listed in the program descriptions
- Complete all program prerequisites and appropriate undergraduate course work
- Submit all required documentation for full consideration of admission

Students who intend to enroll in graduate course work as part of a degree program at IU South Bend must have their admission approved in advance by the specific graduate program director. Students who register for graduate credit without such approval do so *without* assurance that course credit will be applied to meet requirements for advanced degrees.

Applications and program information can be obtained from the individual graduate program offices listed on page 211 of this publication. Students who possess a bachelor's degree and wish to pursue academic course work as a nondegree graduate student may obtain the nondegree graduate application from the Office of Admissions.

Degree Seeking Applicants

- Application for admission, program-specific, online at www.iusb.edu/~graduate
- Application fee, where applicable
- Evidence of an earned bachelor's degree from an accredited college or university
- Official transcripts
- Entrance examination scores, where applicable
- Letters of reference, where applicable
- Personal statement/statement of purpose, where applicable
- Demonstrate English proficiency by taking the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English

Note: All international students must apply through the Office of International Student Services.

Nondegree Seeking Applicants

- Nondegree status application
- Application fee, where applicable
- Evidence of an earned bachelor's degree from an accredited college or university

ADMISSION CLASSIFICATIONS

Formal Admission

Formal admission indicates that the student has received full admission to a graduate program. This also verifies that all program prerequisites, entrance examinations, and application processes have been reviewed and completed.

Note: Formal admission is required for student loan approval and disbursement.

Provisional/Conditional

Students have met basic requirements for entrance to a graduate program, but have additional requirements to meet. Each graduate program has specific and varied requirements for admission. All requirements for the specific program must be met prior to formal admission. Provisional/conditional students are allowed to take certain and specific courses at the discretion of the university, deans, and graduate program directors. Students may be limited to the number of credit hours accumulated prior to matriculation. Program director approval is necessary for courses taken and their applicability to specific graduate programs. Student loans are not available to students in a provisional/conditional status.

Guest/Nondegree

Students enrolled in other graduate programs within the Indiana University system or at another university may seek permission to register for course work as a part of their specific graduate program. These students must obtain approval to take the desired course work from the graduate program director and from their home university advisor.

Denied

Those applicants who do not meet minimum and/or specific requirements for graduate program acceptance and are not eligible for provisional status are denied admission. The graduate program that denied admission provides the applicant with reason(s) for denial and the reapplication process, where appropriate.

Nondegree

Students with a completed undergraduate degree may take undergraduate course work and some graduate course work without seeking a graduate degree. Nondegree students must also meet all course prerequisites prior to registering for any course work. Nondegree students wishing to register for graduate course work must obtain approval from the specific graduate program director. Registration for graduate course work is at the discretion of the university, deans, and graduate program directors. Students seek the nondegree status for a variety of reasons. The following list addresses the majority of nondegree classifications:

Prerequisites

Graduate programs often have prerequisites and require course work that students must complete prior to being formally admitted as a graduate student. These prerequisites vary greatly with each graduate program and, in many cases, are at the undergraduate level and cannot be counted towards the graduate degree. Graduate students should make an appointment to meet with a program advisor regarding prerequisites.

Teaching/Licensing Requirements

Licensed teachers are required to meet educational goals through course work at regular intervals to maintain and/or renew teacher licensing. The School of Education certification officer provides advising for these students.

Professional and Personal Development

Many professions require continuing education for maintaining licensure and credentialing or to remain current within educational and professional disciplines. Individuals wishing to enroll in course work must meet necessary prerequisites, obtain permission from the graduate program director prior to enrolling, and provide sufficient documentation of academic competence.

GRADUATE STUDY

SCHOLARSHIPS AND FINANCIAL AID

Financial aid programs at IU South Bend that support graduate education are the Stafford Loan (subsidized and unsubsidized), the Federal Perkins Loan, and the Federal Work-Study Program. The Federal Work-Study Program is available to graduate students after all undergraduate students applying by the priority date have received their awards. Graduate students are encouraged to seek tuition funding sources through philanthropic organizations, the student's place of employment (if available), and other service and foundation organizations.

THE GRADGRANTS CENTER

(812) 855-5281
gradgrnt@indiana.edu
www.indiana.edu/~gradgrnt



The GradGrants Center (GGC) in Bloomington is a free service that provides Indiana University graduate students with one-on-one assistance with grant proposal writing (by appointment) and a centralized area to access funding information. The GradGrants Center is located in the Wells Library 1052E, Bloomington, Indiana.

GGC services are *free* to IU graduate students on all campuses. Services include:

- Access to several online funding information databases as well as campus-specific funding resources
- Free grant workshops

- The *Grad GrantLine* newsletter
- Student academic appointment vacancies listings
- Guidance for finding additional funding

Call the GradGrants Center to schedule an appointment for personalized assistance.

ACADEMIC REGULATIONS AND POLICIES

ACADEMIC INTEGRITY

Students are expected to adhere to the highest ethical standards in all their course work and research. Individuals violating that code of conduct are subject to disciplinary action; such breaches could lead to expulsion of the student from Indiana University or to rescission of a degree already granted. The Indiana University Graduate School has prepared a document entitled *Integrity in Graduate Study*, which, among other topics, deals with plagiarism, fraud, and conflicts of interest.

ACADEMIC STANDING

The university has established levels of competency, according to grade point average and semesters completed, which determine whether a graduate student is in good standing, on probation, or ineligible to continue studies.

Good Standing

Those students who consistently maintain a minimum GPA on their cumulative and semester records as defined by the graduate program in which the student is formally admitted.

Probation

Students are on probation for the duration of the next regular semester or summer session following one in which the minimum GPA was not obtained and/or maintained.

Dismissal

Students may be dismissed from graduate programs if they do not maintain satisfactory academic standing as defined by the student's program of study.

ADDITION OF COURSES

A graduate student who wishes to enroll in additional course work after the first two weeks of a regular semester, or after the first week of a summer session, may do so if the instructor of the course, the graduate advisor, and the graduate program director recommend to the dean that this be done.

Note: Special fees are assessed for most late registrations.

CREDIT TRANSFER

Graduate Course Transfer and Academic Residency

Each graduate degree offered through IU South Bend outlines specific requirements and course work for successful completion of a graduate degree. Some course work obtained at other accredited institutions *may*

transfer to a particular degree program. Any transfer of course work must be reviewed and approved by the degree program. Each of the graduate programs has guidelines regarding the number of credit hours that can be taken at other universities and counted towards a graduate degree. The graduate program directors determine the number and content of courses and credit (taken outside of the established program of study) which may be counted towards a particular graduate degree. The graduate program director makes any and all determinations of course work transferred and accepted based on their academic discipline and program requirements. Any course work taken outside of the graduate program in which you are formally admitted must receive advisor approval.

GRADE POINT AVERAGE

A minimum grade point average (GPA) must be maintained to remain in good academic standing in the master's degree program. There are differences among the master's programs. At no time may an earned grade of D or F be counted towards a master's degree. The individual master's programs have minimum standards with some using a grade of B (3.0) as a minimum standard. Review the graduate program GPA requirements for remaining in good academic standing.

INDEPENDENT/CORRESPONDENCE STUDY

Credit earned in correspondence courses may not be counted towards any graduate degree. It is possible, however, that such work may be used by the student to make up entrance deficiencies. For more information, contact an academic advisor.

SEMESTER LOAD

Graduate students shall be considered full time if they are registered for 8 credit hours (4 credit hours during each summer session) and their programs of study meet with the approval of the academic programs. Courses taken as an auditor may not be counted in the definition of full-time study; however, courses taken to remove undergraduate deficiencies for admission may be counted.

Graduate students may take no more than 16 hours of credit in any semester, nor more than a total of 16 credit hours in all the summer sessions in any one year without permission of their graduate advisor. Students who are employed are advised to take into account the demands that such activities make on their time and to reduce their course loads accordingly.

TIME LIMITS FOR GRADUATE STUDY

The age of course work and/or degrees earned may impact the number of transfer credit hours, courses, and number of hours needed to complete educational objectives. The age of credit hours and changes in course work vary in each graduate program.

There are also time limits imposed for completion of graduate degrees. These limits vary; however, most

programs require completion within five years from the start of graduate course work. Students are required to work closely with their program advisor to plan their course work and the completion of their degree.

WITHDRAWAL

Withdrawals prior to the last day to drop a course (see official calendar for each semester) are automatically marked W. According to university regulations, withdrawal after this date is permitted only with the approval of the dean of the student's school for urgent reasons related to the student's health or equivalent distress. In all such cases, the student must submit a request for late withdrawal to the advisor or to the graduate program director. This request must be supported by the instructor of the course, the graduate advisor, and the graduate program director, and then be forwarded to the dean with an accompanying statement outlining the reasons for the request. If the dean approves the request, the student's mark in the course shall be W, if the work completed up to the point of withdrawal is passing; otherwise a grade of F shall be recorded. Failure to complete a course without an authorized withdrawal results in the grade of F.

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

ERNESTINE M. RACLIN SCHOOL OF THE ARTS

MARVIN V. CURTIS, DEAN

NORTHSIDE HALL 101 // (574) 520-4134 // WWW.ARTS.IUSB.EDU

Martin Professor of Piano: **Toradze**

Professors: **Ackoff, M. Curtis, Lasater, Meyer**

Associate Professors: **J.R. Colborn, Lambert, Larkin, S. Moore, Natella, M. Nilsen**

Assistant Professors: **Cera, T. Hanson, Hine-Johnson, Joyce, Mayrose, Monsma, J. Muñiz, Obata, Park, Rusnock, J. Wright**

Senior Lecturers: **Gillen, Hosterman, Sylvester**

Lecturers: **Badridze, Cooper, Fry, Li, Martinez, Mociulski, Murphy, Purcell, Vargas**

Euclid String Quartet in Residence: **Cooper, Li, Murphy, Vargas**

Faculty Emeriti: **Barton, Demaree, Droege, Esselstrom, Gering, Langland, Pepperdine, Zisla**

Student Services Coordinator: **Rector**



MISSION STATEMENT

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

The following statements inform our mission:

- Students are the focus of our endeavors.
- We are a diverse body of faculty and staff who motivate, lead, and instruct students at the highest possible level and whose active professional lives model the standards we expect of our students.
- We serve students with diverse educational and professional goals.
- We pursue significant intellectual achievement and excellence through performance.
- We create partnerships with our community that provide artistic development, and reach audiences that we might not otherwise serve.

MUSIC DEGREE PROGRAMS

Graduate students with a bachelor's degree in music from an accredited college or university or its demonstrated equivalent may undertake:

- Master of Music
- One of the special diploma programs

ADMISSION

All preliminary inquiries about graduate study in music at IU South Bend are to be referred to the graduate admissions and retention office. Applications for admission to the Master of Music degree program are available online at www.iusb.edu/~graduate or from the Ernestine M. Raclin School of the Arts. Applicants must also submit official transcripts from all previous colleges and universities as well as the application fee.

ENTRANCE EXAMINATIONS

During the week before the beginning of each semester, all new graduate students, including graduates of Indiana University, are required to take examinations that serve as placement examinations or prerequisites for entrance to graduate courses. These examinations will cover the areas of music theory, aural skills, keyboard skills, and music history. Courses to remedy deficiencies indicated by these examinations must be taken at the earliest opportunity. A student is presumed deficient in any area in which the entrance examination is not taken. Credit for any needed remedial courses in these areas is not applied against the 36 credit hour minimum.

APPLIED MUSIC

All candidates for graduate degrees in music are required to demonstrate to a faculty auditioning committee, as a minimum level of performance, ability in at least one applied music area equivalent to the end of the fourth year for concentrations in that area. Failure to meet the required level automatically indicates probationary admission and requires additional applied music study as a prerequisite to the desired degree. For composition, the audition portfolio will consist of an undergraduate paper on theory or composition, a portfolio of four to six works for different ensembles, including at least one for orchestra, recordings on CD or tapes (cued to the sections desired) and an interview with the faculty.

THEORY

This examination is based on the assumption that the candidate has had at least two years of undergraduate theory study. The examination includes topics in writing and analysis of music from sixteenth century and eighteenth century counterpoint, diatonic and chromatic harmony to twentieth century music.

Note: Students who fail this examination must enroll in and pass MUS-T 508 Written Theory Review for Graduate Students.

MUSIC HISTORY

This examination has an essay format. It covers each era of music history (medieval, Renaissance, Baroque, Classical, Romantic and twentieth century) with emphasis on major genres of music and composers of those eras.

Note: Students who fail all or part of this examination must enroll in MUS-M 541 Music History Review for Graduate Students I and/or MUS-M 542 Music History Review for Graduate Students II.

Graduate remedial courses in history, literature, and theory may be taken only twice. Failure in any of these remedial courses for the second time results in the student's dismissal.

KEYBOARD AND AURAL SKILLS

The keyboard skills placement covers playing any major scale, two hands together, two octaves, playing a Roman numeral chord progression (in a major key to four sharps or flats) in left hand with melody in right hand, playing a chord progression alone first, then adding the melody, and sight-reading a four-part chorale or hymn.

The aural skills placement covers singing diatonic, chromatic, and atonal melodies, taking a dictation for two voices with Roman numeral and chord-quality recognition, and aural analysis.

KEYBOARD PROFICIENCY

The keyboard examination is given at the end of each semester. Students who fail the examination must register in piano until the requirement is met.

Designed to ensure the student's ability to use the piano as a tool within the framework of professional activities, the requirements vary according to level and area of music study. Students are to discuss specific requirements with their music advisors.

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

ENSEMBLE REQUIREMENTS

Each student must participate in a major music ensemble during each of the first three semesters of the degree program. Students enroll in MUS-X 003 Graduate Music Ensemble, the noncredit, nonspecific ensemble, and are assigned to specific responsibilities by the music area coordinator of the Ernestine M. Raclin School of the Arts.

ADVISING

Either prior to or during the week of registration, entering students are urged to consult the graduate programs coordinator or music advisor to determine the most suitable cognate field for their master's degree. Although a bachelor's degree with the same major is a prerequisite for each master's degree, the demonstrated equivalent of the bachelor's degree may be offered instead, thus allowing a change of major at the graduate

level. Only after results of the entrance examinations and auditions are known and after careful consideration of the prerequisites, requirements, and ultimate goals of each degree plan can the major and cognate fields be approved.

Advising conferences are held near the end of each semester. Students currently enrolled should have their programs planned at that time to speed the registration process. Students failing to attend these conferences may be required to register after classes have begun.

MASTER OF MUSIC

Northside Hall 07
 (574) 520-4458
musicsb@iusb.edu
www.arts.iusb.edu/music

Director of Graduate Studies: **Muñiz**
 Martin Professor of Piano: **Toradze**
 Professor: **Curtis**
 Assistant Professors: **Mayrose, Muñiz, Wright**
 Lecturers: **Badridze, Purcell**
 Euclid String Quartet in Residence: **Cooper, Li, Murphy, Vargas**
 Faculty Emeriti: **Barton, Demaree, Esselstrom,**
 Student Services Coordinator: **Rector**

The Ernestine M. Raclin School of the Arts at IU South Bend offers programs of study toward the degree of Master of Music, as well as nonacademic Diploma Programs for outstanding students with promise of becoming concert artists. Our graduate programs offer specialization in performance and composition.

During the journey of becoming a professional musician, our graduate programs provide students with numerous opportunities to enrich their lives in academics, ensemble repertoire, and professional experience. Our world-class faculty gives personal attention to every student and serve as mentors for their professional aspirations.

The Master of Music degree is intended both for students with Bachelor of Music Education degrees who wish to broaden their education, and for students with other music degrees. Students in the Master of Music degree have the opportunity to broaden the scope of their studies by taking courses from other areas and schools at IU South Bend.

ENTRANCE REQUIREMENTS

The Master of Music degree is a flexible program intended for students holding a bachelor's degree in music (Bachelor of Arts, Bachelor of Music, Bachelor of Music Education, etc.). In some cases, a student with a bachelor's degree in a field other than music may become a candidate for the Master of Music degree either by demonstrating competence in performance and academic music subjects at the level of the bachelor's degree in music, or by completing any undergraduate

music courses in performance or academic subjects that may be required by the music faculty.

International students must apply for admission to this program through the Office of International Student Services at IU South Bend. As a preliminary audition a video recording of a recent performance, either a VHS videotape, NTSC format, or a DVD disc, must be submitted with this application. Composition applicants may submit a CD of their works. A formal audition will be required after the student arrives in South Bend. A minimum score of 550 (paper-based) or 213 (computer-based) on the Test of English as a Foreign Language (TOEFL) examination is required for admission to the program, although students with scores at or just above these minimum scores should expect to take remedial English courses at the beginning of their master's degree program. Credit hours earned in remedial English courses do not count towards the total credit hours required for the degree

Audition

A successful audition in the students chosen area of performance; piano, voice, orchestral instrument, or composition. Contact the director of graduate studies for specific audition requirements.

Additional requirements for composition:

- Undergraduate paper on theory/composition
- Portfolio of four to six works for different ensembles, including at least one for orchestra
- Recordings on CD or tapes (cued to the sections desired)
- Interview with the faculty

Letters of Recommendation

Three letters of recommendation from former private instructors and/or professors familiar with the student's work. Letters of recommendation must be sealed and forwarded directly from the recommender, or delivered using the online graduate application system.

Writing Competency

Applicants must submit a written paper on a music history or music theory topic, including footnotes and bibliography, that demonstrates the student's ability to write about music in a cogent, scholarly fashion, exhibiting a high standard of academic English.

Placement Examinations

After successfully completing an audition in the chosen performance area, and before beginning course work on the Master of Music degree, each student will take graduate placement examinations in music history, theory, aural skills, keyboard skills, and diction (voice students only). If deficiencies are revealed, students will be required to complete one or more of the graduate-level review course(s) listed below before beginning the graduate curriculum. Credits earned for review courses do not count towards the degree. Prospective students may contact the director of graduate studies for general

information about the format and content of these examinations.

Students pursuing the master's degree in voice will take additional placement examinations in Italian, French, German, and Latin diction.

Minimum GPA and Dismissal GPA for Master of Music

Graduate music students whose CGPA falls below 3.0 are placed on academic probation for one semester. If one's GPA is not raised to the 3.0 level, the student may be placed on additional probation, or dismissed from the program. Any time one's GPA falls below 2.0, automatic dismissal takes place.

CURRICULUM

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

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

Applied Music Courses (12 cr.)

Principal instrument or composition for four semesters: 800-level (graduate minor level, Master of Music in studio teaching students only) or 900-level (graduate major) (3-3-3-3 cr.)

MUS-I 711 Masters Recital (0 cr.)

One required outreach activity

Note: With the approval of the graduate music faculty, a student may substitute a formal thesis, including an oral defense, for MUS-I 711 Masters Recital.



Core Music Courses (6 cr.)

- MUS-M 530 Contemporary Music (by recommendation of the advisor, another course may be substituted if this course was taken in the undergraduate degree.)
- MUS-M 539 Introduction to Music Bibliography (must be taken after remedial courses are completed and before academic course work in music begins.)

Cognate Field—Electives (as needed to complete 12 cr.)

- MUS-G 571 Master's Advanced Orchestral Conducting (required for composition students)
- MUS-K 505 Projects in Electronic Music

One additional course in music technology, approved by the graduate advisor (required for the Master of Music in composition)

Four courses at the 500-level, two of which must be in music, the others must relate to an academic plan approved by graduate music faculty

Students using the Master of Music in studio teaching concentration should expect to use business and/or education courses to satisfy at least 9 credit hours of the cognate requirement.

Pedagogy (5-6 cr.)

Select one of the following:

- MUS-E 559 Instrumental Pedagogy
- MUS-E 593 Piano Methods
- MUS-E 594 Vocal Pedagogy
- MUS-T 591 Teaching of Music Theory (composition majors)

Chamber Music (3 cr.)

Three semesters total in courses such as:

- MUS-F 550 Chamber Music (1 cr.)
- MUS-X 420 New Music Ensemble (performing and/or conducting, or other ensemble as approved by the faculty)
- MUS-X 430 Electronic Music Ensemble (composition majors)

ADDITIONAL REQUIREMENTS

Ensemble

Three semesters of participation in a major ensemble.

Piano Proficiency

Successful completion of the keyboard proficiency examination. A student may attempt the piano proficiency at any time during the degree program, but this examination must be completed before the graduate recital. Students who pass the keyboard skills placements will satisfy the requirement of piano proficiency.

Final Writing Project

The student must complete a final writing project prior to the graduate recital. This project may take one of three forms: a thesis, extended program notes, or a performance-lecture. Each is explained in detail below. Students must present a proposal for their project by October 1 for completion in the spring semester and by March 1 for completion in the fall semester. Proposals should include the student's name, degree program, a working title for the project, a 1-2 page single-spaced narrative providing background and significance of the project, and the semester in which the project will be completed.

Master's Thesis

The master's thesis is an extended research paper on a subject in music history or music theory chosen in consultation with and under the direction of a member of the academic faculty. The thesis must present an original idea and argument that is supported by extensive research in a document generally 50-75 pages in length.

Extended Program Notes

With this option, the student will prepare extended, comprehensive program notes that address the repertoire chosen for the student's graduate recital. The notes must be based on substantive research in order to provide contextualization and analysis for each piece on the program. This project has two parts: extended program notes for review by the advisor (approximately 15 pages) and condensed program notes for printing in the recital program (approximately 5 pages).

Lecture-Recital

The student will prepare a 45-60 minute performance lecture that will be given immediately before the recital program. During the lecture, the student should provide the audience with historical contextualization and analysis of the pieces to be performed and demonstrate musical examples where appropriate.

Graduate Qualifying Examinations

Students must pass final examinations in music history, theory, and major area before the graduate recital. A student may attempt the examinations at any time during the degree program but must successfully complete each segment within a maximum of two attempts or be dismissed from the program.

- Each oral examination will be about 50 minutes.
- There will be a committee of three faculty members—including the studio teacher—and at least one academic faculty member.
- Two questions will be asked four weeks prior to the oral examination. One question will relate specifically to the area of study, and one question will relate to the final writing project, with a focus on music history and music theory. The student will prepare a 15 minute answer for each question, with additional time allotted for follow-up.

Sample question:

Composers often engage with political and social issues through their music. Choose two pieces, one choral and one symphonic, by two different American composers and compare and contrast the ways in which each addresses a specific contemporary problem. Be prepared to discuss and cite relevant scholarly literature.

THE DIPLOMA PROGRAMS

THE PERFORMER DIPLOMA

The Performer Diploma Program is a special curriculum for outstanding students in performance who show promise of becoming concert artists and who do not wish to pursue study leading to an academic degree. The purpose of the program is to provide concentrated study in solo and chamber music literature.

PREREQUISITES

- A high school diploma or its demonstrated equivalent
- Demonstrated proficiency in musical performance at a very high level of technical and musical proficiency

ADMISSION

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

LANGUAGE STUDY

Students whose native language is not English must take an English language examination at IU South Bend. Depending on the level achieved, they may need to register for any deficiency courses prescribed by the advisor.

CURRICULUM

Applied Music

- Four semesters of studio study; a minimum of 12 credit hours must be earned
- Two recitals (2 cr.) or equivalent public performances as assigned by the music faculty must be presented and passed
- Two semesters of MUS-X 423 Chamber Music (1 cr. each) required for instrumentalists only

Electives (6 cr.)

Graduate or undergraduate courses, as approved by the advisor. Classes in music literature, history, and/or pedagogy are recommended, though others may be possible with permission from the advisor. Studio courses or chamber music study may not be used to fulfill this requirement.

Major Ensemble

Required each semester for both instrumentalists and singers.

Credit, Residence, and Time Limit

Students must earn a minimum of 22 credit hours, excluding major ensemble, and have at least one regular semester or two summer sessions in residence. Students must complete the diploma requirements within four regular semesters. Summer sessions do not count toward the time limit.

THE ARTIST DIPLOMA

The Artist Diploma Program is the most advanced nondegree track, and provides focused studies for artists in the preprofessional stages of their careers. The Artist Diploma in performance exists for the few highly gifted and experienced performing musicians at the post-bachelor's or post-master's level who wish to pursue focused studies in their major field leading to specific professional goals. With an emphasis on repertoire, the program is designed to develop both the artistry and professionalism in performers who possess the ability and determination to realize their talent in the contemporary world. Qualification to enter the program is predicated principally on the level and quality of performance and/or achievement, rather than the attainment of specific academic credentials. The performance level of applicants must be equivalent to acceptance into a major international competition. The Artist Diploma is a two-year program. Artists in the program must be invited to continue their studies into the second year.

PREREQUISITES

- Bachelor's degree or its demonstrated equivalent.
- Voice majors must demonstrate knowledge of French, German, and Italian grammar equivalent to the bachelor's requirement of two semesters in each language. Students having less than two semesters with a grade of C or higher in each of these languages must pass proficiency examinations or take the prescribed language courses. Regardless of previous training, voice students must pass a diction proficiency examination in each language.

**LANGUAGE STUDY**

Students whose native language is not English must pass the Test of English as a Foreign Language (TOEFL) examination with a score of 510 or higher and register for any deficiency courses prescribed by the area coordinator for graduate studies.

ADMISSION

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

CURRICULUM**Applied Music**

- Two semesters of MUS-F 550 Chamber Music (1 cr. each) required for instrumentalists only
- Four semesters of studio study; a minimum of 12 credit hours must be earned
- Four artist diploma recitals (1 cr. each)

With the approval of the faculty, voice majors may substitute one substantial operatic role for one of these recitals. Instrumentalists must present three solo recitals and one chamber music recital.

Music Theory and Music History

Students must demonstrate proficiency in music theory equivalent to diatonic and chromatic harmony; and in music history equivalent to courses covering the music history of the Common Practice Period.

Keyboard Proficiency

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

Electives

Music courses at the 300-level or above (6 cr.) Courses in music history, theory, literature, pedagogy, or composition are recommended, with permission from the advisor.

Major Ensemble

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

Credit, Residence, and Time Limit

Students must earn a minimum of 24 credit hours, excluding major ensemble, and have at least two regular semesters or four summer sessions in residence. Students must complete the diploma requirements within four regular semesters. Summer sessions do not count toward the time limit.

SCHOOL OF BUSINESS AND ECONOMICS

ROBERT H. DUCCOFFE, DEAN

ADMINISTRATION BUILDING 204J // (574) 520-4346 // WWW.IUSB.EDU/~BUSE

Professors: **D. Agbetsiafa, Aghimien, T. Anderson, Ducoffe, Espahbodi, M. Fox, Kohli, M. Lee, Mehran, Sabbaghi, Saksena, Vollrath**

Associate Professors: **Chari, Fred, L. Hall, B. Kern, G. Kern, D. Singh, Vaidyanathan**

Assistant Professors: **Bindroo, Costea, David, Kenagy, Meisami, Mendez-Rodriguez, Pant, Pathak, Wu, Yin, Zhuang**

Lecturers: **M. Schroeder, Zarazee**

Faculty Emeriti: **Bartholomew, L. Blodgett, Harriman, Herschede, Joray, Knowles, Kochanowski, Naffziger, Norton, Peck, Swanda, Tawadros, Withey**

Associate Dean: **Sabbaghi**

Assistant Dean and Director of Graduate Studies: **Saksena**

Area Chairs: **D. Agbetsiafa, Aghimien, M. Fox, M. Lee, Mehran, Sabbaghi**

Director of the Bureau of Business and Economic Research: **D. Agbetsiafa**

Director of the Center for Economic Education: **D. Agbetsiafa**

Director of CTS Center for Experiential Education: **Zarazee**

Director of the M.S.-M.I.T. Program: **Vaidyanathan**

Director of the Institute for Applied Community Research: **L. Hall**

Director of Administrative and Student Services: **P. Agbetsiafa**

Academic Advisor: **Coleman**



MISSION STATEMENT

The School of Business and Economics at Indiana University South Bend offers high-quality, AACSB-accredited educational programs that provide business knowledge and develop skills that enable our diverse student body to succeed in a dynamic environment. We emphasize superior teaching and learning; greatly value scholarship; and engage in service to the wider community. As part of a state-assisted university, we serve as a professional resource committed to the economic development of our region. We strive for academic excellence through rigorous and relevant teaching; an intellectually active faculty engaged in research that contributes to discipline-based scholarship, to practice, and to learning and instruction; and through extensive involvement in public, professional, and university service.

To our students, we offer outstanding instruction by dedicated faculty and well-established, affordable Indiana University undergraduate and graduate programs that meet the highest academic standards. As part of a comprehensive university system, we serve a broad range of students including traditional, nontraditional, minority, and international students who seek to compete in a global business environment. To our faculty, we provide an intellectually stimulating environment that enhances teaching, research, and service. To employers, we develop well-educated graduates who contribute to and lead organizations in our region and beyond. To our community at large, we serve as a highly regarded educational and training resource for current and future leaders, as well as a widely respected, responsive, and continuing professional partner.

VISION STATEMENT

The School of Business and Economics at IU South Bend aspires to be the best regional business school in the nation, recognized for academic excellence, and for contributing to the overall development of our region and our broader environment.

We will achieve this vision by:

- Providing rigorous and relevant programs that are intellectually grounded, innovative, integrative, technologically advanced and global in perspective
- Preparing students for successful leadership roles
- Collaborating with stakeholders to align our teaching, scholarship, and service to the needs of the community
- Serving as a primary source for creating and applying business knowledge to promote regional economic development.

GRADUATE BUSINESS PROGRAMS

Administration Building 203C
 (574) 520-4138
 gradbus@iusb.edu
www.iusb.edu/~buse/grad

The School of Business and Economics' master's degree programs prepare students for a lifetime of learning. Successful people know that to remain viable in the work place they must train for the future. Each graduate is better prepared to take leadership positions because of the knowledge, analytical, and critical thinking skills developed in the graduate business program.

The master's degree programs cater to the part-time student; offering a wide variety of courses during the evening hours, making it possible for students to continue in their present position while attending classes after work. The programs help students polish and accentuate their existing business skills and develop new ones. A master's degree can help students achieve career advancement in their current field or help prepare them for a new career in the business world.

Most domestic students already hold responsible business management positions. The majority of domestic business graduate students hold full-time jobs while pursuing their master's degree. The typical candidate enters the program because either their present or future position requires increased managerial competence.

The faculty considers the candidate's work experience an integral part of the total educational program and uses both theory and practice as tools to build a broad foundation to enhance the skills of the professional manager. While there is some opportunity for specialization, the graduate business program emphasizes development of the candidate's breadth of focus, imagination, and creativity. By selecting students who demonstrate a potential for assuming increasing responsibilities as managers, and by providing a

degree that meets the highest national standards of accreditation, the School of Business and Economics serves the needs of regional employers that compete in an international marketplace.

ADMISSION

Graduate business programs admit only those students who demonstrate aptitude, ability, and scholarship. Applicants must hold a bachelor's degree and take the standardized Graduate Management Admission Test (GMAT).

For the Admissions Committee to consider a candidate for admission into one of the graduate business programs, the applicant must submit the following materials:

- Completed and signed application form and data sheet. Contact the graduate business office for an application and data sheet. Visit www.iusb.edu/apply for an online application.
- Official transcripts of every college or university attended. The graduate business office obtains Indiana University transcripts.
- Two letters of recommendation (forms and envelopes provided). E-mail forms are available for those applying online.
- Official score report from the Graduate Management Admission Test (GMAT).
- A nonrefundable application fee.

Admission standards into graduate business programs are maintained by selecting only those candidates who can successfully complete a rigorous and competitive academic program. The program is accessible only to those students of demonstrated aptitude, ability, and scholarship. Admission decisions are based on a composite evaluation of the applicant's:

- GMAT scores
- Undergraduate academic performance measured by GPA
- Two letters of recommendation
- Personal essays
- Professional work experience

The committee encourages submission of additional supporting information. Applicants whose native language is not English must submit an acceptable Test of English as a Foreign Language (TOEFL) score or successfully complete Level 9 of The Language Company program.

Interested students must submit all application materials on or before the following deadlines:

Semester	Deadline
Fall semester	July 1
Spring semester	November 1
Summer sessions	April 1

Admitted candidates may enter the program at the beginning of any regular semester.

ENROLLMENT RESTRICTION

No graduate student (except those officially admitted to graduate business programs) is allowed to take more than 20 percent of his or her course work credit hours in graduate business courses under any circumstances. The Office of Graduate Business Programs monitors the implementation of this requirement.

ACADEMIC STANDING

Graduate business students whose grade point average (GPA) falls below the 2.75 requirement are placed on academic probation for one semester. If the student's GPA is not raised to the 2.75 level, the student may be placed on additional probation, or may be dismissed from the program. If at any time a student's GPA falls below 2.25, automatic dismissal takes place.

CREDIT TRANSFER

Graduate business students may transfer a maximum of 12 credit hours into their graduate program. For course work to be eligible for transfer, the class must be taken at another AACSB accredited college or university. All classes must be preapproved. The approval process requires the submission of the course syllabus and possibly other course-specific materials. The student is notified in writing if the approval is granted. Only those courses in which a student receives a grade of B or higher transfers. Upon successful completion of a preapproved course at another institution, the student must request that an official transcript be sent to the Office of Graduate Business Programs showing a grade of B or higher. Upon receipt of said transcript the Office of Graduate Business Programs will complete the transfer and notify the student.

MASTER OF BUSINESS ADMINISTRATION

Our master's degree in business administration prepares students to assume leadership roles in their organization. Paced to suit the needs of career-oriented candidates, the program is tailored to the demands of students preparing for greater professional challenges.

The curriculum for the Master of Business Administration (M.B.A.) reflects the school's mission to emphasize functional knowledge, skills, and capabilities. The various influences of ethics, global community, politics, society, and diversity are interwoven throughout the school's graduate courses. Faculty use case studies in many courses to bridge the gap between theory and practice.

Small class size gives students important one-on-one experience with faculty members whose research, teaching, and consulting experience puts them on the cutting edge of regional, national, and global business issues. To accommodate students from a broad spectrum of north central Indiana and southwestern Michigan locations, master's degree classes are taught on both the South Bend and Elkhart campuses. Some online and hybrid courses are also offered.

PROGRAM REQUIREMENTS (36-57 CR.)

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

Students who took specific business courses within the last five years and meet the minimum grade requirement, may qualify for automatic exemption from part of Phase I. If the specific business classes were taken over five years ago or if the minimum grade requirement was not met, the Office of Graduate Business Programs may use placement examinations to establish possible exemption from any of these courses. In addition, each candidate must pass a computer skills test prior to beginning their graduate course work. Students who do not pass this test must take BUS-K 501 Computer Skills for Management.

PHASE I

Prerequisite Courses (0-21 cr.)

BUSB-A 501	Survey of Financial Accounting and Reporting
BUSB-A 503	Statistical Applications
BUSB-A 511	Mathematical Tools in Business
BUSB-A 514	Survey of Economics
BUSB-B 502	Organizational Behavior I
BUSB-D 501	Management of Marketing
BUSB-D 502	Financial Management

M.B.A. students must complete prerequisite courses (Phase I) before entering the core curriculum (Phase II). The student must achieve a grade of B or higher in each of these prerequisite courses.

PHASE II

Core Courses (21 cr.)

BUSB-A 502	Managerial Price Theory
BUSB-A 504	Management Information Systems
BUSB-C 502	Legal and Ethical Environment of Business
BUSB-D 503	Production Management
BUSB-F 509	Buyer Behavior
BUSB-F 542	Strategic Financial Management

Select one international course from the following:

BUSB-A 545	International Accounting
BUSB-F 506	Management of International Operations
BUSB-F 530	International Finance
BUSB-M 594	Global Marketing Management

PHASE III

Advanced Management Competence Courses (12 cr.)

BUSB-B 503	Leadership and Change
BUSB-F 503	Management Accounting Concepts

Electives

Select two eligible electives, based on their concentration (general business, finance, or marketing)

PHASE IV**Capstone Course (3 cr.)**

BUSB-E 510 Business Policy

The student must achieve a grade of C or higher in each course in Phase II, III, and IV.

COMPREHENSIVE EXAMINATION REQUIREMENT

Each graduate business student, as a condition for graduation, must pass a comprehensive examination during his or her final year. The examination is given near the end of each semester.

MASTER OF SCIENCE IN ACCOUNTING

The Master of Science in Accounting (M.S.A.) provides advanced academic work for those with specialized interest in the field of accounting. The degree develops the conceptual and technical skills of those whose undergraduate academic performances were above average, and who may be preparing to sit for the Certified Public Accountant (CPA) examination.

Indiana law requires 150 hours of college credit for a person to be eligible for this examination. To meet this need, IU South Bend is offering a 30 graduate credit hour (10 courses) Master of Science in Accounting degree. Besides being tailored to meet these new demands, the degree is equally well suited for practicing accountants preparing for greater professional challenges.

The curriculum for the M.S.A. reflects the school's mission to emphasize functional knowledge, skills, and capabilities. The program prepares individuals for professional certification, not only as a C.P.A., but also as a Certified Management Accountant (C.M.A.), Certified Fraud Examiner (C.F.E.), or Certified Internal Auditor (C.I.A.).

The degree requires 30 credit hours beyond the accounting major bachelor's degree. If an applicant lacks an undergraduate accounting degree, the attainment of an M.S.A. degree requires additional course work.

WHO BENEFITS?

- Individuals preparing to meet the 150 credit hour requirement of Indiana and other states for taking the CPA examination
- The professional accountant who desires a graduate degree
- Professionals who want to increase their expertise for future advancement
- Individuals who want to gain a working knowledge of the accounting profession for a change in careers or for future entrepreneurial projects
- Individuals who want to meet the requirements for other professional certification programs such as the Certified Management Accountant (C.M.A.), Certified Fraud Examiner (C.F.E.), or Certified Internal Auditor (C.I.A.)

PROGRAM REQUIREMENTS

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

Required Prerequisites

BUS-A	201	Introduction to Financial Accounting
BUS-A	202	Introduction to Managerial Accounting
BUS-A	311	Intermediate Accounting I
BUS-A	312	Intermediate Accounting II
BUS-A	325	Cost Accounting
BUS-A	328	Introduction to Taxation
BUS-A	339	Advanced Income Tax
BUS-A	424	Auditing and Assurance Services

Select one of the following:

BUS-A	337	Accounting Information Systems
BUS-K	321	Management of Information Technology

Students must possess computer competency equivalent to BUSB-K 501 Computer Skills for Management.

Students who plan to sit for the Uniform CPA Examination should consider taking BUS-A 335 Accounting for Government and Not-For-Profit Entities and enrolling in a C.P.A. review course, particularly for business law.

PROGRAM REQUIREMENTS (30 CR.)**Skills Courses (6 cr.)**

BUSB-B	503	Leadership and Change
BUSB-F	533	Communication Skills

Required Accounting Courses (12 cr.)

BUSB-A	525	Advanced Financial Practice
BUSB-A	530	Advanced Auditing
BUSB-A	531	Advanced Managerial
BUSB-A	545	International Accounting

Elective Courses (9 cr.)

Select three of the following:

BUSB-A	504	Management Information Systems
BUSB-A	539	Advanced Tax Topics
BUSB-A	564	Interpretation and Analysis of Financial Statements
BUSB-F	542	Strategic Financial Management

Additional Elective Courses (3 cr.)

Select one of the following:

BUSB-A	502	Managerial Price Theory
BUSB-C	502	Legal and Ethical Environment of Business
BUSB-D	503	Production Management
BUSB-F	506	Management of International Operations
BUSB-F	520	Seminar in Business
VT:		Taxes and Business Strategies
BUSB-F	520	Seminar in Business
VT:		Forensic Accounting

BUSB-F 523	Managerial Decision-Making Models
BUSB-F 530	International Finance

The student must achieve a grade of C or higher for each course taken for the required prerequisites and Master of Science in Accounting program requirements.

Each student, as a condition of graduation, must participate in an exit interview and possess a cumulative graduate business program GPA of at least 2.75.

MASTER OF SCIENCE IN MANAGEMENT OF INFORMATION TECHNOLOGIES

(574) 520-4453
 gvaidyan@iusb.edu
www.iusb.edu/~decsci

Director: **Vaidyanathan**

The Master of Science in Management of Information Technologies (M.S.-M.I.T.) degree, the first of its kind in Michiana, enables graduates to effectively plan and manage complex information technologies for their firms and to successfully advance their manufacturing/service organizations into the twenty-first century.

Given the burgeoning influence of information technology in almost all organizations, Michiana businesses must learn to manage information technology to their best advantage.

The M.S.-M.I.T. degree is one of the best professional career investments for area managers. This degree significantly enhances the information technology management capabilities of our graduates and their organizations.

To manage information effectively, organizations need employees proficient in information systems and management. This program provides expertise in both.

Graduates can assume a variety of responsibilities, from the development of electronic commerce, to the management of large-scale business process reengineering and enterprise resource planning.

Graduates gain proficiency in areas such as: electronic commerce, managerial decision support systems, enterprise resource planning, business process reengineering, database management systems, telecommunication systems, web design, object oriented programming, supply chain management, and artificial intelligence systems. Upon graduation, students receive a certificate of completion of SAP courses. The M.S.-M.I.T. Program may be completed in two years full or part-time, and all courses are offered in the evening.

PROGRAM REQUIREMENTS (37-48 CR.)

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

Students who received a degree in any subject within the last five years from an institution accredited by the North Central Association of Colleges and Schools (or some

equivalent agency) may be exempt from courses in the mathematics and statistics core, or the basic computing core, through written examination or evaluation of transcripts and course materials. A grade of B or higher must have been earned in any course to be exempt by evaluation of transcripts and course materials. Students from nonaccredited programs may not be exempt from any credit hours in the mathematics and statistics core nor the basic computing core.

Students who received a degree in business within the last five years from an AACSB International accredited institution may also be exempted from courses in the basic business core through written examination or evaluation of transcripts and course materials. A grade of B or higher must have been earned in any course to be exempt by evaluation of transcripts and course materials. Students from non-AACSB International programs may not exempt any credit hours in the basic business core.

A grade of C or higher must be attained in all courses in the program unless otherwise specified.

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

Prerequisites Courses (hours are based on student background)

BUSB-A 503	Statistical Applications
BUSB-A 511	Mathematical Tools in Business
BUSB-K 501	Computer Skills for Management (1 cr.)
CSCI-A 505	Object-Oriented Programming (4 cr.)

Note: If the student has taken an equivalent course from an accredited program within the last five years or passes the placement examination, the prerequisite will not have to be taken. However, BUSB-A 503 Statistical Applications may not be exempted.

Foundation Courses (19 cr.)

BUSB-A 504	Management Information Systems
CSCI-A 510	Database Management Systems
CSCI-A 515	Telecommunications and Computer Networking (4 cr.)
BUSB-F 523	Managerial Decision-Making Models
BUSB-K 507	Enterprise Resource Planning*

Select one elective from the following business courses:

BUSB-A 501	Survey of Financial Accounting and Reporting
BUSB-A 514	Survey of Economics
BUSB-B 502	Organizational Behavior I
BUSB-C 502	Legal and Ethical Environment of Business
BUSB-D 501	Management of Marketing
BUSB-D 502	Financial Management
BUSB-D 503	Production Management

Note: Students must meet all prerequisites for any class before being able to take the class as an elective.

M.S.-M.I.T. Core Courses (18 cr.)

- BUSB-K 505 Management of Information
Technology Projects
- BUSB-K 510 Decision Support Systems
- BUSB-K 515 Electronic Commerce
- BUSB-K 520 Business Processes Reengineering
Through Information Technology
- BUSB-K 585 Seminar in Management of
Information Technologies

Select one elective from the following courses:

- BUSB-A 502 Managerial Price Theory
- BUSB-F 509 Buyer Behavior
- BUSB-F 542 Strategic Financial Management
- BUSB-X 591 Graduate Internship in Business
and Economics
- BUSB-X 592 Graduate Field Project in Business
and Economics
- PSY-P 537 Program Evaluation
- 500-level computer science course
- Any M.B.A. Phase III course

Note: Students must meet all prerequisites for any class before being able to take the class as an elective.

SCHOOL OF EDUCATION

MICHAEL HORVATH, DEAN

GREENLAWN HALL 100 // (574) 520-4845 // WWW.EDUCATION.IUSB.EDU

Professors: **Freitas, Horvath, Isaacson, Mettetal, Reck**

Associate Professors: **Alexander, Chang, K. Clark, Cress, Heck, Holm, Lewandowski, Linton, Okrah, Sage, Shepherd, Skarbek, R.L. Smith, B. Spitzer**

Assistant Professors: **Bakerson, H. Davis, Larrier, B. Thomas, A. Watson, E. Williams**

Senior Lecturer: **D. Youngs**

Lecturers: **Bontrager, Bushong, Eggleston, Hadley, Mooney, Nash, Sprague, D. Youngs**

Faculty Emeriti: **Bailey, Calvin, DuVall, L. James, Leggett, Parelius, Peterson, Sheridan, Urbach**

Director of Student Services/Certification Officer: **Atkins**

Graduate Academic Advisor: **Welch**

Undergraduate Academic Advisors: **Behrend, D. Sanders**

Director of Student Teaching and Clinical Practice: **Young**

Director of the Child Development Center: **Wilham-Countway**

Director of the Center for Global Education: **Okrah**

Administrative Operations Manager: **Ogden**



MISSION STATEMENT

The School of Education prepares professionals to be leaders in and beyond P-12 classrooms. In our initial programs, future teachers become classroom leaders who are competent, ethical, reflective, and ready to promote learning for a diverse student population. In our advanced programs, teachers, counselors, and principals build on these classroom leadership responsibilities to become advocates, decision makers, researchers, and partners in school and community settings.

WELCOME

Welcome to IU South Bend and the School of Education's graduate programs. We are happy that you are applying for a graduate program or have already been accepted into one. We look forward to your joining us as a new candidate (our term for a student in the School of Education). All graduate degrees require at least 36 credit hours of course work.

ADMISSION TO IU SOUTH BEND GRADUATE PROGRAMS

Admission to specific programs may require additional steps and requirements, as described in the program-specific information below. Contact the Office of Education Student Services at (574) 520-4845 for program-specific requirements.

INTERNATIONAL ADMISSION

International candidates wishing to enroll must submit the international student admission materials and the IU South Bend Master of Science in Education degree application to the IU South Bend Office of International Student Services. This must be done before being considered for admission to a graduate program. Admission decisions will be made by the department head of the appropriate program for full admittance. It is suggested that candidates speak with an education academic advisor as part of the preapplication process. All candidates must present evidence of proficiency in English, if their native language is not English. Applicants must score 550 or above on the Test of English as a Foreign Language (TOEFL) before they are eligible for unconditional admission.

OBTAINING TEACHER CERTIFICATION IN ELEMENTARY OR SECONDARY EDUCATION, WITHOUT ADMISSION TO MASTER OF SCIENCE DEGREE PROGRAM

TEACHER LICENSING PROCEDURES

Individuals holding an Indiana license (in-state) who wish to add to that license or who have never held certification (licensure) may request an official evaluation from the IU South Bend Office of Education Student Services.

Once the evaluation is complete it is returned to the applicant. If there are any questions regarding the evaluation, an appointment can be made with a graduate advisor from the Office of Education Student Services. All of the above information is reviewed by the Office of Education Student Services and an appropriate licensure program is developed with the student.

Program changes may occur, as mandated by the Indiana Department of Education Office of Educator Licensing and Development. Students are advised to confer with the advisors in the Office of Education Student Services

concerning educational requirements on a regular basis. Current program information is available on the School of Education website.

ADMISSION TO SCHOOL OF EDUCATION DEGREE PROGRAMS

The School of Education follows the IU South Bend graduate admissions guidelines. Therefore, to be admitted to graduate degree programs in the School of Education, applicants must hold a degree from a regionally accredited institution and meet all other admissions standards for the specific degree of interest.

For candidates pursuing a Master of Science in Education, (elementary, secondary and special education), we will only accept complete graduate admission packets. For more information contact the Office of Education Student Services at (574) 520-4845.

THE GRE® REVISED GENERAL TEST

The GRE® revised General Test will replace the current GRE General Test in August 2011. There will be changes to the test content and design. The score scale for verbal reasoning measures will be changing to a new 130-170 score scale, in 1-point increments (versus 200-800 in 10-point increments on the current test). Analytical writing scores will continue to be reported on the same 0-6 score scale, in half-point increments. Visit www.ets.org/gre/revisedtest to learn more about the GRE® revised General Test.

ELEMENTARY

ADMISSION PROCEDURES

- Visit www.iusb.edu/apply to complete the IU South Bend graduate application online.
- Provide three letters of recommendation.
- Submit a personal statement (one to two pages, single-spaced, 12 point font) which includes the following:
 - a. why you are applying
 - b. what makes an effective teacher
 - c. what skills you need to become an effective teacher
- Provide official transcripts from all graduate and undergraduate institutions attended. (Transcripts from any Indiana University campus need not be sent.) Must have earned a minimum of a 2.5 cumulative grade point average (CGPA) in a degree program from a regionally accredited institution.
 - a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.
 - b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.

- c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate course work until they have submitted the required GRE scores and met all other admissions requirements.
- d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.
- Those pursuing the combined Master of Science in Education/Educational Leadership Program must obtain a recommendation from their corporation superintendent or the educational leadership program coordinator.

SECONDARY

ADMISSION PROCEDURES

- Visit www.iusb.edu/apply to complete the IU South Bend graduate application online.
- Provide three letters of recommendation.
- Submit a personal statement which includes
 - a. why you are applying
 - b. what makes an effective teacher
 - c. what skills you need to become an effective teacher (one to two pages, single-spaced, 12 point font)
- Provide official transcripts from all graduate and undergraduate institutions attended. (Transcripts from any Indiana University campus need not be sent.) Must have earned a minimum of a 2.5 cumulative GPA in a degree program from a regionally accredited institution.
 - a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.
 - b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.
 - c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate course work until they have submitted the required GRE scores and met all other admissions requirements.
 - d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.
- Those pursuing the combined Master of Science in Education/Educational Leadership Program must obtain a recommendation from their corporation superintendent or the educational leadership program coordinator.

PROFESSIONAL EDUCATION SERVICES

SPECIAL EDUCATION

ADMISSION PROCEDURES

- Visit www.iusb.edu/apply to complete the IU South Bend graduate application online.
- Provide two letters of recommendation.
- Submit a written statement of your teaching philosophy of educating students with special needs.
- Answer the following four questions (up to one type-written page per question).
 - How do you think children and youth learn?
 - What is the value and purpose of special education?
 - Describe your comfort level with technology. What types of technology do you use daily? When you have difficulty with technology, what do you do?
 - Discuss what is meant by: We believe in the value of learning for all students in collaboration with others.
- Provide official transcripts from all graduate and undergraduate institutions attended. (Transcripts from any Indiana University campus need not be sent.) Must have earned a minimum of a 2.5 cumulative GPA in a degree program from a regionally accredited institution.
 - a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.
 - b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.
 - c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate course work until they have submitted the required GRE scores and met all other admissions requirements.
 - d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.
 - e. All applicants whose undergraduate degrees are more than ten years old must take two sections of the GRE. The applicant must earn a score of at least 450 on the Verbal Reasoning and at least a 3.5 on the Analytical Writing sections of the GRE to be eligible for admission.

COUNSELING AND HUMAN SERVICES

ADMISSION PROCEDURES

The Counseling and Human Services (CHS) Program admits students during the summer 1 session. The following are requirements for admission and must be completed by April 1:

- Application for Admission to Graduate Study (online through admissions office).
- An undergraduate degree from a regionally accredited university. Applicants may apply to the program prior to the completion of the undergraduate degree provided that the degree is earned by May of the admission year.
- GPA requirements
 - a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.
 - b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.
 - c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate course work until they have submitted the required GRE scores and met all other admissions requirements.
 - d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.
 - e. All applicants whose undergraduate degrees are more than ten years old must take two sections of the GRE. The applicant must earn a score of at least 450 on the Verbal Reasoning and at least a 3.5 on the Analytical Writing sections of the GRE to be eligible for admission. Visit www.ets.org/gre for more information.
- Written personal statement
 - a. List and describe your work and volunteer experiences related to the field of counseling and human services.
 - b. List and describe education and training related to the field of counseling and human services beyond your formal course work which you have attained as a result of participation in workshops, seminars, professional meetings, etc.
 - c. Why have you selected counseling and human services as a preferred area of study?
 - d. What characteristics do you have that you believe would make you a successful counselor?
 - e. What additional information do you wish to bring to the awareness of the screening committee regarding your application?
- Official transcripts documenting all degrees earned or in progress, and any other academic work.
- Three letters of recommendation.
- An interview with resident faculty member scheduled in April. Submission of all required application materials is required to schedule an interview.
- Selection by faculty to be part of a cohort of 24 students selected in April of each year.

EDUCATIONAL LEADERSHIP

GENERAL REQUIREMENTS (for all applicants)

- An Indiana teaching license
- Three years teaching experience (prior to applying for licensure)

ADMISSION PROCEDURES FOR INDIVIDUALS WITH A MASTER'S DEGREE

- Complete the IU South Bend graduate online application or the Data Sheet from the Office of Education Student Services)
- Provide official transcripts from master's program
- Must obtain a recommendation from their corporation superintendent
- Complete an interview with program coordinator
- If you did not receive your master's degree from IU South Bend you will be required to pay an application fee

ADMISSION PROCEDURES FOR INDIVIDUALS WITHOUT A MASTER'S DEGREE

- Visit www.iusb.edu/apply to complete the IU South Bend graduate application online.
- Provide two letters of recommendation.
- Personal statement.
- Provide official transcripts from all graduate and undergraduate institutions attended. (Transcripts from any Indiana University campus need not be sent.) Must have earned a minimum of a 2.5 cumulative GPA in a degree program from a regionally accredited institution.
 - a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.
 - b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.
 - c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate course work until they have submitted the required GRE scores and met all other admissions requirements.

- d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.
 - e. All applicants whose undergraduate degrees are more than ten years old must take two sections of the GRE. The applicant must earn a score of at least 450 on the Verbal Reasoning and at least a 3.5 on the Analytical Writing sections of the GRE to be eligible for admission.
- Complete an interview with program faculty.
 - Must obtain a recommendation from their corporation superintendent or the educational leadership program coordinator.
 - Complete an interview with department head.
- d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.
 - e. All applicants whose undergraduate degrees are more than ten years old must take two sections of the GRE. The applicant must earn a score of at least 450 on the Verbal Reasoning and at least a 3.5 on the Analytical Writing sections of the GRE to be eligible for admission.
- Submit passing scores on the Praxis I®: Reading, Mathematics, and Writing prior to completion of the first 6 credit hours of the program.

MASTER OF ARTS IN TEACHING SPECIAL EDUCATION (pending final approval)

ADMISSION PROCEDURES

- Visit www.iusb.edu/apply to complete the IU South Bend graduate application online.
- Provide two letters of recommendations.
- Submit a written statement of your teaching philosophy of educating students with special needs.
- Answer the following four questions (up to one type-written page per question):
 - a. How do you think children and youth learn?
 - b. What is the value and purpose of special education?
 - c. Describe your comfort level with technology. What types of technology do you use daily? When you have difficulty with technology, what do you do?
 - d. Discuss the importance of collaboration between educational professionals, parents, and community organizations.
- Provide official transcripts from all graduate and undergraduate institutions attended. Degrees must be earned from a regionally accredited institution or an IU approved international institution.
 - a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.
 - b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.
 - c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate course work until they have submitted the required GRE scores and met all other admissions requirements.

ADMISSION TO SCHOOL OF EDUCATION LICENSURE PROGRAMS—TRANSITION TO TEACHING

The Transition to Teaching (T2T) Program at IU South Bend is an alternative route-to-licensure program designed for mid-career professionals with a bachelor's degree who want to become licensed teachers in the state of Indiana. The rigorous, field-based program is most appropriate for mid-career changers. To participate in the program, applicants must meet minimum GPA and bachelor's degree requirements as well as additional admission requirements.

Beyond the basic admission requirements, applicants will be screened on their knowledge base including appropriateness of their original bachelor's degree program.

The program is offered when there are an adequate number of qualified cohort candidates who commit to participation. Visit www.iusb.edu/~t2tiusb for more information.

Secondary Transition to Teaching

IU South Bend is approved by the Office of Educator Licensing and Development to recommend for licensure in the following content areas: mathematics; English; foreign language (French, Spanish, and German); social studies (historical perspectives, government and citizenship, geographical perspectives, economics, psychology, and sociology); science (life science, Earth/space science, physical science, physics, and chemistry). IU South Bend is not approved to recommend licensure in any other areas. The Secondary T2T Program licenses at the early adolescence and adolescent/young adult developmental levels.

Most appropriate are majors directly linked to licensure areas listed above. Those with closely related majors may require some additional content course work to meet licensure requirements prior to applying to the T2T Program. Those with other majors will need significant hours in content course work to meet licensure requirements.

Applicants to the Secondary T2T Program must meet one of the following requirements:

- A bachelor's degree in the subject the individual intends to teach with a grade point average of at least 3.000 overall.
- A graduate degree in the subject the individual intends to teach.
- Both a bachelor's degree in the subject the individual intends to teach with a grade point average of at least 2.500 overall, and five years of professional experience in the subject the individual intends to teach.
 - a. The bachelor's degree MUST be in the subject the individual intends to teach or the applicant must provide transcript evidence of course work equal to a major in the subject area.
 - b. If your bachelor's degree GPA is 2.499 or below, you do not qualify for Transition to Teaching.
 - c. If your bachelor's degree GPA is between 2.50 and 2.999, but you do not have five years professional experience, you do not qualify for Transition to Teaching.
- Board approved licensing assessment changes for Praxis I® alternatives (effective May 10, 2011). For more information on these changes go to <http://www.doe.in.gov/educatorlicensing>.
- Also pass Praxis II® content area examinations as required by the Indiana Department of Education. See www.ets.org/praxis for more information on the Praxis II®.



Essential Courses in Secondary Transition to Teaching

EDUC-K 524	Integration of Students with Exceptional Learning Needs
EDUC-M 500	Integrated Professional Seminar (1 cr.) (three semesters)
EDUC-P 475	Adolescent Development and Classroom Management
EDUC-R 503	Instructional Media Applications
EDUC-S 514	Advanced Study in the Teaching of Reading in the Junior High and Secondary School

Select one of the following:

EDUC-BE 441	Methods of Teaching Senior High/Junior High/Middle School Social Studies
EDUC-BE 445	Methods of Teaching Senior High/Junior High/Middle School Foreign Languages
EDUC-BE 446	Methods of Teaching Senior High/Junior/Middle School Science
EDUC-BE 452	Methods of Teaching Senior High/Junior High/Middle School English Language Arts
EDUC-BE 457	Methods of Teaching Senior High/Junior High/Middle School Mathematics

Elementary Transition to Teaching

The Elementary Transition to Teaching Program at IU South Bend is approved by the Office of Educator Licensing and Development to recommend for licensure as an elementary generalist for the early childhood and middle childhood developmental levels.

Most appropriate is a liberal arts and sciences degree with a broad course base that includes math, science, English, and social studies. In addition, degrees in child development, social work, or other degrees in human development and human interaction fields are also appropriate.

Applicants to the Elementary T2T Program must meet one of the following requirements:

- A bachelor's degree with a grade point average of at least 3.000, both in the major and overall; or
- Both a bachelor's degree with a grade point average of at least 2.500, both in the major and overall and five years of professional experience working with children.
- Passing scores on Praxis I®. See www.ets.org/praxis for more information on the Praxis I®.
- Demonstrate competency in the use of computers (CLEP Test, EDUC-R 503 Instructional Media Applications, or equivalent course).
- Remove any deficiencies as determined by prior assessment of learning experiences.
- Interview with elementary education faculty and representatives.

Essential Courses in Elementary Transition to Teaching

EDUC-E 502	Elementary Reading and Language Arts Curriculum I
EDUC-E 544	Mathematic Methodology, Research, and Teaching in the Elementary School
EDUC-E 572	Elementary School Social Studies Curriculum
EDUC-E 575	Teaching of Science in the Elementary School
EDUC-E 576	Elementary Reading and Language Arts Curriculum II
EDUC-K 505	Introductory Special Education for Graduate Students
EDUC-M 500	Integrated Professional Seminar (1 cr.) (three semesters required)
EDUC-M 550	Practicum

GRADUATE DEGREE PROGRAMS**ELEMENTARY EDUCATION**

Office of Education Student Services
Greenlawn Hall 120
(574) 520-4845

The Elementary Education degree program covers early childhood and middle childhood developmental levels. Graduates are licensed to teach in elementary, primary, and intermediate settings.

MASTER OF SCIENCE IN EDUCATION STUDENTS

Graduate students may complete a Master of Science in Education, Elementary. Students complete at least 36 hours of course work for this degree. Students are advised on an individual basis. Students interested in discussing degree requirements should contact the Office of Education Student Services to arrange an appointment. All students complete a research project during the last two semesters of their graduate program.

MASTER OF SCIENCE IN EDUCATION, ELEMENTARY, GENERALIST/CURRICULUM AND INSTRUCTION FOCUS**PROGRAM REQUIREMENTS**

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

PROFESSIONAL EDUCATION (36-39 CR.)

EDUC-E 535	Elementary School Curriculum
EDUC-E 543	Advanced Study of Mathematics in the Elementary School

EDUC-E 547	Elementary Social Studies Curriculum
EDUC-E 591	Research Project in Elementary Education
EDUC-H 520	Education and Social Issues
EDUC-J 511	Methods of Individualizing Instruction
EDUC-K 505	Introductory Special Education for Graduate Students (if no undergraduate equivalent has been taken)
EDUC-P 503	Introduction to Research
EDUC-P 507	Assessment in the Schools
EDUC-P 515	Child Development
EDUC-P 570	Managing Classroom Behavior

Select one of the following:

EDUC-E 545	Advanced Study in the Teaching of Reading in Elementary School
EDUC-E 549	Advanced Study in the Teaching of Language Arts in the Elementary School

Select one of the following:

EDUC-E 521	Topics in Environmental Science Education
EDUC-E 548	Advanced Study in the Teaching of Science in the Elementary School

MASTER OF SCIENCE IN EDUCATION, ELEMENTARY, WITH A LITERACY FOCUS**PROGRAM REQUIREMENTS (36-39 CR.)**

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

EDUC-E 535	Elementary School Curriculum
EDUC-E 545	Advanced Study in the Teaching of Reading in Elementary School
EDUC-E 591	Research Project in Elementary Education
EDUC-H 520	Education and Social Issues
EDUC-K 505	Introductory Special Education for Graduate Students (if no undergraduate equivalent has been taken)
EDUC-L 559	Trade Books in Elementary Classrooms
EDUC-P 503	Introduction to Research
EDUC-P 507	Assessment in the Schools
EDUC-P 515	Child Development
EDUC-X 501	Critical Reading in the Content Areas
EDUC-X 502	Sociological, Psychological, and Linguistic Perspectives on Reading and Language
EDUC-X 504	Diagnosis of Reading Difficulties in the Classroom
EDUC-X 525	Practicum in Reading

MASTER OF SCIENCE IN EDUCATION, ELEMENTARY, WITH AN EARLY CHILDHOOD EDUCATION CONCENTRATION

Upon completion of this degree students can add prekindergarten to their existing license with appropriate internship in a prekindergarten classroom during EDUC-E 509 Internship in Early Childhood.

PROGRAM REQUIREMENTS

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

EDUC-E 506	Curriculum in Early Childhood
EDUC-E 591	Research Project in Elementary Education
EDUC-H 520	Education and Social Issues
EDUC-K 505	Introductory Special Education for Graduate Students (if no undergraduate equivalent has been taken)
EDUC-P 503	Introduction to Research
EDUC-P 507	Assessment in the Schools
EDUC-P 515	Child Development

COURSES FOR CONCENTRATION IN EARLY CHILDHOOD EDUCATION

EDUC-E 505	Organization and Administration of Early Childhood Programs
EDUC-E 507	Evaluation of Classroom Behavior
EDUC-E 508	Seminar in Early Childhood
EDUC-E 509	Internship in Early Childhood
EDUC-E 524	Workshop in Early Childhood Education
EDUC-L 559	Trade Books in Elementary Classrooms

MASTER OF SCIENCE IN EDUCATION, ELEMENTARY, WITH ENGLISH AS A NEW LANGUAGE CERTIFICATION (EARLY CHILDHOOD/ MIDDLE CHILDHOOD)

PROGRAM REQUIREMENTS (36-39 CR.)

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

EDUC-E 535	Elementary School Curriculum
EDUC-E 545	Advanced Study in the Teaching of Reading in Elementary School
EDUC-E 591	Research Project in Elementary Education
EDUC-H 520	Education and Social Issues
EDUC-K 505	Introductory Special Education for Graduate Students (not required if equivalent undergraduate course EDUC-K 205 Introduction to Exceptional Children or EDUC-K 305 Teaching Exceptional Learners—Elementary School was taken within the last eight years)

EDUC-L 536	Methods and Materials for Teaching English as a New Language
EDUC-L 559	Trade Books in Elementary Classrooms
EDUC-M 401	Laboratory/Field Experience (0 cr.)
EDUC-M 550	Practicum
EDUC-P 503	Introduction to Research
EDUC-P 507	Assessment in the Schools
EDUC-P 515	Child Development
EDUC-X 502	Sociological, Psychological, and Linguistic Perspectives on Reading and Language
EDUC-X 504	Diagnosis of Reading Difficulties in the Classroom

MASTER OF SCIENCE IN EDUCATION, ELEMENTARY, WITH BUILDING ADMINISTRATOR CERTIFICATION (42 CR.)

PROGRAM REQUIREMENTS (15 CR.)

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

Must be completed before beginning cohort courses.

EDUC-E 535	Elementary School Curriculum
EDUC-H 520	Education and Social Issues
EDUC-P 503	Introduction to Research
EDUC-P 507	Assessment in the Schools
EDUC-P 515	Child Development

EDUCATIONAL LEADERSHIP COHORT CLASSES (27 CR.)

Cohort requires separate admissions application and a cumulative GPA of 3.0.

EDUC-A 500	Introduction to Educational Leadership
EDUC-A 504	Knowledge of Teaching and Learning (6 cr.)
EDUC-A 510	School Community Relations
EDUC-A 590	Independent Study in Educational Leadership
VT:	Research and Portfolio in School Administration
EDUC-A 608	Legal Perspectives on Education
EDUC-A 625	Administration of Elementary Schools
EDUC-A 627	Secondary School Administration
EDUC-A 630	Economic Dimensions of Education

MASTER OF SCIENCE IN EDUCATION, SECONDARY, WITH BUILDING ADMINISTRATOR CERTIFICATION (42 CR.)

PROGRAM REQUIREMENTS (15 CR.)

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

Must be completed before beginning cohort courses.

EDUC-H 520	Education and Social Issues
EDUC-P 503	Introduction to Research
EDUC-P 507	Assessment in the Schools
EDUC-P 516	Adolescent Development

Select one of the following:

EDUC-S 503	Secondary School Curriculum
EDUC-S 530	Junior High/Middle School Curriculum

EDUCATIONAL LEADERSHIP COHORT CLASSES (27 CR.)

EDUC-A 500	Introduction to Educational Leadership
EDUC-A 504	Knowledge of Teaching and Learning (6 cr.)
EDUC-A 510	School Community Relations
EDUC-A 590	Independent Study in Educational Leadership
VT:	Research and Portfolio in School Administration
EDUC-A 608	Legal Perspectives on Education
EDUC-A 625	Administration of Elementary Schools
EDUC-A 627	Secondary School Administration
EDUC-A 630	Economic Dimensions of Education

SECONDARY EDUCATION

Office of Education Student Services
Greenlawn Hall 120
(574) 520-4845
www.education.iusb.edu

MASTER OF SCIENCE IN EDUCATION, SECONDARY (36 CR.)

Students entering the graduate secondary education master's degree program at IU South Bend are primarily practicing professionals in the field of secondary (middle school, junior high, and high school) education. The goal of our program is to support them as professionals and foster a commitment to acquire and use professional knowledge, skills, and dispositions to prepare them for the future.

The Master of Science in Education, Secondary, requires a minimum of 36 credit hours of graduate courses in the content area, in professional education, and in

research; including a capstone research project during their last two semesters. For an application or advising information, including specific course work, contact the Office of Education Student Services to make an appointment with the graduate advisor.

PROGRAM REQUIREMENTS

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

BLOCK I (18 CR.)

EDUC-H 520	Education and Social Issues
EDUC-K 524	Integration of Students with Exceptional Learning Needs
EDUC-P 507	Assessment in the Schools
EDUC-P 516	Adolescent Development
EDUC-R 503	Instructional Media Applications

Select one of the following:

EDUC-S 503	Secondary School Curriculum
EDUC-S 530	Junior High and Middle School Curriculum

BLOCK II—ELECTIVE FOCUS (9 CR.)

Students choose a focus area and select 9 credit hours of elective courses. Students should make an appointment with an advisor in the Office of Education Student Services, Greenlawn Hall 120, for an evaluation.

BLOCK III—RESEARCH REQUIREMENTS (9 CR.)

EDUC-C 511	Capstone Seminar (Checkpoint 3)
EDUC-P 503	Introduction to Research
EDUC-S 591	Research Project in Secondary Education (Checkpoint 2)

Students shall not enroll in EDUC-C511 Capstone Seminar until all other degree requirements are completed.

MASTER OF SCIENCE IN EDUCATION, SECONDARY, WITH READING CERTIFICATION (39 CR.)

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

BLOCK I—FOUNDATIONS (18 CR.)

EDUC-H 520	Education and Social Issues
EDUC-P 503	Introduction to Research
EDUC-P 507	Assessment in the Schools
EDUC-P 516	Adolescent Development
EDUC-S 591	Research Project in Secondary Education (taken at end of program)

Select one of the following:

EDUC-S 503	Secondary School Curriculum
EDUC-S 530	Junior High and Middle School Curriculum

**BLOCK II—PEDAGOGICAL CONTENT COURSES
(21 CR.)**

EDUC-S 514	Advanced Study in the Teaching of Reading in the Junior High and Secondary School
EDUC-X 501	Critical Reading in the Content Areas
EDUC-X 502	Sociological, Psychological, and Linguistic Perspectives on Reading and Language
EDUC-X 504	Diagnosis of Reading Difficulties in the Classroom
EDUC-X 525	Practicum in Reading
ENG-L 376	Literature for Adolescents

Select one of the following:

EDUC-S 460	Books for Reading Instruction 5-12
EDUC-L 533	Library Materials for Children and Young Adults

**MASTER OF SCIENCE IN EDUCATION,
SECONDARY, WITH ENGLISH AS A NEW
LANGUAGE CERTIFICATION (39 CR.)****PROGRAM REQUIREMENTS**

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

BASIC REQUIREMENTS (18 CR.)

EDUC-H 520	Education and Social Issues
EDUC-P 503	Introduction to Research
EDUC-P 507	Assessment in the Schools
EDUC-P 516	Adolescent Development
EDUC-S 591	Research Project in Secondary Education

Select one of the following:

EDUC-S 503	Secondary School Curriculum
EDUC-S 530	Junior High and Middle School Curriculum

CONTENT COURSES (21 CR.)

EDUC-L 536	Methods and Materials for Teaching English as a New Language
EDUC-M 401	Laboratory/Field Experience (0 cr.)
EDUC-M 550	Practicum
EDUC-S 514	Advanced Study in the Teaching of Reading in the Junior High and Secondary School
EDUC-X 502	Sociological, Psychological, and Linguistic Perspectives on Reading and Language
EDUC-X 504	Diagnosis of Reading Difficulties in the Classroom
ENG-L 376	Literature for Adolescents

**MASTER OF SCIENCE IN EDUCATION,
SECONDARY, WITH INITIAL TEACHER
CERTIFICATION (52-53 CR.)**

This program allows students who already have a bachelor's degree obtain a state teaching license. The program is structured to meet all of the School of Education's professional education requirements (approximately 45 credit hours) and to allow the student to meet the requirements of a Master of Science in Education degree concurrently. Secondary graduate certification students must complete a number of education courses as well as any relevant additional courses in their area of specialization to obtain state licensure. Successful graduates obtain state licensure for the middle school/junior high (early adolescence) and high school (adolescence/young adult) settings in one or more of the following content areas corresponding with the existing bachelor's degree:

- Mathematics
- English/language arts
- World languages (French, Spanish, or German)
- Social studies (select three areas from the following six options: historical perspectives, government and citizenship, geographical perspectives, economics, psychology, or sociology)
- Science (select one or more areas from the following: life science, Earth/space science, physical science, physics, or chemistry).

Students may also add the following areas to any of the above content areas:

- English as a new language
- Reading
- Special education—mild interventions
- Other content areas may be combined with those listed above

All students in the Master of Science in Education, Secondary degree program working on initial teacher certification must meet the student teaching eligibility requirements listed on page 246.

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

**BLOCK I—PROFESSIONAL EDUCATION/
FOUNDATIONS (24 CR.)**

EDUC-F 201	Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.)
EDUC-F 202	Exploring the Personal Demands of Teaching: Field Experience (1 cr.)
EDUC-H 520	Education and Social Issues
EDUC-K 505	Introductory Special Education for Graduate Students
EDUC-M 314	General Methods for Senior High/Junior High/Middle School Teachers

- EDUC-P 507 Assessment in the Schools
 EDUC-P 510 Psychology in Teaching
 EDUC-R 301 Audiovisual Production of
 Materials (0 cr.)
 EDUC-R 503 Instructional Media Applications
 Select one of the following:
 EDUC-S 503 Secondary School Curriculum
 EDUC-S 530 Junior High and Middle School
 Curriculum

BLOCK II—PEDAGOGICAL CONTENT/ADVANCED METHODS COURSES/STUDENT TEACHING (30 CR.)

- EDUC-K 524 Integration of Students with
 Exceptional Learning Needs
 EDUC-M 420 Student Teaching Seminar
 VT: Understanding Schools
 EDUC-M 480 Student Teaching in the Secondary
 School (10 cr.)
 EDUC-P 475 Adolescent Development and
 Classroom Management
 EDUC-P 503 Introduction to Research
 EDUC-S 514 Advanced Study in the Teaching of
 Reading in the Junior High and
 Secondary School
 EDUC-S 591 Research Project in Secondary
 Education

Select one of the following:

- EDUC-BE 441 Methods of Teaching Senior High/
 Junior High/Middle School Social
 Studies
 EDUC-BE 445 Methods of Teaching Senior High/
 Junior High/Middle School Foreign
 Languages
 EDUC-BE 446 Methods of Teaching Senior High/
 Junior/Middle School Science
 EDUC-BE 452 Methods of Teaching Senior High/
 Junior High/Middle School English
 Language Arts
 EDUC-BE 457 Methods of Teaching Senior High/
 Junior High/Middle School
 Mathematics

ADDITIONAL LICENSURE ONLY WITH EXISTING TEACHING LICENSE

Students may add an additional license to a current teaching license. The following sections describe additional licensure and list required course work. Students should meet with an advisor in the Office of Education Student Services for additional information. Requirements may vary according to the rules under which a license was issued.

PROGRAM REQUIREMENTS FOR PRE-KINDERGARTEN, KINDERGARTEN

Pre-kindergarten licensure is only available with the Master of Science in Education, Elementary, with an Early Childhood concentration.

- EDUC-E 505 Organization and Administration of
 Early Childhood Programs
 EDUC-E 506 Curriculum in Early Childhood
 EDUC-E 507 Evaluation of Classroom Behavior
 EDUC-E 508 Seminar in Early Childhood
 EDUC-E 509 Internship in Early Childhood
 EDUC-E 524 Workshop in Early Childhood
 Education (pre-kindergarten only)

GRADUATE READING LICENSE—ADDED TO EARLY CHILDHOOD/MIDDLE CHILDHOOD (RULES 2002)

- EDUC-E 545 Advanced Study in the Teaching of
 Reading in Elementary School
 EDUC-L 559 Trade Books in Elementary
 Classrooms
 EDUC-P 507 Assessment in the Schools
 EDUC-X 501 Critical Reading in the Content
 Areas
 EDUC-X 502 Sociological, Psychological, and
 Linguistic Perspectives on Reading
 and Language
 EDUC-X 504 Diagnosis of Reading Difficulties in
 the Classroom
 EDUC-X 525 Practicum in Reading

GRADUATE READING LICENSE—ADDED TO EARLY ADOLESCENCE AND ADOLESCENCE/YOUNG ADULT (RULES 2002)

- EDUC-L 533 Library Materials for Children and
 Young Adults
 EDUC-P 507 Assessment in the Schools
 EDUC-S 514 Advanced Study in the Teaching of
 Reading in the Junior High and
 Secondary School
 EDUC-X 501 Critical Reading in the Content
 Areas
 EDUC-X 502 Sociological, Psychological, and
 Linguistic Perspectives on Reading
 and Language
 EDUC-X 504 Diagnosis of Reading Difficulties in
 the Classroom
 EDUC-X 525 Practicum in Reading

GRADUATE MILD INTERVENTIONS LICENSE—ADDED TO EARLY CHILDHOOD/MIDDLE CHILDHOOD* (RULES 2002)

- EDUC-K 501 Adapting Computers for Special
 Education
 EDUC-K 505 Introductory Special Education for
 Graduate Students

* Other courses may be required depending on prior course work.

EDUC-K 523	Inclusive Strategies for Exceptional Students in the Elementary Classroom
EDUC-K 525	Survey of Mild Handicaps
EDUC-K 543	Education of the Socially and Emotionally Disturbed I
EDUC-K 553	Classroom Management and Behavior Support
EDUC-K 565	Collaboration and Service Delivery
EDUC-K 588	Supervised Teaching in Special Education
EDUC-P 519	Psycho-Educational Assessment of Exceptional Children

GRADUATE MILD INTERVENTIONS LICENSE—ADDED TO EARLY ADOLESCENCE/YOUNG ADULT* (RULES 2002)

EDUC-K 501	Adapting Computers for Special Education
EDUC-K 505	Introductory Special Education for Graduate Students
EDUC-K 524	Integration of Students with Exceptional Learning Needs
EDUC-K 525	Survey of Mild Handicaps
EDUC-K 543	Education of the Socially and Emotionally Disturbed I
EDUC-K 553	Classroom Management and Behavior Support
EDUC-K 565	Collaboration and Service Delivery
EDUC-K 588	Supervised Teaching in Special Education
EDUC-P 519	Psycho-Educational Assessment of Exceptional Children

GRADUATE LICENSURE IN INTENSE INTERVENTIONS (12 CR.)

Must be added to mild interventions early childhood/middle childhood or mild interventions early adolescence/adolescence/young adult.

EDUC-K 531	Teaching the Severely Handicapped I
EDUC-K 532	Teaching the Severely Handicapped II
EDUC-K 534	Behavior Management of Severely Handicapped
EDUC-K 595	Practicum in Special Education

GRADUATE LICENSURE IN EDUCATIONAL LEADERSHIP

Students must be admitted to the cohort program in educational leadership and complete all prerequisite requirements before registering for all classes except EDUC-A 608 Legal Perspectives on Education.

EDUC-A 500	Introduction to Educational Leadership
EDUC-A 504	Knowledge of Teaching and Learning (6 cr.)
EDUC-A 510	School Community Relations
EDUC-A 590	Independent Study in Educational Leadership
VT:	Research in School Administration

EDUC-A 608	Legal Perspectives on Education
EDUC-A 625	Administration of Elementary Schools
EDUC-A 627	Secondary School Administration
EDUC-A 630	Economic Dimensions of Education

ENGLISH AS A NEW LANGUAGE (EARLY CHILDHOOD/MIDDLE CHILDHOOD) (Rules 2002)

PROGRAM REQUIREMENTS (24 CR.)

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

EDUC-E 545	Advanced Study in the Teaching of Reading in Elementary School
EDUC-H 520	Education and Social Issues
EDUC-L 536	Methods and Materials for Teaching English as a New Language
EDUC-M 401	Laboratory/Field Experience (0 cr.)
EDUC-M 550	Practicum
EDUC-P 507	Assessment in the Schools
EDUC-X 502	Sociological, Psychological, and Linguistic Perspectives on Reading and Language
EDUC-X 504	Diagnosis of Reading Difficulties in the Classroom

Select one of the following:

EDUC-L 533	Library Materials for Children and Young Adults
EDUC-L 559	Trade Books in the Elementary Classrooms

ENGLISH AS A NEW LANGUAGE (EARLY ADOLESCENCE AND ADOLESCENCE/YOUNG ADULT) (Rules 2002)

PROGRAM REQUIREMENTS (24 CR.)

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

EDUC-H 520	Education and Social Issues
EDUC-L 536	Methods and Materials for Teaching English as a New Language
EDUC-M 401	Laboratory/Field Experience (0 cr.)
EDUC-M 550	Practicum
EDUC-P 507	Assessment in the Schools
EDUC-S 514	Advanced Study in the Teaching of Reading in the Junior High and Secondary School
EDUC-X 502	Sociological, Psychological, and Linguistic Perspectives on Reading and Language
EDUC-X 504	Diagnosis of Reading Difficulties in the Classroom

Select one of the following:

EDUC-L 533	Library Materials for Children and Young Adults
EDUC-L 535	Teaching Adolescent Literature

* Other courses may be required depending on prior course work.

SPECIAL EDUCATION

MASTER OF SCIENCE IN EDUCATION, SPECIAL EDUCATION

Graduate students may complete a Master of Science in Education, Special Education degree. Students complete a minimum of 36 credit hours for this degree. In most cases, graduate students may use some of the course work taken for licensure toward their graduate degree in special education. Again, students are advised on an individual basis. Students interested in discussing degree requirements should contact the Office of Education Student Services to arrange an appointment. All degree-seeking students must apply separately for admission to the Master of Science in Education, Special Education degree program. Students must maintain a 3.0 GPA while pursuing the degree.

GRADUATE LICENSURE STUDENTS

Graduate students interested in completing a licensure in mild interventions are advised on an individual basis. Students must complete an application for admission to the graduate certification program in mild interventions. After completing an application, students should arrange for an appointment to meet with an academic advisor. In most cases, students must supply a transcript from their undergraduate degree program, and from all other postbaccalaureate programs, in order to plan an appropriate course of study with an advisor. Students must maintain a 2.5 GPA while completing certification requirements.

MASTER OF SCIENCE IN EDUCATION, SPECIAL EDUCATION, WITH AN ADDITIONAL LICENSE IN MILD INTERVENTIONS (EARLY CHILDHOOD/ MIDDLE CHILDHOOD)

PROGRAM REQUIREMENTS (36 CR.)

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

PROFESSIONAL EDUCATION FOUNDATIONS (12 CR.)

EDUC-P 503	Introduction to Research
EDUC-P 519	Psycho-Educational Assessment of Exceptional Children
EDUC-K 501	Adapting Computers for Special Education
EDUC-Y 511	Action Research II: Independent Study

SPECIAL EDUCATION FOUNDATIONS (9 CR.)

EDUC-K 505	Introductory Special Education for Graduate Students
EDUC-K 525	Survey of Mild Handicaps
EDUC-K 543	Education of the Socially and Emotionally Disturbed I

SPECIAL EDUCATION PEDAGOGICAL/CONTENT KNOWLEDGE (15 CR.)

EDUC-K 500	Topical Workshop in Special Education
EDUC-K 523	Inclusive Strategies for Exceptional Students in the Elementary Classroom
EDUC-K 553	Classroom Management and Behavior Support
EDUC-K 565	Collaboration and Service Delivery
EDUC-K 588	Supervised Teaching in Special Education

Students may be advised that they need additional prerequisites, depending on prior classes.

MASTER OF SCIENCE IN EDUCATION, SPECIAL EDUCATION, WITH AN ADDITIONAL LICENSE IN MILD INTERVENTIONS (EARLY ADOLESCENCE AND ADOLESCENCE/YOUNG ADULT)

PROGRAM REQUIREMENTS

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

PROFESSIONAL EDUCATION FOUNDATIONS (12 CR.)

EDUC-K 501	Adapting Computers for Special Education
EDUC-P 503	Introduction to Research
EDUC-P 519	Psycho-Educational Assessment of Exceptional Children
EDUC-Y 511	Action Research II: Independent Study

SPECIAL EDUCATION FOUNDATIONS (9 CR.)

EDUC-K 505	Introductory Special Education for Graduate Students
EDUC-K 525	Survey of Mild Handicaps
EDUC-K 543	Education of the Socially and Emotionally Disturbed I

SPECIAL EDUCATION PEDAGOGICAL/CONTENT KNOWLEDGE (24-31 CR.)

EDUC-K 500	Topical Workshop in Special Education
EDUC-K 524	Integration of Students with Exceptional Learning Needs
EDUC-K 553	Classroom Management and Behavior Support
EDUC-K 565	Collaboration and Service Delivery
EDUC-K 588	Supervised Teaching in Special Education

Students may be advised that they need additional prerequisites, depending on prior classes.

**MASTER OF SCIENCE IN EDUCATION,
SPECIAL EDUCATION, WITH INITIAL
LICENSURE IN MILD INTERVENTIONS (EARLY
ADOLESCENCE AND ADOLESCENCE/YOUNG ADULT)**

PROGRAM REQUIREMENTS

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

PROFESSIONAL FOUNDATIONS (24 CR.)

EDUC-H 520	Education and Social Issues
EDUC-P 516	Adolescent Development
EDUC-P 519	Psycho-Educational Assessment of Exceptional Children

Select one of the following:

EDUC-K 501	Adapting Computers for Special Education
EDUC-P 503	Introduction to Research
EDUC-P 510	Psychology in Teaching
EDUC-S 503	Secondary School Curriculum
EDUC-S 530	Junior High and Middle School Curriculum
EDUC-Y 511	Action Research II: Independent Study

SPECIAL EDUCATION FOUNDATIONS (9 CR.)

EDUC-K 505	Introductory Special Education for Graduate Students
EDUC-K 525	Survey of Mild Handicaps
EDUC-K 543	Education of the Socially and Emotionally Disturbed I

**SPECIAL EDUCATION PEDAGOGICAL/CONTENT
KNOWLEDGE (24-31 CR.)**

EDUC-K 500	Topical Workshop in Special Education
EDUC-K 524	Integration of Students with Exceptional Learning Needs
EDUC-K 553	Classroom Management and Behavior Support
EDUC-K 565	Collaboration and Service Delivery
EDUC-K 588	Supervised Teaching in Special Education
EDUC-S 514	Advanced Study in the Teaching of Reading in the Junior High and Secondary School
EDUC-S 517	Advanced Study in the Teaching of Secondary School Mathematics
EDUC-X 504	Diagnosis of Reading Difficulties in the Classroom

**MASTER OF SCIENCE IN EDUCATION,
SPECIAL EDUCATION, WITH INITIAL
LICENSURE IN MILD INTERVENTIONS (EARLY
CHILDHOOD/MIDDLE CHILDHOOD)**

PROGRAM REQUIREMENTS (64 CR.)

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

PROFESSIONAL FOUNDATIONS (24 CR.)

EDUC-E 535	Elementary School Curriculum
EDUC-H 520	Education and Social Issues
EDUC-K 501	Adapting Computers for Special Education
EDUC-P 503	Introduction to Research
EDUC-P 510	Psychology in Teaching
EDUC-P 515	Child Development
EDUC-P 519	Psycho-Educational Assessment of Exceptional Children
EDUC-Y 511	Action Research II: Independent Study

SPECIAL EDUCATION FOUNDATIONS (9 CR.)

EDUC-K 505	Introductory Special Education for Graduate Students
EDUC-K 525	Survey of Mild Handicaps
EDUC-K 543	Education of the Socially and Emotionally Disturbed I

**SPECIAL EDUCATION PEDAGOGICAL/CONTENT
KNOWLEDGE (31 CR.)**

EDUC-E 543	Advanced Study of Mathematics in the Elementary School
EDUC-E 545	Advanced Study in the Teaching of Reading in Elementary School
EDUC-K 500	Topical Workshop in Special Education
EDUC-K 523	Inclusive Strategies for Exceptional Students in the Elementary Classroom
EDUC-K 553	Classroom Management and Behavior Support
EDUC-K 565	Collaboration and Service Delivery
EDUC-K 588	Supervised Teaching in Special Education (10 cr.)
EDUC-X 504	Diagnosis of Reading Difficulties in the Classroom

PROFESSIONAL EDUCATION SERVICES SPECIAL EDUCATION

Office of Education Student Services
Greenlawn Hall 120
(574) 520-4845
www.education.iusb.edu

Students seeking initial licensure at the graduate level in any area of special education must take and pass the Praxis I® Preprofessional Skills Test by the end of the first 6 credit hours of graduate course work.

Students may only transfer 6 credit hours of course work.

MASTER OF SCIENCE IN EDUCATION, SPECIAL EDUCATION

Graduate students may complete a Master of Science in Education, Special Education degree. Students complete a minimum of 36 credit hours for this degree. In most cases, graduate students may use some of the course work taken for licensure toward their graduate degree in special education. Students are advised on an individual basis. Students interested in discussing degree requirements should contact the Office of Education Student Services to arrange an appointment. All degree-seeking students must apply separately for admission to the Master of Science in Education, Special Education Program. Students must have, and maintain, a 3.0 GPA while pursuing the degree.

GRADUATE CERTIFICATION STUDENTS

Graduate students interested in completing a certification in mild interventions are advised on an individual basis. Students must complete an application for admission to the Graduate Certification Program in Mild Interventions. After completing an application, students should arrange for an appointment to meet with an academic advisor. In most cases, students must supply a transcript from their undergraduate degree program, and from all other postbaccalaureate programs, in order to plan an appropriate course of study with an advisor. Students must earn and maintain a 2.5 GPA while completing certification requirements.

COUNSELING AND HUMAN SERVICES

The IU South Bend Counseling and Human Services Program provides quality professional education to graduate students seeking counseling careers in education, mental health services, business, and community or government agencies. The curriculum provides theoretical courses and supervised professional experiences. Internship experiences are also offered for those seeking state licensure.

Students enrolled in the program come from a variety of undergraduate backgrounds—the majority of students are employed full time while attending graduate school. Students may choose from the community or school

counseling tracks. Counseling graduates successfully serve in institutions of higher education, in area personnel departments, in administrative positions in social agencies, as well as counsel in public and private counseling agencies. Graduates in school counseling are prepared to serve grades K-12 and have jobs in area schools.

The program is limited to 24 students selected each year who work together over a three-year period to complete the degree of Master of Science in Education, Counseling and Human Services.

ADDICTIONS COUNSELING TRACK

The Addictions Counseling Track is designed to train professionals who will offer addiction counseling services in our community and the surrounding areas. The chief features of the program are a comprehensive 60 credit hour curriculum that satisfies Indiana requirements for professional licensure as a Licensed Clinical Addictions Counselor. The program also contains several field experiences designed to train students in the most effective way possible to become addictions counselors.

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

First Year Courses

EDUC-G 500	Orientation to Counseling
EDUC-G 506	Personality Development: Growth of Normal and Deviant Styles
EDUC-G 522	Counseling Techniques
EDUC-G 523	Laboratory Counseling and Guidance
EDUC-G 575	Multicultural Counseling
EDUC-P 514	Life Span Development: Birth-Death

Second Year Courses

EDUC-G 505	Individual Appraisal: Principles and Procedures
EDUC-G 510	Introduction to Alcohol and Drug Counseling
EDUC-G 513	Legal and Illegal Drugs of Abuse
EDUC-G 532	Introduction to Group Counseling
EDUC-G 585	Contemporary Issues in Counseling
EDUC-G 590	Research in Counseling and Guidance

Third Year Courses

EDUC-G 507	Lifestyle and Career Development
EDUC-G 511	Screening and Assessment of Alcohol and Drug Problems
EDUC-G 512	Counseling Approaches with Addictions
EDUC-G 514	Practicum in Alcohol and Drug Counseling (taken twice)
EDUC-G 550	Internship in Counseling (taken twice)
EDUC-G 592	Seminar in Drug and Alcohol Abuse Prevention

**CLINICAL MENTAL HEALTH COUNSELING TRACK
(54 CR.)****First Year Courses**

EDUC-G 500	Orientation to Counseling
EDUC-G 506	Personality Development: Growth of Normal and Deviant Styles
EDUC-G 522	Counseling Techniques
EDUC-G 523	Laboratory Counseling and Guidance
EDUC-G 575	Multicultural Counseling
EDUC-P 514	Life Span Development: Birth-Death

Second Year Courses

EDUC-G 505	Individual Appraisal: Principles and Procedures
EDUC-G 524	Practicum in Counseling
EDUC-G 532	Introduction to Group Counseling
EDUC-G 563	Mental Health Counseling
EDUC-G 567	Marriage and Family Counseling
EDUC-G 592	Seminar in Drug and Alcohol Abuse Prevention

Third Year Courses

EDUC-G 507	Lifestyle and Career Development
EDUC-G 525	Advanced Counseling Practicum
EDUC-G 550	Internship in Counseling (fall and spring semesters)
EDUC-G 585	Contemporary Issues in Counseling
EDUC-G 590	Research in Counseling and Guidance

NOTE: Program requirements will change in Summer 2011.

SCHOOL COUNSELING TRACK (48 CR.)

The Counseling and Human Services Program is designed to be completed as a cohort. Students are to take courses in sequence as prescribed below. Any deviation from the course sequence must be approved in advance.

First Year Courses

EDUC-G 500	Orientation to Counseling
EDUC-G 506	Personality Development: Growth of Normal and Deviant Styles
EDUC-G 522	Counseling Techniques
EDUC-G 523	Laboratory Counseling and Guidance
EDUC-G 575	Multicultural Counseling
EDUC-P 514	Life Span Development: Birth-Death

Second Year Courses

EDUC-G 505	Individual Appraisal: Principles and Procedures
EDUC-G 524	Practicum in Counseling
EDUC-G 532	Introduction to Group Counseling

EDUC-G 542	Organization and Development of Counseling Programs
EDUC-G 562	School Counseling
EDUC-G 592	Seminar in Drug and Alcohol Abuse Prevention

Third Year Courses

EDUC-G 507	Lifestyle and Career Development
EDUC-G 550	Internship in Counseling (fall and spring semesters)
EDUC-G 590	Research in Counseling and Guidance

EDUCATIONAL LEADERSHIP

Office of Education Student Services
Greenlawn Hall 120
(574) 520-4845
www.education.iusb.edu

The Educational Leadership Program was developed especially for those who desire licensure for a principalship in Indiana. The Indiana principal licensure is a PK-12 license and the IU South Bend cohort program addresses the knowledge, dispositions, and performances required of school leaders.

There are two methods for obtaining the necessary course work to complete the program:

- For those who already possess a master's degree and prerequisites, there is a 27 credit hour cohort program.
- For those who do not yet have a master's degree, there is a combined Master of Science in Education with an emphasis in elementary or secondary education, combined with the 27 credit hour Educational Leadership Program to obtain licensure for the principalship.

IU South Bend's Educational Leadership Program utilizes extensive field experiences, authentic learning, and problem solving as major ingredients for each course; leaving students informed, skilled, and well prepared for successful completion of the state licensing examination.

The two-year cohort structure ensures a consistently small class size and promotes the development of close and supportive collegial bonds. At the time students graduate, they have not only acquired the essential skills for successful schools, but they have also established a strong professional network, essential to success as an administrator.

EDUCATIONAL LEADERSHIP LICENSURE

PROGRAM REQUIREMENTS (51 CR.)

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

PREREQUISITES (24 CR.)

For the Master of Science in Education, Secondary or Elementary Education with K-12 licensure in Educational Leadership, students must have prior approval from the department head to be sure all prerequisites are met.

Prerequisites to admission to the school leadership major:

EDUC-H 520	Education and Social Issues
EDUC-P 503	Introduction to Research
EDUC-P 507	Assessment in the Schools
EDUC-R 503	Instructional Media Applications

Select one of the following (depending on prior course work):

EDUC-E 535	Elementary School Curriculum
EDUC-S 503	Secondary School Curriculum
EDUC-S 530	Junior High and Middle School Curriculum

Select one of the following (depending on prior course work):

EDUC-P 515	Child Development
EDUC-P 516	Adolescent Development

CORE COURSES (27 CR.)

EDUC-A 500	Introduction to Educational Leadership
EDUC-A 504	Knowledge of Teaching and Learning (6 cr.)
EDUC-A 510	School Community Relations
EDUC-A 590	Independent Study in Educational Leadership
VT:	Research in School Administration
EDUC-A 608	Legal Perspectives on Education
EDUC-A 625	Administration of Elementary Schools
EDUC-A 627	Secondary School Administration
EDUC-A 630	Economic Dimensions of Education



MASTER OF ARTS IN TEACHING SPECIAL EDUCATION (pending final approval)

Office of Education Student Services
Greenlawn Hall 120
(574) 520-4845
www.education.iusb.edu

The Master of Arts in teaching (M.A.T.) with a major in special education in the School of Education at IU South Bend is designed to prepare individuals seeking initial licensure in K-12 Mild Interventions for careers teaching children with disabilities in the public schools. This proposed program emphasizes the knowledge, dispositions, and skills required of special education teachers, and incorporates the performance standards of the Council for Exceptional Children (CEC). The program is designed to meet the licensure requirements of the state of Indiana, achieve national recognition from CEC, and address the standards of the National Council for Accreditation of Teacher Education (NCATE) and the Interstate New Teacher Assessment and Support Consortium (INTASC). The Master of Arts in teaching program is for individuals who have already earned a bachelor's degree, but who are interested in becoming licensed as special education teachers in mild interventions (K-12).

Students will be able to take Praxis II® after 18 hours. A Praxis II® workshop will be available prior to the test date.

PROGRAM REQUIREMENTS (36 CR.)

EDUC-K 505	Introductory Special Education for Graduate Students
EDUC-K 508	Math and Science Methods for Special Education
EDUC-K 511	Language Arts Methods for Special Education
EDUC-K 525	Survey of Mild Handicaps
EDUC-K 553	Classroom Management and Behavior Support
EDUC-P 519	Psycho-Educational Assessment of Exceptional Children

Advanced Requirements (6 CR.)

EDUC-K 565	Collaboration and Service Delivery
EDUC-K 588	Supervised Teaching in Special Education

Students may apply for licensure at the end of EDUC-K 588 Supervised Teaching in Special Education.

Master Requirements (12 Credit Hours)

EDUC-K 501	Adapting Computers for Special Education
EDUC-K 502	Communication and Children with Exceptional Needs
EDUC-K 507	National Board for Professional Teaching Standards Project
EDUC-P 514	Life Span Development: Birth-Death

ALCOHOL AND DRUG COUNSELING CERTIFICATE PROGRAM

Office of Education Student Services
Greenlawn Hall 120
(574) 520-4845
www.education.iusb.edu

A graduate certificate in alcohol and drug counseling is now being offered. The 15 credit hour certificate will train those who desire to become alcohol and drug abuse counselors. The state of Indiana has a professional certification for substance abuse counselors, the Certified Alcohol and Drug Abuse Counselor (CADAC) designation. This program was designed to fill the gap in quality training for substance abuse counselors in Indiana and Michigan, provide students with relevant and up-to-date research-based training, and ultimately provide substance-abuse services to the community.

ADMISSION REQUIREMENTS

- A bachelor's degree from an accredited institution of higher education in any field of study.
- Provide official transcripts from all graduate and undergraduate institutions attended. Degrees must be earned from a regionally accredited institution or an IU approved international institution.
 - a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.
 - b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.
 - c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate course work until they have submitted the required GRE scores and met all other admissions requirements.
 - d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.
 - e. All applicants whose undergraduate degrees are more than ten years old must take two sections of the GRE. The applicant must earn a score of at least 450 on the Verbal Reasoning and at least a 3.5 on the Analytical Writing sections of the GRE to be eligible for admission.
- An interview with program faculty.
- A personal statement.
 - a. List and describe your work and volunteer experiences related to the field of counseling and human services.
 - b. List and describe education and training related to the field of counseling and human services beyond your formal course work which you have attained as a result of participation in workshops, seminars, professional meetings, etc.
 - c. Why have you selected counseling and human services as a preferred area of study?
 - d. What characteristics do you have that you believe would make you a successful counselor?
 - e. What additional information do you wish to bring to the awareness of the screening committee regarding your application?
 - Three letters of recommendation at least two of which are professional in nature (e.g., from employers or university course instructors).

REQUIRED COURSES (15 CR.)

Courses are offered on an annual basis and are scheduled at times convenient for working adults at either the South Bend or Elkhart campuses. Courses will be offered in evening and weekend formats. In addition, some courses will be offered partially or completely online. Students can plan on the following course schedule:

Fall Semester

EDUC-G 510	Introduction to Alcohol and Drug Counseling
EDUC-G 511	Screening and Assessment of Alcohol and Drug Problems

Spring Semester

EDUC-G 512	Counseling Approaches with Addictions
EDUC-G 513	Legal and Illegal Drugs of Abuse

Summer Session

EDUC-G 514	Practicum in Alcohol and Drug Counseling
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The practicum consists of 220 clock hours of onsite practicum service. For every 10 hours of clinical service that you provide you must complete 1 hour of supervision with your field supervisor. Your field supervisor must hold a CACDA II certification or some form of licensure in the state of Indiana. Under very rare circumstances, alternate arrangements may be made. However, in these instances you must contact the Indiana Counselors Association on Alcohol and Drug Abuse (ICAADA) by telephone at (317) 923-8800 or at the following address:

Indiana Counselors Association
on Alcohol and Drug Abuse
800 N. Meridian St., Suite 507
Indianapolis, IN 46202

Written confirmation giving approval of your noncertified supervisor must be provided by ICAADA.

During your on-site hours, you must provide evidence of performance in each of the 12 core functions of addictions counseling:

Screening	Intake
Orientation	Assessment
Treatment planning	Counseling
Case management	Crisis intervention
Client education	Referral
Reports and record keeping	Consultation

You will need to produce an artifact of each of these activities signed by your field supervisor. Hand in a copy to your university supervisor and retain a copy for your records.

The certificate can be completed in one year, with two classes offered in both the fall and spring semesters. The field experience practicum will be scheduled during the summer.

ALCOHOL AND DRUG CERTIFICATION COMPLETION APPLICATION

Candidates must file a certification completion application with the Office of Education Student Services in Greenlawn Hall 120.

Application for certificate deadline dates are as follows:

For	Deadline
May and August	October 1
December	March 1

Failure to file this application by the proper deadline may result in failure to receive certificate at the expected time. The responsibility for checking certificate requirements rests with the student.

GRADUATE POLICIES

LIMITED CRIMINAL HISTORY CHECK

School corporations require a limited criminal history check before participating in field placements and/or student teaching. School corporations may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction that is on the limited criminal history check. Visit www.in.gov/ai/appfiles/isp-lch/ to obtain a limited criminal history check. All searches conducted using this website's online service will be considered a completed request and are subject to associated fees regardless of whether or not a detailed record is found. A response of No Records Found is an official search result. Follow the directions on the website to complete the limited criminal history check, print out the response from the website, and take a copy with you on the first day of your field placement or student teaching.

E-MAIL COMMUNICATION

Electronic mail (e-mail) is the official means of communication at IU South Bend. A failure to receive

or read official university communications sent to the official e-mail address does not absolve one from knowing and complying with the content of the official communication. It is recommended that students check e-mail messages at least once daily. The university provides a simple mechanism to forward e-mail from the official university e-mail address to another e-mail address of choice. However, those who choose to have e-mail forwarded to another e-mail address do so at their own risk.

ISSUES RESOLUTION

Issues resolution is a process followed when a candidate has a concern that cannot be resolved at a meeting with the appropriate professional in the School of Education. If a candidate has a concern about a class or instruction, advising, or a School of Education policy, the candidate should meet individually to discuss the concern in an attempt to resolve it in a satisfactory manner. If the issue/concern is not resolved by the end of the meeting, the candidate should be advised that he or she can follow a process to seek resolution at other levels. The candidate should ask for an Issues Resolution form and cover sheet from the Office of Education Student Services. The candidate should follow the directions on the cover sheet. All steps should be documented. Certain issues follow university policies. For example, any grade grievances follow IU South Bend procedures.

PLAGIARISM

Plagiarism is a serious infraction particularly for graduate students. All procedures in the Code of Student Rights, Responsibilities, and Conduct are followed in all cases of plagiarism.

Plagiarism and academic misconduct include, but are not limited to, the following:

1. Copying any other person's work and submitting it as one's own, whether as a written document or an oral presentation.
2. Copying or paraphrasing passages, sentences, phrases, data, statistics, isolated formulas, and visual aids from print, oral, or Internet sources without proper acknowledgment.
3. Using someone else's ideas without giving credit to the source.
4. Submitting a professionally prepared research paper as one's own work.
5. Submitting work that resulted from an unauthorized collaborative effort as individual work.
6. Reusing or recycling a paper or research done for credit in a previous course without the permission and approval of all the professors involved.
7. Offering material assembled or collected by others as one's own project or collection.
8. Fabricating or creating material (statistics, text, etc.) to cite as a legitimate source.
9. Documenting a source inaccurately.

Visit www.iusb.edu/~sbwrite/plagiarism.shtml for additional information on plagiarism.

RESIDENCE

The residence requirement for the degree Master of Science in Education at IU South Bend may be met by completion of at least 24 of the 36 credit hours on the IU South Bend campus. These 24 hours may include online classes offered through the School of Education.

SEMESTER LOAD

Indiana University defines full-time status for graduate students as enrollment in a minimum of 8 credit hours per semester. Half-time status is enrollment in a minimum of 4 credit hours per semester.

GRADE POINT AVERAGE

Students must maintain a cumulative GPA of 3.0 in all work to be eligible for the degree Master of Science in Education. An overall 2.5 cumulative GPA must be earned in the content area to meet licensure requirements. Refer to undergraduate academic policies for other requirements that may apply to graduate students pursuing standard teacher licensure programs at IU South Bend; then consult an advisor. The School of Education at IU South Bend does not accept grades below a C (2.0) earned at IU South Bend or at any institution for credit toward a graduate degree. No grade below C (2.0) is accepted in the student's concentration area(s) for any teacher licensure program. The latter rule applies to various licensure areas as follows:

For students majoring in elementary education, this rule applies to all education courses.

For students majoring in secondary education, this rule applies to:

- Education courses
- All content courses

For students majoring in special education, this rule applies to:

- Education courses
- All content courses

TRANSFERRING COURSES INTO GRADUATE DEGREE PROGRAMS

Students seeking a graduate degree in the School of Education may request a transfer of a maximum of 12 credit hours of required courses from any institution, including IU South Bend, into School of Education graduate degree programs. Each program in the School of Education may further limit the number of transfer credit hours and specific courses that may be transferred. The transfer of all courses must be approved by the department head or a designee. All courses transferred into graduate degree programs in the School of Education must have a grade of B or higher.

Students already admitted to a graduate degree program must seek advanced approval for all courses taken at other institutions.

PASS/FAIL OPTION

Any graduate student may choose to be evaluated on a Pass/Fail (P/F) basis in any elective course, up to a maximum of four courses per degree program and not more than two courses in any calendar year. A Master of Science in Education degree student may not elect the Pass/Fail (P/F) option for any of the credit hours required in the major, minor, or any area of certification.

A student choosing the Pass/Fail (P/F) option for an elective course must do so during the first three weeks of a regular semester or during the first two weeks of a summer session by processing the prescribed request in the Office of Education Student Services. This election is not reversible.

RETENTION IN GRADUATE DEGREE STUDY

Students failing to maintain a B (3.0) average in all work taken after admission to graduate study in the School of Education are placed on academic probation and so notified. If a student fails to remove the probationary status during the next enrollment period, the privilege of continuing in the School of Education may be denied. Students dismissed from the School of Education are not eligible for recommendation for teaching or other licenses. Students dismissed may follow the issues resolution process if there are extenuating circumstances that may not have been considered.

A student admitted to the School of Education, but denied admission to a particular program, may not take any further work in that area of study unless the program agrees to the continued work.

Once a student is admitted to a degree program, all work must be complete within six calendar years from the date of the receipt of a grade in the first course that is to be used toward the degree.

LETTERS OF CONCERN

All graduate students are expected to abide by all specific program policies. In addition to academic performance, IU South Bend's graduate students are evaluated on the basis of their professional conduct and dispositions. Unsatisfactory professional conduct or unprofessional dispositions observed on the part of a graduate student in the School of Education in classes at IU South Bend or in field or clinical experiences, may result in that student's dismissal from the graduate degree program. Dispositions are assessed as part of the unit assessment system. Also, a Letter of Concern serves as documentation of concerns related to professional conduct or dispositions. School of Education procedures are followed when documenting concerns about dispositions with a Letter of Concern.

STUDENT TEACHING AND PRACTICA POLICIES

Prior to beginning student teaching and practica, graduate candidates must:

- Have completed all required course work for licensure.
- Have successfully passed all Praxis I® subtests.
- Have successfully passed all Praxis II® tests if required to do so by department policies.
- Have a minimum overall GPA of 2.5 if only earning a license. Students also completing master's degree requirements must have an overall GPA of 3.0.
- Must have a grade of C or better in all required licensure and degree course work.
- Complete all assignments in courses with a grade of incomplete (I) and have a grade of C or better posted to replace the incomplete.
- Submit an application for the student teaching or graduate practicum placement according to the deadlines listed below. Applications are valid for a period of 12 months. Beyond that time students will be required to submit a new application.

Semester	Placement Deadline
Fall semester	May 1
Spring semester	September 15

- Candidates are allowed to state preferences for student teaching and practica placements, but first priority is to place according to availability of qualified classroom supervising teachers. Graduate students working on emergency permits may request to complete their student teaching experience in their own classroom. Permission to do this must be given by the school corporation and the director of student teaching and clinical practice. Other factors that influence placement decisions follow.
- Candidates typically are placed within 20 miles of IU South Bend.
- Candidates may not complete student teaching or practica experiences in corporations where they are school board members or are related to a school board member.
- Candidates may student teach out of state in Michigan where we have established contractual agreements. Candidates need to request permission from the director of student teaching and clinical practice for other out of state placements.
- Candidates are not placed in schools where their children are in attendance or where they have been students.
- It is the candidate's responsibility to complete forms accurately, submit them according to the deadlines above, and to meet all eligibility criteria before they can begin their student teaching or graduate practicum experience.

APPLICATION FOR GRADUATE DEGREE

An application for a degree must be completed and filed with the Office of Education Student Services by the following deadline dates:

Graduation	Deadline	Tentative List Posted by
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May	October 1	February 15
August	October 1	February 15
December	March 1	September 15

Failure to file this application by the proper deadline may result in failure to graduate at the expected time. The responsibility for checking degree requirements rests with the student.

TIMELINE FOR MASTER OF SCIENCE DEGREE COMPLETION

Once candidates have been admitted into a degree program, they have two years to complete their first course. Candidates then have six years to complete all degree requirements. If candidates are admitted and do not take a course within two years, they must reapply for admission into the degree program.

FIELD AND CLINICAL EXPERIENCE FOR GRADUATE STUDENTS

Graduate candidates in the School of Education complete a variety of field and clinical experiences. Some of these are integrated into course work and do not require a separate placement. Students working on licensure in reading, English as a New Language, any secondary teaching license, and a license in exceptional needs mild interventions may require separate placements for certain field or clinical experiences and should work with the director of clinical and field experiences for these placements.

REQUIRED FIELD EXPERIENCE FOR ELEMENTARY EDUCATION

Graduate students in elementary education are required to complete field experience, practica and/or student teaching if their program of study includes certification. Field experience requirements are specific to individual programs of study. Students should refer to their advising sheet and/or consult their advisor for current field requirements for their program of study.

- Concentration in early childhood
- Generalist/curriculum and instruction
- Literacy focus (reading certification)
- Elementary education with K-12 licensure in educational leadership
- Elementary education with English as a new language certification

REQUIRED FIELD EXPERIENCE FOR SECONDARY

Graduate students in secondary education are required to complete field experience, practica and/or student teaching if their program of study includes certification. Field experience requirements are specific to individual programs of study. Students should refer to their

advising sheet and/or consult their advisor for current field requirements for their program of study.

- Focus in secondary education
- Focus in secondary education with initial certification
- Focus in secondary education with reading licensure
- Secondary education with K-12 licensure in educational leadership
- Secondary education with English as a new language licensure

REQUIRED FIELD EXPERIENCE FOR SPECIAL EDUCATION

Graduate students in special education who are working on their initial teaching license or an additional license will typically complete field experiences in specific placements. If approved, these placements may be in the classroom where they are employed. Students should refer to the advising sheet, consult their advisor, and meet with the director of clinical and field experiences for current field requirements for their program of study.

- Mild interventions
- Intense interventions

REQUIRED FIELD EXPERIENCE FOR COUNSELING AND HUMAN SERVICES

Counseling students complete practica and internships that meet CACREP accreditation standards. Students should refer to the advising sheet and/or consult with the program coordinator and their advisor for current requirements.

- Alcohol and substance abuse
- Clinical mental health counseling
- School counseling

ACCREDITATION

The School of Education was granted continuing accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the Indiana Department of Education Division of Professional Standards through 2012. The School of Education met all NCATE standards for initial and advanced programs. The Counseling and Human Services degree program has received national accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

CONCEPTUAL FRAMEWORK

The members of the faculty and staff in the School of Education have a commitment to preparing educators who assume leadership responsibilities in and beyond the classroom. In our advanced programs, teachers, counselors, and principals build on classroom leadership responsibilities to become advocates, decision makers, researchers, and partners in school and community settings. The conceptual framework for advanced programs summarizes these themes.

STANDARDS

Graduate programs are aligned with appropriate national and state standards. All advanced teacher education programs are aligned with the National Board for Professional Teaching Standards or standards from the Council for Exceptional Children. The Educational Leadership Program is aligned with standards from the Educational Leadership Constituent Council. All programs in Counseling and Human Services are aligned with standards from the Council for Accreditation of Counseling and Related Educational Programs.

MONITORING PROGRESS OF STUDENTS AT CRITICAL CHECKPOINTS

In addition to reviewing grades and cumulative grade point averages, candidate progress is monitored carefully at three critical checkpoints. At these checkpoints candidates are required to submit designated artifacts, aligned with state and national standards, in an Oncourse pseudo course. These artifacts are reviewed by faculty to determine if the candidate is meeting the standards or making progress toward meeting the standards. If the artifact provides evidence that the candidate is meeting the standards a grade of S is assigned for the pseudo course. If the artifact does not meet the standards, the candidate is contacted and a remedial plan is developed. In such cases, the candidate may receive a grade of R or I. If after participation in the remedial plan, the candidate's artifacts still do not provide evidence of meeting standards or making progress toward meeting standards, a grade of F is assigned for the pseudo course. These pseudo courses are 0 credit hour courses so an F grade would not alter a cumulative grade point average, but pseudo course grades appear on candidates' transcripts.

CRITICAL CHECKPOINTS FOR CANDIDATES SEEKING A MASTER OF SCIENCE DEGREE AND/OR INITIAL LICENSURE

Checkpoint One—All Graduate Candidates

- Entry into specific program. Candidates in all graduate programs must submit required admissions materials. Once all materials are submitted, they are reviewed by department heads, and admission decisions are communicated to students.

Checkpoint Two—Elementary Candidates in Master of Science Degree Programs

- GPA check
- Classroom-based entries as outlined in EDUC-E 506 Curriculum in Early Childhood, EDUC-E 545 Advanced Study in the Teaching of Reading in Elementary School, or EDUC-E 549 Advanced Study in the Teaching of Language Arts in the Elementary School
- Analysis of student learning and reflection from entries

Checkpoint Two—Secondary Candidates in Master of Science Degree Programs

- GPA check
- Artifact of student learning from EDUC-P 507 Assessment in the Schools
- EDUC-S 591 Research Project in Secondary Education

Checkpoint Two—Secondary Education Candidates also Earning Initial License

In addition to the requirements listed above for secondary candidates in Master of Science degree programs, candidates must submit the following at the end of the semester they take their 400-level special methods class.

- A series of lesson plans, assessments, and other components as assigned in the 400-level special methods class
- Classroom management artifact
- Passing Praxis II® scores

Checkpoint Two—Special Education Candidates in Master of Science Degree Programs

- GPA check
- Lesson plans from EDUC-K 523 Inclusive Strategies for Exceptional Students in the Elementary Classroom or EDUC-K 524 Integration of Students with Exceptional Learning Needs
- Pre/post analysis of teaching project from EDUC-P 519 Psycho-Educational Assessment of Exceptional Children
- Classroom management plan from EDUC-K 553 Classroom Management and Behavior Support

Checkpoint Two—Special Education Candidates also Earning Initial License

- Lesson plans from EDUC-K 523 Inclusive Strategies for Exceptional Students in the Elementary Classroom or EDUC-K 524 Integration of Students with Exceptional Learning Needs
- Pre/post analysis of teaching project from EDUC-P 519 Psycho-Educational Assessment of Exceptional Children
- Classroom management plan from EDUC-K 553 Classroom Management and Behavior Support

Checkpoint Three—Elementary Candidates in Master of Science Degree Programs

- GPA check
- Classroom based entry with accompanying student work
- Final exit project from EDUC-E 591 Research Project in Elementary Education

Checkpoint Three—Secondary Candidates in Master of Science Degree Programs

- GPA check
- Portfolio from EDUC-C 511 Capstone Seminar

Checkpoint Three—Secondary Education Candidates also Earning Initial License

In addition to the requirements listed above for Master of Science degree candidates in secondary education earning an initial teaching license must also submit

- Student teaching evaluation forms
- Artifact from EDUC-M 420 Student Teaching Seminar: Understanding Schools

Checkpoint Three—Special Education Candidates in Master of Science Degree Programs

- GPA check
- Final project from EDUC-Y 511 Action Research II: Independent Study
- Universal design for learning/transition plan project from EDUC-K 565 Collaboration and Service Delivery

Checkpoint Three—Special Education Candidates also Earning Initial License

- EDUC-K 588 Supervised Teaching in Special Education student teaching evaluation forms
- Praxis II® scores
- Special education portfolio
- Universal design for learning/developmental-levels Project from EDUC-K 565 Collaboration and Service Delivery

MONITORING STUDENT PROGRESS AT CRITICAL CHECKPOINTS—T2T ELEMENTARY AND SECONDARY

In addition to reviewing grades and cumulative grade point averages, candidate progress is monitored carefully at three critical checkpoints. At these checkpoints candidates are required to submit designated artifacts, aligned with state and national standards, in an Oncourse pseudo course. These artifacts are reviewed by faculty to determine if the candidate is meeting the standards or making progress toward meeting the standards. If the artifact provides evidence that the candidate is meeting the standards a grade of S is assigned for the pseudo course. If the artifact does not meet the standards, the candidate is contacted and a remedial plan is developed. In such cases, the candidate may receive a grade of R or I. If after participation in the remedial plan, the candidate's artifacts still do not provide evidence of meeting standards or making progress toward meeting standards, a grade of F is assigned for the pseudo course. These pseudo courses are 0 credit hour courses so an F grade would not alter a cumulative grade point average, but pseudo course grades appear on candidates' transcripts.

Checkpoint One—Elementary and Secondary—Entry into Specific T2T Program

Candidates must submit required admissions materials. Once all materials are submitted, they are reviewed by department heads and admission decisions are communicated to students.

Checkpoint Two—Elementary Transition to Teaching—At End of Spring Semester Before Student Teaching the Following Fall Semester

- GPA check
- Series of lesson plans and other artifacts from fall semester methods classes
- Final evaluations

Checkpoint Two—Secondary Transition to Teaching—At End of Fall Semester Before Student Teaching

- GPA check
- Series of lesson plans and other artifacts from fall semester 400-level methods class
- Classroom management artifact

Checkpoint Three—Elementary Transition to Teaching—At End of Student Teaching

- GPA check
- Artifact on student learning with all required components
- Student teaching evaluations
- Passing Praxis II® Scores

Checkpoint Three—Secondary Transition to Teaching—At End of Student Teaching

- GPA check
- Artifact on student learning with all required components
- Student teaching evaluations
- Passing Praxis II® scores

COLLEGE OF HEALTH SCIENCES

MARY JO REGAN-KUBINSKI, DEAN

(574) 520-4207 // WWW.IUSB.EDU/~SBHEALTH



SCHOOL OF NURSING

Northside Hall 456B

(574) 520-4571

www.iusb.edu/~sbnurse

Dean: **Regan-Kubinski**

Professor: **Regan-Kubinski**

Associate Professors: **Basolo-Kunzer, Dobrzykowski, Henry, Sofhauser**

Acting Assistant Professor: **S. Jones**

Clinical Assistant Professor: **Makielski**

Clinical Lecturers: **Davidson, Hieronymus, Imes, Trethewey, B. White, Wolfram**

Lecturers: **S. Anderson, Fenner, Keith, Woodrick**

Director of M.S.N. Program: **Wolfram**

Director of Undergraduate Program: **Makielski**

Director of Health and Wellness Center: **Hieronymus**

Director of Student Services: **Gilroy**

MASTER OF SCIENCE IN NURSING

PROGRAM DESCRIPTION

The Master of Science in Nursing (M.S.N.) degree program at IU South Bend prepares its graduates for leadership roles in advanced nursing practice as Family Nurse Practitioners. The goal of the M.S.N. is to develop nurses with the advanced practice nursing skills to increase the potential of our regional health care delivery system to improve the health of our communities. Program graduates will be eligible to seek certification as a Family Nurse Practitioner (FNP).

The M.S.N. Family Nurse Practitioner Program is a 45 credit hour, postbaccalaureate graduate degree. Applicants to the program must hold a Bachelor of Science in Nursing degree from an accredited institution. The curriculum is roughly divided into two major sections: preclinical and clinical course work. The preclinical courses provide the student with a core foundation for advanced practice. Clinical courses build upon that foundation, adding knowledge and its application in the direct clinical experience of advanced practice nursing.

All degree requirements must be completed within six years of initial program enrollment.

The program is designed to meet the educational needs of working Registered Nurses, and is structured as a cohort-based, year-round, part-time study model. Degree requirements may be met through a combination of distance accessible and campus-based course work. Clinical work is arranged in consultation and is undertaken under the guidance of a faculty member and a preceptor. Clinical placements are designed to meet individual goals as well as overall learning objectives.

PROGRAM OUTCOMES

The graduate of the M.S.N. degree program will be prepared to do the following:

- Model excellence in nursing leadership to improve nursing practice within a complex health care system
- Perform advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice
- Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication sciences for application to a chosen domain of advanced practice nursing
- Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing
- Frame problems, design interventions, specify outcomes and measure outcome achievement while balancing human, fiscal, and material resources to achieve quality health outcomes
- Use information technology and knowledge-based resources to manage and transform data that informs clinical practice
- Systematically apply knowledge from research findings and best evidence to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations.
- Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context
- Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services
- Engage in life-long learning activities that contribute to professional development as well as the advancement of nursing

PROGRAM ADMISSION

Admission to the IU South Bend School of Nursing M.S.N. Family Nurse Practitioner Program is selective, requiring faculty approval. Admission is based upon the applicant qualifications as evidenced by previous academic performance, statement of professional aspirations, and references. A personal interview may be requested. The following criteria must be met for unconditional admission:

- Undergraduate (B.S.N.) GPA of 3.0 or higher on a 4.0 scale from a National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited program.
- Official transcripts from all postsecondary course work.
- Copy of current Indiana Registered Nurse (R.N.) license
 - A copy of the current Indiana license must be submitted at the time of application. Current unencumbered licensure as a R.N. in Indiana is requisite. Applicant must also complete a form attesting there is no action pending or have been taken against their licensure in Indiana or any other state they currently hold or have held a license to practice nursing or health care. International applicants not yet licensed in the United States will need to submit evidence of passing the Commission on Graduates of Foreign Nursing Schools (CGFNS) examination before applying for an R.N. license in Indiana.
- 300-level course in statistics
 - Grade to be documented by transcript or current enrollment at IU South Bend. Applicants must attain a grade of B– or higher in a 3 credit hour, 300-level (or higher) class, taken within the last five years of the date of application. Applicants may request review of courses below the 300-level for acceptability; such a request must be accompanied by course syllabi, not course descriptions.
- Essay (goal statement)
 - A 250-word essay following the guidelines stated in the online admission form.
- Computer skills
 - Verification of ability to use computer technologies including accessing, retrieving, receiving, and communicating information.
- Evidence of proficiency in English as a foreign language
 - Applicants whose native language is not English must take the Web-based version of the Test of English as a Foreign Language (TOEFL), which has a speaking portion. The applicant's score must meet the requirements of the IU South Bend Office of Graduate Admissions.
- Statement of essential abilities
 - Applicants must attest that they meet the requisites of the essential abilities policy of the School of Nursing. The policy states that students must demonstrate the designated technical standards or essential abilities in a variety of areas (judgment, neurological function, emotional coping skills, intellectual/ conceptual skills, and other behavioral attributes) as well as meet all program progression criteria.
- References
 - Applicants need three professional references. Persons providing references must submit them via the online reference form.
- Criminal background check

– Applicants must provide verification and results of a federal criminal background check within the past 12 months. IU South Bend School of Nursing has specific requirements for the criminal background check. Applicants are encouraged to review the procedure and specific requirements with the graduate program director prior to completion of application materials.

▪ **Clinical practice**

– Two years of relevant clinical practice as an R.N. in the past five years. Application may be made during the cycle when the two years of experience as an R.N. will be reached.

▪ **GRE**

– The Graduate Record Examination is not required, but may be taken as supplemental required admission materials.

Provisional admission may be granted to applicants not meeting all admission criteria in some selective situations. Provisional admission is granted upon recommendation and endorsement of the IU South Bend Graduate Faculty Council. Students admitted with provisional admission status will be placed on academic probation and must meet the stated terms of their probationary status to progress in the program.

Admission is valid only for the enrollment period designated in the admission letter. Deferred admission may be granted upon written request of the applicant; deferred admission may be subject to changes in admission policies or requirements of the later enrollment period. Reapplication is required if a written request for deferred admission is not made at the time of initial application.

ADMISSION PROCESS

Applicants to the M.S.N. degree program should visit www.iusb.edu/~graduate and follow the directives that are posted for program-specific online admission. International students must apply through the IU South Bend Office of International Student Services.

CURRICULUM SEQUENCE

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

The proposed curricular sequence for the M.S.N. Family Nurse Practitioner Program is as follows. The faculty and administration reserve the right to change the curricular sequence as needed to maintain program integrity.

Semester One

NURS-N 504	Leadership for Advanced Nursing Practice
NURS-Y 515	Pathophysiology (4 cr.)

Semester Two

NURS-N 502	Theory I
NURS-Y 612	Pharmacology Primary Care Nurse Practitioners

Semester Three

NURS-F 570	Assessment of Individuals, Families, and Communities
NURS-Y 535	Dynamics of Family Health Care

Semester Four

NURS-R 500	Nursing Research Methods I
NURS-F 574	Primary Health Care Nursing-Adults

Semester Five

NURS-F 572	Primary Health Care Nursing-Children
NURS-Y 620	Advanced Primary Care and Office Management Procedures

Semester Six

NURS-F 576	Primary Health Care Nursing-Women
NURS-R 590	Scholarly Project

Semester Seven

NURS-F 578	Primary Health Care Nursing-Families (5 cr.)
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ACADEMIC STANDING

GOOD STANDING

A student is in good academic standing when his or her cumulative grade point average is 3.0 or higher.

DISCIPLINARY PROBATION

Disciplinary probation is administered under the Code of Student Rights, Responsibilities, and Conduct. The faculty reserves the right to request the withdrawal of a student when problems related to personal integrity, health, maturity, or safety in the practice of nursing demonstrate the student's unfitness to continue preparation for professional nursing.

ACADEMIC PROBATION

A student is placed on academic probation when the cumulative grade point average falls below 3.0 or if he or she earns a C+ or lower in a required course. The probationary status is removed within one full-time semester or its equivalent (9 credit hours). Students who do not regain good academic standing after three semesters of probation will be dismissed from the program.

MAINTAINING STATUS

Students who do not register for a period of three consecutive semesters will be dismissed from the program. Students admitted on probation who fail to remove the conditions of admission within the time frame specified are subject to dismissal.

Students attaining an unsatisfactory grade (below B–) in any clinical course may repeat the course only once; nonclinical courses may be repeated more than once if approved by the Graduate Faculty Council. If a course must be repeated, the department may specify additional conditions relating to progression in the program until the course is successfully completed. Evidence of lack of progress toward the degree is described as failure to successfully attain a B– or higher in a course in which an unsatisfactory grade has been previously received. Students who do not complete all degree requirements within six years following initial registration will be dismissed.

GRADING SCALE

All courses in the IU South Bend School of Nursing M.S.N. degree program utilize the following grading scale in all nursing courses. An attainment of at least a B–, or 80 percent, is required to successfully pass a course. Failure to receive a final grade of B– will require the student to retake the course.

The official grade code of Indiana University includes quality points for the purpose of determining the cumulative grade point average. See page 31 for the grading code scale.

HEALTH REQUIREMENTS

Students must meet the same immunization and health requirements as stated for undergraduate nursing students.

STATEMENT OF ESSENTIAL ABILITIES

Graduate students must meet the same essential abilities as stated for undergraduate nursing students.

PROFESSIONAL NURSING REQUIREMENTS

Students must maintain active health care provider level CPR status and Indiana R.N. licensure. Two years of relevant clinical practice as an R.N. in the past five years are required. Application may be made during the cycle when the two years of experience as an R.N. will be reached.

CRIMINAL BACKGROUND CHECK

Criminal history background checks are required of all graduate nursing students in compliance with state and federal (House Bill 1633) regulations for individuals in clinical settings and working with patients and individuals who are vulnerable or minors. Licensure is also contingent upon the absence of most felony and some misdemeanor charges. An updated check for an enrolled student might have a bearing on the clinical site in which the student will be placed. Students will be asked to complete a criminal disclosure form each year in the fall.

A past criminal history may become a significant barrier to clinical practicum rotation placements. In addition, current Indiana law states that individuals who have been convicted of certain crimes may not be employed by or operate a home health facility or work in the Indiana public school system. While a conviction of a crime does not automatically disqualify a student from participation in community-based clinical, a criminal history may be grounds for denying progression depending on the facts and circumstances surrounding each individual case.

OTHER POLICIES

In addition to policies described under the general statement of the School of Nursing, the following policies govern master's study in particular.

CREDIT TRANSFERS

Students must obtain the consent of the graduate program director before credit earned at other institutions may be added to the official transcript. A maximum of 6 credit hours with a minimum grade of B in courses that fulfill the curriculum requirements may be transferred from an accredited college or university with the consent of the graduate program director. Credit hours used to meet requirements for the Bachelor of Science in Nursing may not be used toward the Master of Science in Nursing. Students wishing to take graduate-level courses at another university to transfer to IU South Bend are highly encouraged to seek advising regarding credit transferability. Requests to transfer courses are reviewed on an individual basis. Specific information regarding transfer of credit hours can be obtained from the graduate program director.

GRADUATE FACULTY COUNCIL

The Graduate Faculty Council is a group of nursing faculty and administration who have the primary function of overseeing the development, delivery and assessment of the curriculum and program. The Graduate Faculty Council is responsible for the development and enactment of nursing graduate studies policies and procedures pertaining to student issues, including admission, progression and graduation.

ACCREDITATION

The School of Nursing is accredited by the Commission on Collegiate Nursing Education and the Indiana State Board of Nursing, Health Professions Bureau.

MASTER OF SOCIAL WORK

Northside Hall 418
(574) 520-4880
www.iusb.edu/~socw

Interim Director: **FitzGerald**
Associate Professor: **Newcomb**
Assistant Professor: **Ramsey**
Lecturers: **Brandon, Lemp**
Coordinator of Field Instruction: **Brandon**

MISSION STATEMENT

The mission of the Indiana University School of Social Work is to educate students to be effective and knowledgeable professional social workers prepared for practice in the twenty-first century. Such practitioners are committed to the alleviation of poverty, oppression, and discrimination. The school is dedicated to the enhancement of the quality of life for all people, particularly the citizens of Indiana, and to the advancement of just social, political, and economic conditions through excellence in teaching, scholarship, and service. Within the context of a diverse, multicultural, urbanized, global, and technologically oriented society, the school prepares social workers who shape solutions to a wide range of interpersonal and social problems by developing and using knowledge critically, while upholding the traditions, values, and ethics of the social work profession.

TEACHING

The teaching mission is to educate students to become professional social workers equipped for a lifetime of learning, scholarship, and service. Graduates embrace person-in-environment and strengths; perspectives that are linked to the welfare of individuals, families, groups, organizations, and communities. They learn to keep abreast of advances in knowledge and technology, be self-reflective, and apply best practice and accountable models of intervention. The school prepares social work practitioners and scholars ready to assume leadership roles at the Master of Social Work level.

SCHOLARSHIP

The scholarship mission includes the discovery, integration, application, dissemination, and evaluation of client-centered and solution-focused knowledge for and with social work professionals and other consumers. Innovative forms of scholarship are encouraged in developing knowledge for use in practice, education, and service concerning social needs and social problems.

SERVICE

The service mission is dedicated to the promotion of the general welfare of all segments of society. Service includes work in the school, university, profession, and community and reflects the school's expertise in teaching, scholarship, and social work practice. Service

in the interest of persons at greatest risk is consistent with the social work profession's attention to social justice.

PROGRAM OBJECTIVES

Social work is a dynamic profession concerned with the changing needs of individuals, families, groups, organizations, and society. For those interested in this professional commitment, social work offers a broad range of practice settings: community mental health agencies, nursing homes, hospitals, schools, employee assistance programs, family service agencies, and community service agencies. In addition, professional social workers serve as administrators of various social service agencies. They also work in all levels of government, education, and a number of social workers have assumed political or legislative careers. The education and training they receive in a Master of Social Work (M.S.W.) degree program provides them with the skills they need to choose a career within the broad area of social work.

ADMISSION REQUIREMENTS

Professional social work education requires the ability to undertake a rigorous program of classroom and field study. The school seeks to admit persons who demonstrate competency through their academic and work achievements and who give evidence of commitment to working toward the well-being of others and the betterment of social conditions. It also seeks to provide an ethnically and regionally diversified student body. Admission to the Indiana University School of Social Work is program specific.

The Indiana University Master of Social Work degree program at the South Bend campus offers a part-time evening program culminating in the Master of Social Work degree. The entire 60 credit hours are available on the South Bend campus for those interested in the interpersonal practice concentration. Transfer to the Indiana University—Purdue University Indianapolis campus is available to those wishing to finish the last 30 concentration credit hours in macro practice or other concentrations not offered on this campus. These include child welfare, health, and family services.

Admission to the IU South Bend Master of Social Work degree program is handled jointly with the Indiana University School of Social Work in Indianapolis and IU South Bend. Applications are available through the IU South Bend Master of Social Work office—generally in September. Call for the latest information, as dates may vary.

PREREQUISITES FOR ADMISSION

The following prerequisites are the minimum requirements for consideration for admission to the M.S.W. degree program:

- Evidence of an earned bachelor's degree from an accredited college or university.

- Evidence of successful completion of a minimum of six courses in social or behavioral sciences. Courses are accepted from the following disciplines: psychology, sociology, anthropology, economics, political science, criminal justice, and social work.
- Evidence of successful completion of one course in statistics. This course can be in any discipline and on any level (graduate or undergraduate), so long as it was taken at an accredited college or university.
- An earned undergraduate grade point average (GPA), during the last 60 hours, of at least 3.0 on a 4.0 scale.
- Submission of the completed application packet, with requested supplemental materials, within the established time period. Go to www.iusb.edu/~graduate to find the online application.

Applications are accepted for consideration any time after December 1 for the following academic year. Preference is given to applications received by February 1. The school uses a modified rolling admissions policy. Applications received after the February 1 deadline are processed and notifications are made as space is available.

ACADEMIC STANDING

To remain in good academic standing, students are expected to perform at or above the following:

- Earn at least a C in each graded social work course.
- Maintain a 3.0 cumulative GPA on a 4.0 scale in required social work courses, and a 3.0 overall GPA.
- Earn a grade of Satisfactory (S) in all practicum courses; to carry out professional activity in conformity with the values and ethics of the profession, and to comply with any contract that might be entered into with the Performance Review Committee.
- In the event of a failure to meet such requirements, students are ineligible to continue in the program. Such students are encouraged to consult with their faculty advisor regarding realistic planning for the future, including the right to petition for administrative review.

THREE-YEAR, PART-TIME, EVENING PROGRAM

The part-time evening program allows students the flexibility of evening classes and of progressing at a slower pace than the more traditional, full-time program. This program begins in the second summer session of each year, and students first complete the foundation year courses. Following completion of the foundation year, students move to the concentration year sequence.

The Master of Social Work degree program consists of 60 credit hours of study and field work. The last 27 credit hours provide a concentration in mental health and addictions.

Although the school values the knowledge gained from life experience, no credit can be given for this. Thus, the overall objectives of the first (foundation) year of the Master of Social Work degree program include development of:

- Basic, generic, competence applicable to the broad range of social work practice
- Basic competence in both interpersonal practice and planning and management practice
- Basic competence for practice in social-service delivery systems

The overall objectives of the second (concentration) year include development of more advanced competence in interpersonal practice, mental health, and addictions practice.

FIELD PRACTICUM

Both the foundation and the concentration years of the Master of Social Work degree program include field practicum courses with field instructors who meet the standards of the school. A student in the program is required to have field instruction in two different agency settings. Placements are made in South Bend and various locations throughout the state. Field practicum is construed as a continuing process. Students in placement agencies are expected to meet professional service responsibilities. Students in field practicum follow the work schedule of their field agencies during holiday periods and/or semester recess.

The school arranges the field placements for the students. Attention is given to the student's learning needs, professional goals, and interests. Field instruction is available only to students admitted as candidates for the Master of Social Work degree.

A total of 960 clock hours of practicum are required, with 320 hours in the foundation year, and 640 hours in the concentration year. Practica are concurrent with course work.

ACCREDITATION

The School of Social Work and the Master of Social Work are accredited by the Council on Social Work Education (CSWE), 1725 Duke Street, Suite 500, Alexandria, Virginia 22314-3457, (703) 683-8080.

STUDENT SERVICES

Career information about employment is available by calling (574) 520-4881 or by contacting the program director at the following address:

IU South Bend
Social Work
Post Office Box 7111
South Bend, Indiana 46634-7111

STUDENT ORGANIZATION

Students are encouraged to join and participate in the activities of the National Association of Social Workers (NASW) and the National Association of Black Social Workers (NABSW).

PROGRAM REQUIREMENTS (60 CR.)

(Courses are 3 credit hours, unless otherwise designated.)

Required Courses

SWK-S	501	Professional Social Work at the Master's Level: An Immersion
SWK-S	502	Research I
SWK-S	503	Human Behavior and the Social Environment
SWK-S	504	Professional Practice Skills
SWK-S	505	Social Policy Analysis and Practice
SWK-S	513	Human Behavior in the Social Environment
SWK-S	514	Practice with Individuals and Families I
SWK-S	516	Social Work Practice II: Organizations, Communities, and Society
SWK-S	517	Assessment in Mental Health and Addictions
SWK-S	555	Social Work Practicum I
SWK-S	618	Social Policies and Services
SWK-S	623	Practice Research Integrative Seminar I
SWK-S	651	Social Work Practicum II (4 cr.)
SWK-S	652	Social Work Practicum III (5 cr.)
SWK-S	661	Executive Leadership Practice
SWK-S	683	Community Based Practice in Mental Health and Addictions *
SWK-S	685	Mental Health and Addiction Practice with Individuals or Families *
SWK-S	686	Social Work Practice: Addictions *
SWK-S	687	Mental Health and Addiction Practice with Groups *

Any elective taken outside of the Master of Social Work degree program must be approved in advance.

* Three of the four classes starred with * must be taken.

COLLEGE OF LIBERAL ARTS AND SCIENCES

ELIZABETH E. DUNN, DEAN

WIEKAMP HALL 3300 // (574) 520-4214 // WWW.CLAS.IUSB.EDU

Associate Deans: **McMillen, Torstrick**



GENERAL INFORMATION

The College of Liberal Arts and Sciences offers programs of study that lead to the Master of Science in Applied Mathematics and Computer Science, the Master of Arts in English, the Master of Liberal Studies, and the Master of Public Affairs. The college also offers courses that are required for the Master of Science in Management of Information Technologies, offered by the School of Business and Economics.

MASTER OF SCIENCE IN APPLIED MATHEMATICS AND COMPUTER SCIENCE

Northside Hall 301B

(574) 520-4335

www.cs.iusb.edu/applied_mcs.html

PROGRAM DESCRIPTION

This degree is offered jointly by the Department of Computer and Information Sciences and the Department of Mathematical Sciences. The goal of this program is to address the needs of people who have work experience in technical or quantitative fields; people with undergraduate degrees in science or business; or people who simply wish to increase their level of skills and expertise in computing and applied mathematics.

Students work with an advisor to select a schedule of courses tailored to their personal interests and goals. A specialization will be selected in either computer science, applied mathematics, or with the help of their advisor, in both disciplines. Thesis and non-thesis options are available. The emphasis throughout the curriculum is on the real-world problems and applications likely to be encountered in business and industry.

ADMISSION REQUIREMENTS

Candidates for admission to the program are required to hold a bachelor's degree from an accredited institution with a minimum GPA of 3.0. Alternatively, an applicant whose past academic record is not sufficiently strong (e.g. low GPA, outdated undergraduate degree, etc.) can qualify for admission by scoring 600 or higher on the quantitative component of the Graduate Record Examination (GRE). No specific undergraduate field of study is required. Students with satisfactory competence in undergraduate study of basic computer and mathematics subjects are encouraged to apply. Typically, these applicants have undergraduate degrees in mathematics, computer science, chemistry, physics, biological sciences, engineering, secondary mathematics education, business, economics, and other technical fields. In all cases, students lacking an appropriate background in computer science and/or mathematics are required to remove those deficiencies in a timely manner before taking graduate courses. Specifically,

- At most, 50 percent of course work may be taken under provisional status, pending formal admission.
- Students with provisional status must have explicit permission from the graduate director prior to registering for graduate courses.

APPLICATION PROCEDURE

For an application to be considered, the following must be received:

- Application for admission, www.iusb.edu/~graduate
- Three letters of recommendation
- IU South Bend application fee

- Official transcript from each postsecondary school attended
- Evidence of an earned, four-year, bachelor's degree
- GRE scores, if submitted as evidence of academic strength (optional)
- Acceptable TOEFL scores for non-English speaking applicants (score of 550 is currently required)

DEGREE REQUIREMENTS

The program is tailored to individual student needs and consists of 33 credit hours. A student will choose to specialize in either computer science, applied mathematics, or with the help of their advisor, specialize in both disciplines. Thesis and non-thesis options are available. Students wishing to follow the thesis option must complete 24 credit hours of course work and 9 credit hours of thesis. No more than two 400-level courses may apply towards this degree.

Computer Science Concentration

Recommended courses

CSCI-A	510	Database Management Systems
CSCI-B	438	Fundamentals of Computer Networks
CSCI-B	503	Algorithms Design and Analysis
CSCI-B	524	Parallelism in Programming Language and Systems
CSCI-B	538	Networks and Distributed Computing
CSCI-B	551	Elementary Artificial Intelligence
CSCI-B	553	Neural and Genetic Approaches to Artificial Intelligence
CSCI-B	561	Advanced Database Concepts
CSCI-B	581	Advanced Computer Graphics
CSCI-B	582	Image Synthesis
CSCI-B	583	Game Programming and Design
CSCI-B	651	Natural Language Processing
CSCI-B	657	Computer Vision
CSCI-B	689	Topics in Graphics and HCI
CSCI-C	435	Operating Systems 1
CSCI-C	463	Artificial Intelligence I
CSCI-C	490	Seminar in Computer Science
CSCI-P	565	Software Engineering I

Applied Mathematics Concentration

Recommended courses

MATH-M	415	Elementary Complex Variables with Applications
MATH-M	447	Mathematical Models/Applications 1
MATH-M	448	Mathematical Models/Applications 2
MATH-M	451	The Mathematics of Finance
MATH-M	463	Introduction to Probability Theory 1
MATH-M	466	Introduction to Mathematical Statistics
MATH-M	546	Control Theory
MATH-M	551	Markets and Asset Pricing
MATH-M	560	Applied Stochastic Processes

MATH-M 565	Analysis of Variance
MATH-M 562	Statistical Design of Experiments
MATH-M 571	Analysis of Numerical Methods I
MATH-M 572	Analysis of Numerical Methods II
MATH-M 575	Simulation Modeling
MATH-M 576	Forecasting
MATH-M 574	Applied Regression Analysis
MATH-M 577	Operations Research: Modeling Approach
MATH-M590	Seminar

No more than two 400-level courses may be selected.

Students are encouraged to take courses bridging the two disciplines (e.g. MATH-M 562 Statistical Design of Experiments and CSCI-B 581 Advanced Computer Graphics). Both full- and part-time study is possible.

Students are expected to maintain a cumulative GPA of 3.0 or above. Failure to maintain a 3.0 GPA for two consecutive semesters, or accumulating any two grades of D or below, may result in dismissal from the program.

The program must be completed within seven years. Only courses taken within seven years of completion of the first course in the program may count toward this degree.

THESIS OPTION

Students who choose the thesis option must complete 24 credit hours of course work and 9 credit hours of thesis. In preparation for the thesis, a student should identify to the program's graduate director an advisor and a committee. The advisor is a faculty member from either the Department of Computer and Information Sciences or the Department of Mathematical Sciences. The committee is comprised of two faculty members from the student's area of specialization, with one of them being the advisor. A third member is required and can be a faculty member from within or outside of either department. The third member may also be an approved individual from business or industry. Additional members may be included in the committee with approval of the graduate director.

The student must submit a thesis proposal to the committee for approval. Upon completion of the thesis, a written document is prepared and an oral defense is scheduled. The document is to be reported in a thesis format. After a successful defense, the final version will be archived in the department and in the IU South Bend library. There is no comprehensive exam. Rather, a student finishes the program with the thesis option by successfully defending the thesis, making corrections to the document, and submitting the final version for archiving.

TRANSFER CREDIT HOURS

Students wishing to transfer course work from another graduate program should keep the following information in mind:

- Transfer credit hours must be approved by the program graduate director or persons designated by the Graduate Committee.
- Students are responsible for supplying course documentation, such as an official course description, a course syllabus, etc. to be used by the graduate director to assess transfer course applicability to this program.
- A student may transfer at most 6 credit hours of the Applied Mathematics and Computer Science degree program course work from an accredited institution.
- The course must appear on an official transcript sent to IU South Bend.
- Only courses taken within seven years may be counted toward this degree. Courses transferred must be seven years old or less at the time of completion of the IU South Bend program. Exceptions are at the discretion of the graduate director.

MASTER OF ARTS IN ENGLISH

Wiekamp Hall 3161
(574) 520-4305
www.iusb.edu/~sbeng/ma

Program Director: **Gindele**

PROGRAM DESCRIPTION

The Master of Arts (M.A.) in English is a 36 credit hour program. The M.A. in English offers broadly based expertise in English studies, including the production, analysis, and teaching of literary texts, and the study of composition/ rhetoric. Full-time students may complete the program in two years. Adjusted courses of study are available to part-time students.

This advanced degree program offers a life-enriching continuation of intellectual study. It fosters the further development of skills valued by current employers, including writing and analytical skills, and specialized knowledge in areas such as textual analysis, computer-assisted writing, literacy studies, pedagogy, research, and editing.

The degree leads to employment opportunities teaching English in the schools or community colleges, working in the service and information industries, the news media, advertising, public relations, and in other corporations requiring writing specialists.

ADMISSION REQUIREMENTS

Students are admitted to the English graduate program by the Graduate Selection Committee. Applicants for the program must have a bachelor's degree in English, or a closely related field, from an accredited institution and an undergraduate GPA of at least 3.0. In addition, candidates may be asked to take the Graduate Record Examination (GRE). A candidate who does not meet the GPA requirement may apply for special student status.

APPLICATION PROCESS

For an application to be considered, send the following information to:

Office of Graduate Admission and Retention
IU South Bend
1700 Mishawaka Avenue
Post Office Box 7111
South Bend, Indiana 46634-7111

- Application for admission, www.iusb.edu/~graduate
- A statement of purpose (two- to three-page essay, double spaced) identifying the candidate's goals and interests in pursuing graduate work in English and describing the educational and work experiences that contributed to that sense of purpose
- Three letters of recommendation
- Official transcript from each postsecondary school attended
- Evidence of an earned, four-year bachelor's degree
- IU South Bend application fee
- A recent writing sample that demonstrates the candidate's analytical skills, research abilities, and command of clear and fluent prose
- (If applying for special-student status) A request for conditional admission identifying the areas in which the applicant does not meet admission standards and, if appropriate, describing the special conditions, educational or work experiences that contribute to the candidate's preparedness for graduate work
- Acceptable TOEFL scores for non-English speaking applicants (recommended score for the traditional version is 600, recommended score for the computer version is 250); a telephone interview may also be required.

APPLICATION DEADLINE

Applications are reviewed as received.

DEGREE REQUIREMENTS

MASTER OF ARTS IN ENGLISH

The M.A. offers a flexible program of study and provides broad expertise in English studies including literary analysis, composition, and creative writing. Students may select up to five elective courses, which allows for opportunities to shape their course of study. The M.A. degree offers a life-enriching continuation of intellectual study. To complete this degree, students must meet the course requirements listed below.

COURSE REQUIREMENTS (36 CR.)

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

ENG-G	660	Stylistics (3-4 cr.)
ENG-L	501	Professional Scholarship in Literature (4 cr.)
ENG-L	502	Contexts for Study of Writing (4 cr.)
ENG-W	609	Directed Writing Project (1-4 cr.)

Electives (20 cr.)

Five elective courses

Note: A student who wishes to complete a creative writing-based independent writing project must take a total of three writing workshops in at least two genres. Any one of those courses may be taken twice for graduate credit.

WORLD LANGUAGES REQUIREMENT

Students must have completed two college semesters of a single world language by the time the M.A. degree is conferred. Candidates who have completed these two courses as part of other graduate or undergraduate programs need not take additional courses as part of the M.A. degree program. Candidates who have gained world language skills outside of the classroom may take a world languages placement examination to demonstrate their achievement of language skills equivalent to those achieved from two semesters of formal study.

TRANSFER CREDIT HOURS

Applicants may be allowed to transfer up to two graduate courses or 8 credit hours from another graduate institution (or from previous graduate work at IU South Bend) if those courses demonstrably contribute to the work required for the Master of Arts in English. Unless transfer courses are clearly equivalent to the required core courses for the Master of Arts, those courses are counted as electives. Candidates must include in the application a request to transfer courses, a brief description of each course identifying how it contributes to the Master of Arts in English, and supporting documentation such as syllabi, assignments, papers, or other relevant material.

ACADEMIC REGULATIONS

Students must confer with their academic advisors on a regular basis to determine an effective course of study.

An average grade of B (3.0) is required for graduation, and no course with a grade lower than B- (2.7) is counted toward the degree. Students are required to maintain good academic standing, i.e., to maintain a 3.0 GPA. Failure to maintain good standing may result in dismissal from the program.

MASTER OF LIBERAL STUDIES

Wiekamp Hall 3169
(574) 520-4870
www.iusb.edu/~sbmls

Program Director: **K. Smith**

GENERAL INFORMATION

The Master of Liberal Studies (M.L.S.) degree program in the College of Liberal Arts and Sciences provides opportunities for students to engage their curiosity in an intellectual exploration of the world of ideas. But the rewards of the pursuit of knowledge go beyond

intellectual satisfaction. Students gain a refreshed approach to an enriched personal and professional life through a program that reinvigorates curiosity and creativity. They gain fresh perspectives and the critical thinking, analytical, and communication skills so valued in today's workplace.

Students begin with an introduction to graduate liberal studies and interdisciplinary methodology, then enroll in at least three core seminars in the humanities, the sciences, and the social sciences. Seminars combine detailed study of a particular topic with a broad interdisciplinary examination of ways of understanding. The M.L.S. degree program draws on faculty with diverse expertise to explore topics through an interdisciplinary approach.

ADMISSION REQUIREMENTS

Students are admitted to the M.L.S. degree program by the graduate liberal studies faculty of the College of Liberal Arts and Sciences. To be considered for admission, students must hold a bachelor's degree from an accredited institution and must have obtained an undergraduate GPA of at least 3.0.

A student whose native language is not English must have a minimum TOEFL score of 560 (standard grading) or 220 (computer graded). The recommended TOEFL score is 600 (standard grading) or 250 (computer graded).

Exceptions to these requirements may be made at the discretion of the graduate liberal studies faculty. M.L.S. faculty consist of Chaney, Feighery, Keen, Lidinsky, Lucal, Marr, Scheessele, S.R. Sernau, K. Smith, and Torstrick.

APPLICATION DEADLINES

Students may be admitted to the M.L.S. degree program to begin in either the fall or spring semesters. All admission decisions are made by the graduate liberal studies faculty. The Admissions Committee meets to review applications three times each year. The deadlines for submitting completed applications for review by the committee are as follows:

- Early admission, fall semester March 31
- Final admission, fall semester August 1
- Admission, spring semester October 31

Students wishing to enter in the fall are strongly encouraged to submit their materials by the March 31 early admission deadline to assure an opening in the program. Students are also advised to provide reference letter writers at least two to four weeks notice so their letters arrive prior to the deadline. Applications that are not completed by a given deadline are not considered until the next deadline and may cause a delay in admissions by one semester. Completed applications include the following:

- Application for admission, www.iusb.edu/~graduate
- Personal essay
- Three letters of reference
- Transcripts of all previous undergraduate study
- Application fee

All students wishing to enter the program should contact the director prior to submitting an application.

ACADEMIC CURRICULUM (34 CR.)

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

After successfully completing the introductory proseminar, the core seminars, and the electives, students select from one of two options to complete their M.L.S. degree.

Proseminar and Core Seminars (13 cr.)

COAS-Q	510	Topics in Information Literacy (1 cr.)
LBST-D	510	Introduction to Graduate Liberal Studies
LBST-D	501	Humanities Seminar
LBST-D	502	Social Sciences Seminar
LBST-D	503	Science Seminar

Each of the core seminars combines detailed study of particular topics with broad interdisciplinary perspectives. These courses give students the opportunity to explore the connections that exist among the diverse disciplines and perspectives that define contemporary knowledge.

Electives (12 cr.)

LBST-D	511	Master of Liberal Studies Humanities Elective
LBST-D	512	Master of Liberal Studies Social Science Elective
LBST-D	513	Master of Liberal Studies Science Elective
LBST-D	514	Study Abroad
LBST-D	594	Liberal Studies Directed Readings*
LBST-D	596	Liberal Studies Independent Research*

Electives offer students a wide variety of choices with which to create programs of study suited to their individual interests. These elective courses may be selected to build support and background for the graduate project, or to enable students to more ably participate in the public intellectual, artistic, and cultural life of their communities. In addition to the above, students may also repeat core seminars (each may be taken up to two more times under a different topic); and/or take graduate courses from other IU South Bend departments, divisions, and schools.

Capstone Experience (9 cr.)

To complete the degree, students choose one of the following options.

* M.L.S. students may take no more than a total of 6 credit hours of LBST-D 594 and LBST-D 596 combined.

Independent Research/Creative Activity Option

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

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

Public Intellectual Option

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

LBST-D 600 Public Intellectual Practicum

Select two of the following:

LBST-D 501 Humanities Seminar
LBST-D 502 Social Sciences Seminar
LBST-D 503 Science Seminar

TRANSFER CREDIT HOURS

Applicants may request transfer of up to 6 credit hours of graduate elective credits from another accredited college or university. A written request must be sent to the director along with a copy of transcripts from the originating institution. Students may also request that up to 9 credit hours of graduate elective credit taken at an Indiana University campus be counted towards elective requirements. Again, a written request must be sent to the director identifying the specific course and describing how they contribute to the Master of Liberal Studies.

ACADEMIC REGULATIONS

Students must have their programs of study approved by the M.L.S. program director. Students may take up to 9 credit hours of electives in a single academic program.

An average grade of B (3.0) is required for graduation, and no course with a grade lower than B- (2.7) is counted toward the degree. Students are required to retain good academic standing, i.e., to maintain a GPA of at least 3.0. Failure to maintain good standing may result in dismissal from the program.

Other academic regulations and policies are established by the M.L.S. faculty of the College of Liberal Arts and Sciences. Students should consult the M.L.S. program director for further information.

MASTER OF PUBLIC AFFAIRS

Wiekamp Hall 2188
(574) 520-4334
www.iusb.edu/~sbpols

Program Director: **Gerencser**

PROGRAM DESCRIPTION

The Department of Political Science administers the Master of Public Affairs (M.P.A.) degree and three graduate-level certificates: public management, health systems management, and nonprofit management. The Master of Public Affairs promotes a course of study that exposes students to the study of public policy and affairs that integrates professional management skills with the analysis of contemporary political, economic, and social issues. Understanding the political, economic, and social context in which public sector and nonprofit enterprises operate are emphasized in the program's curriculum as well as a commitment to building management skills and applications to policy making. The M.P.A. degree provides a foundation for equipping managers to excel in their jobs and to become leaders in their workplaces and communities.

The Master of Public Affairs degree program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

ADMISSION REQUIREMENTS

Students are admitted to the M.P.A. and its certificate programs by the M.P.A. Graduate Admissions Committee. Applicants to the program come from a variety of educational backgrounds, including social sciences, education, social work, and humanities. Applicants for the program must have a bachelor's degree from a regionally accredited educational institution with a minimum GPA of 3.0. Applicants who have a GPA lower than 3.0 are required to take the Graduate Record Examination (GRE) and must score 900 (combined verbal and math).

In addition, applicants to the M.P.A. degree program are required to demonstrate that course work has been taken in the following areas:

- Statistics
- Political science or public affairs
- Economics

Applicants who have not taken at least one course in each of the areas above should arrange to enroll in these courses before or at the time of application to the program.

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

ADMISSION PROCESS

Applicants must submit an application for admission to:

Office of Graduate Admission and Retention
IU South Bend
1700 Mishawaka Avenue
Post Office Box 7111
South Bend, Indiana 46634-7111

Applications are available online at www.iusb.edu/~graduate or from the Department of Political Science.

Applications must include the following:

- Application for admission
- Essay describing applicant's interests and goals in pursuing the M.P.A. or certificate
- Three letters of recommendation
- Official transcripts from all undergraduate and graduate programs attended
- GRE scores (if applicable)
- Application fee

Applicants are urged to contact the graduate director of the M.P.A. degree program prior to submitting an application.

APPLICATION DEADLINES

The M.P.A. Graduate Admissions Committee meets on a regular basis during the academic year to review applications for admission. The following deadlines should be noted to be considered for full admission to the program:

Semester	Deadline
Fall semester	June 30
Spring semester	October 31
Summer sessions	March 31

MID-CAREER OPTION CREDIT

Individuals applying to the M.P.A. degree program may be eligible to receive up to 6 credit hours for relevant work experience in a professional setting. Experience in managerial or in program or policy development with either a public, quasi-public, or private agency can be petitioned for graduate credit toward the degree.

Individuals who believe that they may be eligible for mid-career credit may apply for this option at the time of application to the program. It is strongly recommended that individuals wishing to pursue this option contact the M.P.A. graduate director for consultation.

CREDIT TRANSFER POLICY

Up to 9 credit hours of appropriate graduate course work may be transferred from other universities and applied toward the M.P.A. Approval of credit transfer is at the discretion of the director of the M.P.A. and the M.P.A. Graduate Admissions Committee. Applicants seeking to apply transfer credit hours to the M.P.A. should contact the M.P.A. graduate director.

ACADEMIC REGULATIONS

To maintain good academic standing, students must maintain a minimum overall GPA of 3.0 in all work taken for graduate credit. Only courses with grades of C or above may be counted toward degree requirements, although all grades in graduate courses are computed in the GPA.

Failure to maintain good standing may result in dismissal from the program.

Other academic regulations and policies are established by the M.P.A. Graduate Admissions Committee and the Department of Political Science.

DEGREE REQUIREMENTS

(Courses are 3 credit hours, unless otherwise designated.)

The Master of Public Affairs (M.P.A.) degree requires the completion of 39-48 credit hours. The course of study is divided into three distinct parts: prerequisites (9 credit hours), the core curriculum (21 credit hours) and a selected concentration (12 credit hours). The remaining 6 credit hours are electives, usually chosen from among courses in other concentrations.

PREREQUISITES (9 CR.)

Students who have completed course work in the areas listed below at the undergraduate level are exempt from the prerequisites.

- Statistics
- Political science or public affairs
- Economics

Applicants who have not taken at least one course in each of the areas above should arrange to enroll in these courses before or at the time of application to the program.

CORE CURRICULUM (21 CR.)

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

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

Select one of the following:

POLS-Y 507	Public Law
POLS-Y 516	Legal Aspects of Health Care Delivery

Select one of the following:

POLS-Y 511	Public Economics
POLS-Y 514	Political Economy of Health Care

SELECTED CONCENTRATION (12 CR.)

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

GOVERNMENTAL ADMINISTRATION AND POLICY**Required Courses**

POLS-Y 513	Public Policy
POLS-Y 517	Civic Groups and Public Policy
POLS-Y 521	Comparative Public Management and Affairs
POLS-Y 625	Topics in Public Affairs

NONPROFIT ADMINISTRATION AND POLICY**Required Courses**

POLS-Y 515	Nonprofit Management
POLS-Y 517	Civic Groups and Public Policy
POLS-Y 519	Resource Development for Nonprofit Organizations
POLS-Y 635	Topics in Nonprofit Management

HEALTH SYSTEMS ADMINISTRATION AND POLICY**Required Courses**

BUSB-B 502	Organizational Behavior I
POLS-Y 502	Health Care Delivery Policy Issues
POLS-Y 504	Politics of Managing Health Services Organizations
POLS-Y 506	Politics of Health Care Finance

Generalist Option (12 cr.)

Public affairs courses (with approval of student's advisor)

Electives (6 cr.)

Additional courses (from other concentrations to complete the 39-48 credit hour requirement)

INTERNSHIP/PRACTICUM PROGRAM

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

CERTIFICATE PROGRAMS

The Public Affairs graduate certificate is a 15 credit hour (five courses) program designed for individuals who want a short course in management, as in the following examples:

- Those in public and community or health care organizations or agencies who wish to supplement their primary fields of professional or technical expertise.

- People changing from professional or technical roles to managerial roles in their organizations.
- Career employees of public and community agencies or health care organizations interested in studying about public or health care management.

ADMISSION REQUIREMENTS, APPLICATION PROCEDURES, AND ACADEMIC STANDING

To apply to a certificate program, applicants must meet the same eligibility requirements as applicants seeking admission to the M.P.A. degree program. Applicants also must follow the same application procedures as those for the M.P.A. degree program. The rules for maintaining good academic standing in the M.P.A. degree program also apply to the certificate program.

CERTIFICATE PROGRAM REQUIREMENTS

(Courses are 3 credit hours, unless otherwise designated.)

Public Management Certificate (15 cr.)

POLS-Y 501	Fundamentals of Public Management
POLS-Y 505	Personnel Management in Public Organizations
POLS-Y 511	Public Economics
Two additional political science graduate courses	

Health Systems Management Certificate (15 cr.)

POLS-Y 502	Health Care Delivery Policy Issues
POLS-Y 504	Politics of Managing Health Services Organizations
POLS-Y 506	Politics of Health Care Finance
Select two additional courses with advisor approval	

Nonprofit Management Certificate (15 cr.)

POLS-Y 505	Personnel Management in Public Organizations
POLS-Y 515	Nonprofit Management
POLS-Y 518	Nonprofit Financial Management Policy
Two additional political science graduate courses	

SUPPLEMENTAL PROGRAMS**SOCIAL STUDIES**

IU South Bend, in conjunction with Indiana University Bloomington, offers courses that may be used as credit for the degree Master of Arts for Teachers (M.A.T.) in the field of social studies. The program is designed primarily for teachers in secondary education but is applicable also to elementary and community college teaching. Individuals with an undergraduate degree in history or the social sciences may pursue this degree and teacher certification concurrently.

The M.A.T. in social studies degree program permits concentration in subject areas while advancing the student's teaching skills. The degree requires a total of

36 credit hours, including 12 credit hours in a major field and 6 credit hours in each of two minor fields. The remaining 12 credit hours are for elective subjects. There is no language or thesis requirement. Residency requirements are fulfilled by taking 12 credit hours at Indiana University Bloomington, either during one semester or during summer sessions.

Everyone who receives the M.A.T. degree in social studies must be certified to teach in Indiana schools. The certification can be the result of one's undergraduate studies, or can be earned through the M.A.T. degree program itself. In the latter case, the certification requirements can be met by taking appropriate education courses for the 12 credit hours of elective work allowed within the program plus an additional 6 credit hours of work in education (student teaching).

The M.A.T. degree in social studies is conferred by Indiana University Bloomington, which establishes admission and degree requirements. The program must be initiated through Bloomington, but some course work may be done at IU South Bend.

Students interested in applying for admission to this program should contact:

Mr. C. Frederick Risinger
Education Building 4074
Indiana University
Bloomington, Indiana 47405
(812) 856-8583
risinger@indiana.edu

HISTORY GRADUATE CREDIT

Six or more credit hours in history earned at IU South Bend in courses numbered 300 or above may be applied toward most graduate degree requirements of Indiana University. In individual cases, Indiana University Bloomington history advisors may authorize more than 6 credit hours taken at IU South Bend for graduate credit at Indiana University Bloomington.

Every graduate school sets its own regulations for transfer credit. Students must consult with their intended graduate school about credit for courses taken at IU South Bend. History courses may also be applied, with permission, to the IU South Bend Master of Liberal Studies requirements.



IU SOUTH BEND COURSE DESCRIPTIONS

AFAM: AFRICAN AMERICAN STUDIES

- AFAM-A 150 SURVEY OF THE CULTURE OF BLACK AMERICANS (3 CR.)**
The culture of African Americans, viewed from a broad interdisciplinary approach; employing resources from history, literature, folklore, religion, education, psychology, sociology, and political science.

AHLT: RADIOGRAPHY/ALLIED HEALTH

Except for AHLT-R 185 Medical Terminology, allied health courses are open only to students admitted into the radiography clinical/professional program.

- AHLT-R 100 ORIENTATION TO RADIOGRAPHIC TECHNOLOGY (2 CR.)**
C: AHLT-R 101, AHLT-R 102, AHLT-R 181. Introduction to the field of radiology and its history. Students learn proper ethical standards, become acquainted with the duties and responsibilities in personal care for the patient, and investigate radiation protection for the patient and personnel. I
- AHLT-R 101 RADIOGRAPHIC PROCEDURES I (3-4 CR.)**
C: AHLT-R 100, AHLT-R 102, AHLT-R 181. Concepts in radiography, with emphasis on the radiographic procedures, including positioning and exposure factoring. Instruction in anatomy and radiation protection. I
- AHLT-R 102 PRINCIPLES OF RADIOGRAPHY 1 (3 CR.)**
C: AHLT-R 100, AHLT-R 101, AHLT-R 181. Basic concepts of radiation, its production, and its interactions with matter. Includes the production of the radiographic image and image processing. I
- AHLT-R 103 INTRODUCTION TO CLINICAL RADIOGRAPHY (2 cr.)**
Introduction to the functions and basic procedures of a diagnostic radiography program. Emphasis is placed on radiography equipment, radiation protection, positioning terminology, and procedures used in typical radiographic examinations.
- AHLT-R 181 CLINICAL EXPERIENCE–RADIOGRAPHY I (1-6 CR.)**
C: AHLT-R 100, AHLT-R 101, AHLT-R 102. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiographic technology, under the direct

supervision of a registered technologist until mastery of clinical objectives is reached. Clinical laboratories are included. I

- AHLT-R 182 CLINICAL EXPERIENCE–RADIOGRAPHY II (1-6 CR.)**
C: AHLT-R 201, AHLT-R 202, AHLT-R 250. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiographic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached. Clinical laboratories are included. II
- AHLT-R 185 MEDICAL TERMINOLOGY (1 CR.)**
Introduction to the origin and derivation of medical words, as well as their meaning. I, S
- AHLT-R 200 PATHOLOGY (2-3 CR.)**
C: AHLT-R 202, AHLT-R 205, AHLT-R 282. A survey of the changes that occur in the diseased state to include the general concepts of disease, causes of disease, clinical symptoms and treatment, and diseases that affect specific body systems. Instruction in adjustment of exposure techniques for specific pathology. I
- AHLT-R 201 RADIOGRAPHIC PROCEDURES II (3-4 CR.)**
C: AHLT-R 208, AHLT-R 250, AHLT-R 182. Concepts in radiography with an emphasis on the radiographic procedures used to demonstrate the skull, spine, and those requiring the use of contrast media. Instruction in anatomy and radiation protection. II
- AHLT-R 202 PRINCIPLES OF RADIOGRAPHY 2 (3 CR.)**
C: AHLT-R 200, AHLT-R 205, AHLT-R 282. Continuation of AHLT-R 102 with an emphasis on the properties that affect the quality of the radiographic image. I
- AHLT-R 205 RADIOGRAPHIC PROCEDURES III (3-4 CR.)**
C: AHLT-R 200, AHLT-R 202, AHLT-R 282. Concepts in radiography with emphasis on cardiovascular and interventional radiographic procedures and cross-section anatomy. I
- AHLT-R 207 SEMINAR (1-5 CR.)**
Students are given the opportunity to conduct research, compose a scholarly work, and present their findings in a chosen area of medical imaging. (Optional) II

- AHLT-R 208 TOPICS IN RADIOGRAPHY (1-4 CR.)**
VT: VENIPUNCTURE AND PHARMACOLOGY
 C: AHLT-R 281. Introduction to basic venipuncture skills, drug reference and their practical applications in radiography, and concepts of ECG graph and lead placement. S
- AHLT-R 208 TOPICS IN RADIOGRAPHY: (1-4 CR.)**
VT: ANATOMY
 C: AHLT-R 290. The relationship between radiographic anatomy and specific radiographic procedures is studied. S
- AHLT-R 222 PRINCIPLES OF RADIOGRAPHY 3 (3 CR.)**
 C: AHLT-R 207, AHLT-R 260, AHLT-R 283. Continuation of AHLT-R 202 with an emphasis on the application of radiography principles of imaging equipment, imaging quality control, and related imaging modalities. II
- AHLT-R 250 PHYSICS APPLIED TO RADIOLOGY (2-4 CR.)**
 C: AHLT-R 201, AHLT-R 208, AHLT-R 182. Fundamentals of radiation physics, X-ray generation, and equipment quality control. II
- AHLT-R 260 RADIOBIOLOGY AND PROTECTION (1-3 CR.)**
 C: AHLT-R 207, AHLT-R 222, AHLT-R 283. Study of the biological effects of ionizing radiation and the standards and methods of protection. Emphasis is placed on X-ray interactions. Also included are discussions on radiation exposure standards and radiation monitoring. Opportunity to do scholarly work/research in the area of radiation. II
- AHLT-R 281 CLINICAL EXPERIENCE-RADIOGRAPHY (1-6 CR.)**
 C: AHLT-R 208. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiographic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached. Clinical laboratories are included. S
- AHLT-R 282 CLINICAL EXPERIENCE-RADIOGRAPHY (1-6 CR.)**
 C: AHLT-R 200, AHLT-R 202, AHLT-R 205. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiographic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached. Clinical laboratories are included. I
- AHLT-R 283 CLINICAL EXPERIENCE-RADIOGRAPHY (1-6 CR.)**
 C: AHLT-R 207, AHLT-R 222, AHLT-R 260. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiographic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached. Clinical laboratories are included. II
- AHLT-R 290 COMPREHENSIVE EXPERIENCE (1-8 CR.)**
 C: AHLT-R 208. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiographic technology under the direct supervision of a registered technologist. Successful completion involves mastery of all clinical aspects of the program. Clinical laboratories are included. S
- AHLT-R 404 SECTIONAL IMAGING ANATOMY (2-3CR.)**
 An in-depth study of sectional anatomy pertinent to ultrasound, computed tomography, and magnetic resonance imaging. Standard transverse, parasagittal, and coronal planes are included, utilizing images from all three imaging modalities. A discussion of technique, artifacts, and pathology-related alterations of cross-sectional anatomic appearances is included. I
- AHLT-R 405 ADVANCED DIAGNOSTIC IMAGING I (3 CR.)**
 Physics and imaging concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging. Course will cover contrast media, instrumentation, equipment, principles of technology, as well as environmental and patient safety and comfort issues. I
- AHLT-R 406 ADVANCED DIAGNOSTIC IMAGING II (3 CR.)**
 Procedural concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging. Image analysis of normal and abnormal studies will be presented. II
- AHLT-R 407 SEMINAR (1-5 CR.)**
 Anatomical and procedural instruction concerning the abdomen, pelvis, spine, chest, head, neck, and upper and lower limbs (extremities). Specific instruction in pediatric imaging procedural adjustments. Education emphasis throughout the course to be placed on critical thinking responses to procedural challenges. I

- AHLT-R 408 TOPICS IN RADIOLOGIC SCIENCES (0.5-4 CR.)**
Study of selected topics in radiologic sciences. May be repeated once for credit if topics differ. II
- AHLT-R 409 PROJECT IN MEDICAL IMAGING (3 CR.)**
Senior project. Independent readings and research on a selected medical imaging topic. A paper in publishable form must be written as part of the project. II
- AHLT-R 482 CLINICAL PRACTICUM: COMPUTED TOMOGRAPHY (0.5-12 CR.)**
Clinical experience in the performance of computed tomographic studies. Will allow students the opportunity to acquire clinical skills necessary to obtain high quality CT images, to objectively alter protocols based upon patient pathology or physical condition, and to identify image quality and make appropriate corrections. I, II
- AHLT-R 483 CLINICAL PRACTICUM: MAGNETIC RESONANCE IMAGING (0.5-12 CR.)**
Clinical experience in the performance of magnetic resonance imaging studies. Course will give students the opportunity to acquire skills necessary to obtain high quality MRI images, to objectively alter protocols based on patient pathology or physical condition, identify image quality problems and make appropriate corrections. I, II
- AHLT-R 484 CLINICAL PRACTICUM: ULTRASOUND (0.5-12 CR.)**
Clinical experience in the performance of ultrasound imaging studies. Will allow students the opportunity to acquire skills necessary to obtain high quality ultrasound images, to objectively alter protocols based upon patient pathology or physical conditions, to identify image quality problems and make appropriate corrections. I, II

ANAT: ANATOMY

See BIOL, MICR, PHSL, and PLSC for additional biological sciences courses.

- ANAT-A 210 ELEMENTARY HUMAN ANATOMY (3-5 CR.)**
Introduction to the basic structure of the human body. Course taken by dental hygiene students. Credit not allowed toward a biology major. I
- ANAT-A 464 HUMAN TISSUE BIOLOGY (4-5 CR.)**
Intended for junior and senior science majors. This course analyzes the structure and activities of the cells that

make up the human body. The course begins with an overview of the animal cell, concentrating on aspects of cellular morphology important for biochemical functions. Fundamental types of distinct multicellular tissues, including connective, epithelial, muscular and nervous tissues are then described at the light and electron microscopic level, emphasizing the functional significance of the structural features. After the basic tissue types are understood, the various organ systems of the body are discussed, again primarily with regard to how their tissue composition and arrangement mediates their diverse functions. Each lecture is followed by a laboratory session devoted to the same topic in which students examine and study the relevant cells, tissues, and organs using the light microscope and electron micrograph preparations.

ANTH: ANTHROPOLOGY

- ANTH-A 105 HUMAN ORIGINS AND PREHISTORY (3 CR.)**
The evolution and archaeological history of human beings through the Stone and Metal Ages. I, II
- ANTH-A 250 ANTHROPOLOGY IN THE MODERN WORLD (3 CR.)**
What cultural anthropologists are learning about major issues of our times: cultures facing destruction, communal societies, sex roles, poverty, political repression in the Third World, ethnic conflict, sharpening the study of our own culture.
- ANTH-A 303 EVOLUTION AND PREHISTORY (3 CR.)**
Human beings' place in nature, emergence of humans and contemporary races, development of culture from Paleolithic onward, problems arising from interaction of biological and cultural phenomena.
- ANTH-A 314 QUALITATIVE RESEARCH METHODS (3 CR.)**
This course guides students through major steps of qualitative research. These steps include choosing a topic, developing research questions, and collecting data. Students will be introduced to participant observation, interviewing, archival research, and artifact analysis. They will learn how to analyze and interpret qualitative data and how to write ethnography.

- ANTH-A 315 QUANTITATIVE RESEARCH METHODS (3 CR.)**
This course will guide students through the major steps of quantitative research. These steps include choosing a topic, developing propositions, operationalizing concepts, proposing hypotheses, and collecting data. Students will be introduced to quantitative data analysis and will learn how to interpret the results from such analyses.
- ANTH-A 360 DEVELOPMENT OF ANTHROPOLOGICAL THOUGHT (3 CR.)**
An overview of the major theoretical developments within anthropology, as the discipline has attempted to produce a universal and unified view of human life, based on knowledge of evolution and prehistoric and contemporary cultures.
- ANTH-A 385 TOPICS IN ANTHROPOLOGY (1-3 CR.)**
A conceptual examination of selected topics in the field of anthropology. May not be repeated for more than 6 credit hours. Students may receive credit for only 3 credit hours each of ANTH-A 385 and ANTH-A 460.
- ANTH-A 390 ART, AESTHETICS, AND CREATIVITY (3 CR.)**
Explores, in an interdisciplinary way, culture, cultural artifacts, and the role of art in the formation and expression of a particular culture. A historical perspective on the intellectual tradition reveals both change and deeper continuities in the social and spiritual values underlying the making of art. Issues of practice of the craft receive greater emphasis at this level. Meets general education common core Art, Aesthetics, and Creativity requirements.
- ANTH-A 460 TOPICS IN ANTHROPOLOGY (1-3 CR.)**
A conceptual examination of selected topics in the field of anthropology. May not be repeated for more than 6 credit hours.
- ANTH-A 495 INDIVIDUAL READINGS IN ANTHROPOLOGY (1-4 CR.)**
P: Consent of instructor. A supervised, in-depth examination, through individual research on a particular topic selected and conducted by the student, in consultation with an anthropology faculty member.
- ANTH-A 496 FIELD STUDY IN ANTHROPOLOGY (1-8 CR.)**
P: Consent of instructor. Supervised fieldwork of an anthropological nature, arranged through an outside agency or institution, such as an internship, apprenticeship, or volunteer work at a governmental office, zoo, or archaeological site. May not be repeated for more than 6 credit hours.
- ANTH-B 190 HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS (3 CR.)**
Develops insights into human nature, the nature of social institutions, the social processes that shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior.
- ANTH-B 300 FUNDAMENTALS OF BIOANTHROPOLOGY (3 CR.)**
Bioanthropology of humans, basic biological principles, morphology, function of evolutionary history. Human evolution from lower forms, environmental factors, speciation and differentiation into varieties, mixture, growth, sexual differences, and constitutional variability.
- ANTH-B 320 FORENSIC ANTHROPOLOGY (3 CR.)**
This course will explore the application of biological anthropology in the legal process of death investigation. Topics to be covered include: determining sex, age, and ancestry from human remains; procedures for reconstructing trauma and/or pathological conditions from skeletons; the ethics of forensic anthropology; and working with law enforcement agencies.
- ANTH-B 399 HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS (3 CR.)**
Develops insights into human nature, social institutions, and social processes that have shaped the world of the twenty-first century. Explores a specific critical problem or social science theme in a manner that takes into account perspectives from several disciplines. Attention given to ethical dilemmas as they arise in the discipline and theme of course.
- ANTH-B 466 THE PRIMATES (3 CR.)**
The study of our closest living relatives, the prosimians, monkeys, and apes from the perspective of evolutionary and environmental influences on morphology and complex social behavior.
- ANTH-E 105 CULTURE AND SOCIETY (3 CR.)**
Introduction to the comparative study of contemporary human cultures and their relation to social processes and behavior. I, II, S

- ANTH-E 300 CULTURE AREAS AND ETHNIC GROUPS (1-3 CR.)**
VT: PEOPLES AND CULTURES OF LATIN AMERICA
 An ethnographic survey of a selected culture area or ethnic group. May not be repeated for more than 6 credit hours.
- ANTH-E 304 FUNDAMENTALS OF SOCIOCULTURAL ANTHROPOLOGY (3 CR.)**
 Intermediate survey of theories and problems in social and cultural anthropology. Historical development, methods of inquiry, focal problems, and contemporary theoretical perspectives.
- ANTH-E 308 MEDICAL ANTHROPOLOGY (3 CR.)**
 Introductory overview of the major theory, methods and scope of medical anthropology. Topics include political-economic perspectives on health and healing, ethnomedicine, medical ecology, health problems research, medical pluralism, and the analysis of health delivery systems. This course explores these issues in both the developed and developing countries.
- ANTH-E 310 INTRODUCTION TO THE CULTURES OF AFRICA (3 CR.)**
 Explores the vitality and diversity of African cultures today in communities ranging from town neighborhoods to remote villages and from desert to rain forest. Demonstrates the tenacity and creativity of human societies facing severe political, social, and ecological pressures, but also contributes new questions and answers to global debates about family values, ethnicity, terrorism, hunger, and economic growth.
- ANTH-E 320 INDIANS OF NORTH AMERICA (3 CR.)**
 Ethnographic survey of culture areas from the Arctic to Panama plus cross-cultural analysis of interrelations of culture, geographical environment, and language families.
- ANTH-E 321 PEOPLES OF MEXICO (3 CR.)**
 Surveys modern Indian groups, peasant societies, problems of acculturation, and urbanization in contemporary Mexico.
- ANTH-E 323 INDIANS OF INDIANA (3 CR.)**
 Indians of Indiana provides an introduction to the histories, languages, and cultures of the Native American Nations of Indiana, focusing in particular on the Miami, the Potawatomi, and the Shawnee. The course takes an ethnohistorical approach, seeking to understand the past and present of these communities in their own terms, by combining information derived from Native American sources and anthropological research, with the results of work with documentary material.
- ANTH-E 335 ANCIENT CIVILIZATIONS OF MESOAMERICA (3 CR.)**
 Historical ethnography of the major pre-Columbian civilizations, especially the Aztec, the Maya, and the Zapotec, and the Mixtec. Emphasis on the social life, cultural achievements, religion, world view, and political systems to illustrate the diversity and richness of Amerindian life before the Spanish conquest.
- ANTH-E 365 WOMEN AND POWER (3 CR.)**
 Cross-cultural examination of different forms and systems of power in women's experiences. Topics include: power and dominance, motherhood as power, power and ordinary women's lives, women's experiences of colonialism, women as revolutionaries, women in the labor market, and women in international politics.
- ANTH-E 380 URBAN ANTHROPOLOGY (3 CR.)**
 An examination of urban social organization in cross-cultural perspective, including theoretical perspectives on urbanization, kinship and social networks, economic and political factors, and cultural pluralism. Strategies of anthropological research in urban settings.
- ANTH-E 385 APPLIED ANTHROPOLOGY (3 CR.)**
 Survey of the applications of anthropological theory and method to meet societal needs in the areas of education, health, industry, food production, and rural development.
- ANTH-E 391 WOMEN IN DEVELOPING COUNTRIES (3 CR.)**
 This course explores the nature of women's roles in developing countries. Particular emphasis is placed on examining how development and cultural change affect the lives of women.
- ANTH-E 395 WRITING CULTURE (3 CR.)**
 Seminar through which students explore recent discussions within the discipline about the purpose and meaning of anthropological writing through reading different styles of ethnographic writing and through conducting ethnographic research themselves and writing up the results using different styles and forms. I, II

ANTH-E 397 PEOPLES AND CULTURES OF THE MIDDLE EAST (3 CR.)

General anthropological introduction to social institutions and cultural forms of the Arab countries of North Africa and the Near East; Israel, Turkey, Iran, Afghanistan. Topics: ecology, Islam as faith, Islam as culture, traditional adaptive strategies, consequences of colonialism and rise of nation-states, impact of modernization, changing conceptions of kinship, ethnicity, and gender.

ANTH-E 402 GENDER IN CROSS-CULTURAL PERSPECTIVE (3 CR.)

This course considers the meaning and social implications of gender in human society. Cultural definitions of male and female gender categories, as well as associated behavioral and structural differentiation of gender roles are analyzed using current anthropological concepts and theories.

ANTH-E 420 ECONOMIC ANTHROPOLOGY (3 CR.)

Provides an intensive overview of the cultural aspects of the production, distribution, and consumption of goods and services. Focuses on economic issues such as globalization, the anthropology of development, food production, the marketplace, intra- and inter-household cooperation, income inequality, living on minimum wage, and the comparison of consumption patterns between the developed and developing world. May be repeated with a different topic for a maximum of 6 credit hours. I, II

ANTH-L 300 CULTURE AND LANGUAGE (3 CR.)

Explores the relationships between language and culture, focusing on research methodology and surveying various theoretical frameworks. Prerequisite: ANTH-E 105 or ANTH-A 104.

ANTH-N 190 THE NATURAL WORLD (3 CR.)

Introduces students to the methods and logic of science and helps them understand the importance of science to the development of civilization and the contemporary world. Provides a context within which to evaluate the important scientific and technological issues of modern society, interdisciplinary elements.

ANTH-N 390 THE NATURAL WORLD (3 CR.)

Explores an important scientific or technological issue in modern society. Applies scientific methods and interdisciplinary perspectives in an examination of the subject. Investigates

the broader implication and ethical dimensions of scientific research and technological advancement.

ANTH-P 200 INTRODUCTION TO ARCHAEOLOGY (3 CR.)

World archaeology in the framework of major prehistoric cultural innovations. History, techniques, methods, and significance of archaeological research.

ANTH-P 300 TOPICS IN PREHISTORIC ARCHAEOLOGY (3 CR.)

World archaeology in the framework of major cultural stages. The methods, analysis, and significance of archaeological research.

ANTH-P 360 NORTH AMERICAN ARCHAEOLOGY (3 CR.)

Introduction to antiquity of the American Indian, principal culture areas, and field methods and techniques incident to recovery of archaeological data and materials.

ANTH-P 398 THE RISE OF CIVILIZATION (3 CR.)

Archaeology of the earliest high civilizations of the Old and New Worlds (Mesopotamia, Egypt, the Indus Valley, China, Mesoamerica, and Peru). Both an introductory survey of ancient complex societies and an exploration of the nature and development of the political state.

ANTH-P 405 FIELDWORK IN ARCHAEOLOGY (1-8 CR.)

Archaeological work directed toward field techniques: excavation and preservation of materials, surveying, photography, and cataloging. One credit hour per full week of fieldwork.

ANTH-P 406 LABORATORY METHODS IN ARCHAEOLOGY (1-6 CR.)

P. ANTH-P 405 or consent of instructor. Specialized training in laboratory procedures and analysis of archaeological materials. Major categories of material culture to be studied include lithics, ceramics, and faunal and floral remains. Emphasis is on processing, sorting, identifying, and analyzing material recovered from the previous ANTH-P 405 Fieldwork in Archaeology course.

AST: ASTRONOMY**AST-A 453 TOPICAL ASTROPHYSICS (3 CR.)**

P: Calculus, PHYS-P 323 or equivalent. Selected topics in astrophysics such as celestial mechanics, astrobiology, stellar interiors, stellar atmospheres, stellar populations, galaxy dynamics, cosmology, astroparticle physics, or nucleosynthesis.

AST-N 190 THE NATURAL WORLD (3 CR.)
Introduces students to the methods and logic of science, and helps them understand the importance of science to the development of civilization and the contemporary world. Provides a context within which to evaluate the important scientific and technological issues of modern society. Interdisciplinary elements.

AST-N 390 INTRODUCTION TO ARCHAEOLOGY (3 CR.)
Explores an important scientific or technological issue in modern society. Applies scientific methods and interdisciplinary perspectives in an examination of the subject. Investigates the broader implications and ethical dimensions of scientific research and technological advancement.

BIOL: BIOLOGY

See ANAT, MICR, PHSL, and PLSC for additional biological sciences courses.

BIOL-B 300 VASCULAR PLANTS (3-4 CR.)
P: BIOL-L 101, BIOL-L 102. Lecture and laboratory. Survey of the plant kingdom, including the anatomy, classification, ecology, evolution, and morphology of representative families. I (even years)

BIOL-L 100 HUMANS AND THE BIOLOGICAL WORLD (1-5 CR.)
Lecture and laboratory. For non-science majors. Credit allowed for only one of BIOL-L 100, BIOL-L 104, BIOL-T 100, and PHSL-P 130. Credit not allowed toward a biology major. Principles of biological organization from molecules through cells and organisms. Emphasis on processes common to all organisms, with special reference to humans. I, II, S

BIOL-L 101 INTRODUCTION TO BIOLOGICAL SCIENCES 1 (4-5 CR.)
P: MATH Level 4 or higher by placement examination or completion of MATH-M 107. Lecture and laboratory. Fundamental principles of biology for students considering a career in biological sciences. Principles of genetics, evolution, ecology, and diversity. I, II

BIOL-L 102 INTRODUCTION TO BIOLOGICAL SCIENCES 2 (4-5 CR.)
P: MATH Level 4 or higher by placement examination or completion of MATH-M 107, one year of high school chemistry or one semester of college chemistry. R: BIOL-L 101. Fundamental principles of biology for students considering a career

in biological sciences. Cell structure and function, bioenergetics, and organismal morphology and physiology. I, II

BIOL-L 104 INTRODUCTORY BIOLOGY LECTURES (3 CR.)
For non-science majors. Credit allowed for only one of BIOL-L 100, BIOL-L 104, BIOL-T 100, and PHSL-P 130. Credit not allowed toward a biology major. Principles of biological organization from molecules through cells and organisms. Emphasis on processes common to all organisms, with special reference to humans. I, II

BIOL-L 211 MOLECULAR BIOLOGY (3 CR.)
P: BIOL-L 102, CHEM-C 105, CHEM-C 106. Structure and function of DNA and RNA. DNA replication, mechanisms of mutation and repair. The genetic code, transcription, and translation. Introduces bacteriophages, plasmids, and the technology of recombinant DNA. I

BIOL-L 220 BIOSTATISTICS (3 CR.)
P: Mathematics Level 5, BIOL-L 101, BIOL-L 102. Fundamentals of statistics intended to equip students with skills needed to understand and draw statistical inferences from biological data. Will include data reduction, probability, hypothesis testing, correlation, regression, and analysis of variance.

BIOL-L 280 INTRODUCTION TO BIOINFORMATICS (3 CR.)
P: Mathematics Level 5, one semester college biology. Topics may include analysis of DNA and protein sequences, algorithms used in computational biology, sequence alignments, biological databases, predictive methods for RNA and protein structures, phylogenetic analysis, computational approaches to comparative genomics, analysis of microarray expression data, proteomics and protein identification. I (even years)

BIOL-L 304 MARINE BIOLOGY (3 CR.)
P: BIOL-L 101, one semester of college chemistry. An introductory lecture course covering principles, concepts, and techniques of marine and estuarine biology. II (even years)

BIOL-L 308 ORGANISMAL PHYSIOLOGY (5 CR.)
P: BIOL-L 101, BIOL-L 102, BIOL-L 211, CHEM-C 106. R: BIOL-L 312. Structural and functional aspects of regulative processes in animals; detection of the environment, integrative functions, reproduction. Laboratory deals with representative experiments on animal physiological processes. I

- BIOL-L 311 GENETICS (3-5 CR.)**
P: BIOL-L 101, BIOL-L 102, BIOL-L 211, CHEM-C 105, CHEM-C 106. Lectures on the principles of heredity at the molecular, cellular, individual, and population levels. II
- BIOL-L 312 CELL BIOLOGY (3-4 CR.)**
P: BIOL-L 211, CHEM-C 106. Current views of the structure and function of cellular organelles and components, with emphasis on the flow of information through the cell, the metabolism that supports cellular functions, and differences among specialized cells. II
- BIOL-L 313 CELL BIOLOGY LABORATORY (3 CR.)**
P: L312. Theory and techniques of experimental cell biology. I (odd years)
- BIOL-L 317 DEVELOPMENTAL BIOLOGY (3-4 CR.)**
P: BIOL-L 211. R: BIOL-L 312. Analysis of developmental processes that lead to the construction of whole organisms from single cells. Includes the principles of embryology and molecular mechanisms of development. II (odd years)
- BIOL-L 318 EVOLUTION (3-5 CR.)**
P: BIOL-L 311. Provides a rigorous exploration of the theory of evolution—the conceptual core of biology. Topics include origins and history of life; interplay of heredity and environment in shaping adaptations; molecular, behavioral, and social evolution; patterns of speciation, extinction, and their consequences; methods of inferring evolutionary relationships among organisms. II (even years)
- BIOL-L 321 PRINCIPLES OF IMMUNOLOGY (3 CR.)**
P: BIO-L 211. R: BIO-L 311, BIO-L 312. An introductory survey of the basic principles of immunology and their practical applications. I (even years)
- BIOL-L 323 MOLECULAR BIOLOGY LABORATORY (3 CR.)**
P: BIOL-L 211. Manipulation and analysis of genes and gene products. Gene amplification, cloning, Southern blots and DNA sequence analysis. Column chromatography and gel electrophoresis of nucleic acids and proteins. II
- BIOL-L 342 TROPICAL MARINE BIOLOGY FIELD COURSE (3 CR.)**
P: BIOL-L 304. Tropical marine ecosystems will be examined in detail during a 10 day trip to field sites in the Caribbean or Central America. S (even years)
- BIOL-L 391 SPECIAL TOPICS IN BIOLOGY (1-3 CR.)**
P: BIOL-L 101, BIOL-L 102 or equivalent. A detailed examination of an area within biology. Topics vary. May be repeated for credit with different topics/titles.
- BIOL-L 403 BIOLOGY SEMINAR (1-3 CR.)**
P: Senior standing, with major in biology. Individual presentations on topics of current importance. II
- BIOL-L 434 MARINE COMMUNITY ECOLOGY (3 CR.)**
P: One year of college biology and graduate student status. C: BIOL-L 509 required. Survey of physical and chemical oceanography and marine environments and communities. Credit allowed for only one of BIOL-L 304 or BIOL-L 434.
- BIOL-L 473 ECOLOGY (3-4 CR.)**
P: BIOL-L 101, BIOL-L 102, CHEM-C 106, 6 credit hours of upper-level, majors biology. Distribution and abundance of animals and plants, interactions of organisms, and the environment at levels of individual, population, and community. I (odd years)
- BIOL-L 474 FIELD AND LABORATORY ECOLOGY (2 CR.)**
P or C: BIOL-L 473. Field and laboratory study of populations, communities, and ecosystem components through observation and measurement. I (odd years)
- BIOL-L 490 INDIVIDUAL STUDY (1-12 CR.)**
P: Written permission of faculty member supervising research is required. A written report must be completed as evidence of each semester's work. Student must present an oral report to receive more than 3 credit hours. I, II, S
- BIOL-L 509 FIELD EXERCISES FOR BIOLOGY EDUCATION (1-5 CR.)**
P: Graduate student status. C: BIOL-L 434 required. BIOL-L 509 is a graduate course for students in biology and education with an intended, or current, career in biology education. Students will collect data and design field exercises while at the Belize Marine TREC laboratory on organismal biology and ecology appropriate for lesson plans in public schools.
- BIOL-M 430 VIROLOGY LECTURE (3 CR.)**
P: BIOL-L 211. R: BIOL-L 311, BIOL-L 312. Viruses of plants, animals (including humans), and bacteria; emphasis on molecular biology of viral systems. Viruses and human disease such as cancer and AIDS; viruses and their evolution. I (odd years)

- BIOL-N 190 THE NATURAL WORLD (3-5 CR.)**
Introduces students to the methods and logic of science and helps them understand the importance of science to the development of civilization and the contemporary world. Provides a context within which to evaluate the important scientific and technological issues of modern society, interdisciplinary elements.
- BIOL-N 200 BIOLOGY OF WOMEN (3 CR.)**
This course examines the biological basis for bodily functions and changes that take place throughout the life of females. Credit not allowed toward a biology major. II
- BIOL-N 390 THE NATURAL WORLD (3 CR.)**
P: One college-level biology course. Explores an important scientific or technological issue in modern society. Applies scientific methods and interdisciplinary perspectives in an examination of the subject. Investigates the broader implications and ethical dimensions of scientific research and technological advancement.
- BIOL-T 100 BIOLOGY FOR ELEMENTARY TEACHERS (4-5 CR.)**
Credit allowed for only one of BIOL-L 100, BIOL-L 104, BIOL-T 100, or PHSL-P 130. Credit not allowed toward a biology major. Fulfills School of Education requirement. Principles of biological organization from molecules through cells and organisms. Emphasis on processes common to all organisms, with special reference to humans. Laboratory emphasizes classroom practice. I, II
- BIOL-Z 373 ENTOMOLOGY (3 CR.)**
P: BIOL-L 101, BIOL-L 102, BIOL-L 211. C: BIOL-Z 383. The anatomy, physiology, behavior, taxonomy, and evolution of insects. I (even years)
- BIOL-Z 383 LABORATORY IN ENTOMOLOGY (2 CR.)**
P: BIOL-L 101, BIOL-L 102, BIOL-L 211. C: BIOL-Z 373. Laboratory and field studies of methods of collecting, preserving, and studying insects. Intensive study of insect classification. Preparation of an insect collection required. I (even years)
- BIOL-Z 460 ANIMAL BEHAVIOR (3 CR.)**
P: BIOL-L 101, BIOL-L 102, 6 credit hours of upper-level, majors biology. Introduction to the study of animal behavior. Emphasizes both internal and external factors involved in the causation of species-typical behavior of animals in their natural environment. II (odd years)

BUS: BUSINESS

- BUS-A 201 INTRODUCTION TO FINANCIAL ACCOUNTING (3 CR.)**
P: Sophomore standing. The focus of the course is the financial information provided to decision makers external to a business entity. The course includes concepts and issues related to the financial reporting for business entities and the analysis and recording the effects of economic transactions. I, II, S
- BUS-A 202 INTRODUCTION TO MANAGERIAL ACCOUNTING (3 CR.)**
P: BUS-A 201. Concepts and issues of management accounting, budgeting, cost determination, and analysis. I, II, S
- BUS-A 205 INTRODUCTION TO FINANCIAL ACCOUNTING-HONORS (3 CR.)**
P: Sophomore standing and consent of honors program director or instructor. Concepts and issues associated with corporate financial reporting; particular emphasis is placed on understanding the role of financial accounting in the economy, how different accounting methods affect financial statements, and developing a basis for life-long learning.
- BUS-A 207 INTRODUCTION TO MANAGERIAL ACCOUNTING-HONORS (3 CR.)**
P: BUS-A 201 or BUS-A 205 and consent of the honors program director or instructor. Concepts and issues of management accounting, budgeting, systems, cost determination, and analysis. With computer applications. The course integrates text material with computer-generated cases and analysis.
- BUS-A 311 INTERMEDIATE ACCOUNTING I (3 CR.)**
P: BUS-A 202. Provides students with a thorough understanding of the theoretical foundations underlying financial reporting, revenue recognition, and the matching of expenses; financial statement presentation; and accounting for assets. Course's primary objective is to give students the tools necessary to understand and execute appropriate accounting procedures. Another goal is to help students understand the process through which accounting standards are determined and to evaluate the outcomes of that process from the perspectives of managers, shareholders, auditors, and others. Students learn to assess competing accounting theories and methods from multiple perspectives. I, II, S

- BUS-A 312 INTERMEDIATE ACCOUNTING II (3 CR.)**
P: BUS-A 311. Continuation of BUS-A 311. Provides students with a thorough understanding of accounting for long-term liabilities and debt investment, stockholders' equity, and preparation of cash-flow statements. Course's first objective is to give students the tools necessary to understand and execute appropriate accounting procedures. Course's second objective is to help students understand the process through which accounting standards are determined and to evaluate the outcomes of that process from the perspectives of managers, shareholders, auditors, and others. Students learn to assess competing accounting theories and methods from multiple perspectives. I, II
- 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, and profit planning. I, II, S
- BUS-A 328 INTRODUCTION TO TAXATION (3 CR.)**
P: BUS-A 202. Internal Revenue code, regulations, emphasis on the philosophy of taxation including income concepts, exclusions from income, deductions, and credits. I, II
- BUS-A 335 ACCOUNTING FOR GOVERNMENT AND NOT-FOR-PROFIT ENTITIES (3 CR.)**
P: BUS-A 201. Financial management and accounting for nonprofit-seeking entities; municipal and federal government, schools, and hospitals. I, II
- BUS-A 337 ACCOUNTING INFORMATION SYSTEMS (2-3 CR.)**
P: BUS-A 325, BUS-K 321. Characteristics of control systems; organizational relationships; planning and control of assets, liabilities, equity, revenue and expenses. I, II
- 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. I, II
- BUS-A 424 AUDITING AND ASSURANCE SERVICES (3 CR.)**
P: BUS-A 311, BUS-A 312, BUS-A 337. Public accounting organization and operation; review of internal control including EDP systems, verification of balance sheet and operating accounts; the auditor's opinion. I, II
- BUS-A 425 CONTEMPORARY ACCOUNTING THEORY (3 CR.)**
P: BUS-A 312. Development of accounting principles, theory of income determination, and presentation of financial condition. S
- BUS-A 490 INDEPENDENT STUDY IN ACCOUNTING (1-3 CR.)**
P: BUS-Z 302 and consent of instructor.
- BUS-B 190 HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS (3-4 CR.)**
VT: PRINCIPLES OF BUSINESS ADMINISTRATION
Develops insights into human nature, the nature of social institutions, the social processes that shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior.
- BUS-D 300 INTERNATIONAL BUSINESS ADMINISTRATION (3 CR.)**
P: Junior standing, ECON-E 103, ECON-E 104 or equivalent, or consent of instructor. A general introduction to the main aspects of international business: (1) the impact of the political, economic, social, and cultural conditions in foreign countries on the conduct of business abroad; (2) the importance of supranational organizations, regional economic integration, and the foreign exchange market; and (3) the additional managerial problems of multinational companies in marketing, finance, production, strategy, and human resource management. I, II
- BUS-E 490 PROFESSIONAL PRACTICE-ENTREPRENEURSHIP (1-3 CR.)**
P: BUS-W 311 and consent of instructor.
- BUS-F 260 PERSONAL FINANCE (3 CR.)**
Financial problems encountered in managing individual affairs; family budgeting, installment buying, insurance, home ownership, and investing in securities. No credit for juniors and seniors in the School of Business and Economics. I, II, S
- BUS-F 301 FINANCIAL MANAGEMENT (1.5-3 CR.)**
P: BUS-A 201, ECON-E 104, ECON-E 270. This introductory finance course provides non-finance majors with a sound knowledge of finance that helps them in their own field and gives our finance

majors a solid foundation upon which to build. The course focuses on business finance, but also incorporates investments and institutions as key elements in the financial management process. A mixture of theory and application exposes students to the financial management functions of the business enterprise. This course includes the techniques essential for financial planning, risk and return, capital budgeting, capital structure, cost of capital, bonds, stocks, and international financial management. I, II, S

BUS-F 302 FINANCIAL DECISION MAKING (3 CR.)

P: BUS-F 301, BUS-K 321. Applications of financial theory and techniques of analysis in the search for optimal solutions to financial management problems. Some of the topics covered include justification and comparison of capital budgeting techniques, foundations and applications of risk analysis, CAPM, capital structure, mergers, dividend policies, working capital management, lease analysis, international financial management, and options and futures. I, II

BUS-F 345 MONEY, BANKING, AND CAPITAL MARKETS (3 CR.)

P: BUS-F 301 or consent of instructor. Study of financial markets and instruments. Includes analysis of the structure and role of the Federal Reserve System; historical development of the United States banking and financial system; issues in regulation and deregulation of financial institutions; interest rate theory; asset-liability gap management; hedging techniques using swaps, futures, and options contracts; liability-capital management; and examination of the public and private institutions of our financial system. A student may not receive credit for both BUS-F 345 and ECON-E 305. II

BUS-F 420 EQUITY AND FIXED INCOME INVESTMENT (3 CR.)

P: BUS-F 301. This survey of investments exposes students to various investment instruments and trading techniques, as well as the analysis of risk and return in formulating investment policies and constructing portfolio strategies for individuals and institutions. This course acquaints students with the behavior of securities and security markets. By improving the investment decision-making skills of students, they begin to understand the importance of developing a philosophy toward investing, diversification, and the requisite self-discipline for success. I, II

BUS-F 423 TOPICS IN INVESTMENT (3 CR.)

P: BUS-F 420. This course examines corporate and government securities as long-term investment media from the standpoint of both security analysts and portfolio managers. This course acquaints students with the techniques of security analysis and provides an opportunity to learn how to apply analytical approaches to suitable securities to form and manage their own portfolio. Students are encouraged to think both analytically and objectively. They learn how to analyze and support their investment position both orally and in writing. Case analysis, supplemented by relevant readings, are part of the requirements for this course. II

BUS-F 444 APPLICATIONS IN FINANCIAL MANAGEMENT (3 CR.)

P: BUS-F 301, BUS-F 302, or consent of instructor. An analytical approach to problems facing the financial executive. Cases selected cover financial decision-making processes with particular emphasis on valuation, working capital, capital budgeting, capital structure, and dividend policies. In addition, the course utilizes the computer in solving a variety of financial problems. II

BUS-F 446 BANK AND FINANCIAL INTERMEDIATION (3 CR.)

P: BUS-F 301. The main topics are (1) the economic role of financial intermediaries, with an emphasis on commercial banks; (2) the evolution of markets in which banks and other financial intermediaries operate; and (3) the regulation of commercial banks and other financial institutions.

BUS-F 490 INDEPENDENT STUDY IN FINANCE (1-3 CR.)

P: BUS-Z 302 and consent of instructor.

BUS-F 494 INTERNATIONAL FINANCE (3 CR.)

P: BUS-F 301 or consent of instructor. Main course theme is how constraints in the international environment affect standard approaches to financial management. Environmental topics include: exchange rates, international equilibrium conditions, foreign exchange markets, and international banking. Managerial topics include: foreign exchange risk, capital budgeting difficulties, financing in international markets, multiple tax jurisdictions, and multinational accounting. II

- BUS-H 320 SYSTEMS OF HEALTH CARE DELIVERY (3 CR.)**
This course examines the foundations and historical precedents for the current health care system in the United States. It also covers the structures, processes, and policies for delivering health care services, and briefly reviews alternative systems used in other countries.
- BUS-H 352 HEALTH CARE FINANCIAL MANAGEMENT (3 CR.)**
P: BUS-A 201, BUS-A 202. An introductory course that includes an overview of financial statements, costing of health care services, breakeven analysis, pricing decisions, budgeting, cost control, and basic financial management concepts such as time value analysis and financial risk.
- BUS-H 354 ECONOMICS OF HEALTH CARE (3 CR.)**
P: ECON-E 103, ECON-E 104. This course acquaints students with the application of economic principles to the delivery of health care services. It examines the demand-side and supply-side characteristics of health care, the economics of private and public health insurance, and the economic perspectives of health care policy.
- BUS-H 402 HOSPITAL ORGANIZATION AND MANAGEMENT (3 CR.)**
P: BUS-H 320. An overview of the governance, organization, and operational management of major institutions of health care delivery. Topics such as performance measurement, quality and economy, and organized physician and nursing services are included.
- BUS-H 411 MANAGEMENT OF LONG-TERM CARE FACILITIES (3 CR.)**
This course covers organization and management of long-term care facilities, with particular emphasis on skilled care nursing homes. Topics include community and client exchanges, the legal and regulatory environment, financing and reimbursement, clinical organization and processes of care delivery, and managing the organization.
- BUS-J 401 ADMINISTRATIVE POLICY (3 CR.)**
P: BUS-D 300, BUS-F 301, BUS-K 321, BUS-M 301, BUS-P 301, BUS-Z 302. Administration of business organizations; policy formulation, organization, methods, and executive control. I, II, S
- BUS-J 404 BUSINESS AND SOCIETY (3 CR.)**
P: Junior standing. Major ethical theories are examined, providing a basis for analyzing ethical behavior in the business environment. Such issues as economic competition, discriminatory practices, manipulation of power, environmental conservation, and organizational cultures are investigated. II
- BUS-K 201 THE COMPUTER IN BUSINESS (2-3 CR.)**
This computer skills course introduces students to digital computers (hardware and software), file management, the Internet, and extensive business application software—specifically spreadsheet, database management systems, communication packages, and a statistical software program. Students cannot receive credit for CSCI-A 106 if taken after completion of BUS-K 201. I, II, S
- BUS-K 301 ENTERPRISE RESOURCE PLANNING (3 CR.)**
The purpose of this course is to provide an overview of the Enterprise Resource Planning (ERP) field to the students. Topics covered include principles of enterprise resource management, the history of ERP, and differences between function-oriented enterprise management and process-oriented management. The course covers issues related to planning and implementation of ERP systems. In addition to the technical issues associated with project implementation, the course addresses organizational and managerial issues of successful ERP implementation. Finally, students are exposed to the latest developments in application and extension of ERP systems. Students are exposed to a leading ERP package (SAP R/3) and its functional features. I
- BUS-K 302 INTRODUCTION TO MANAGEMENT SCIENCE (3 CR.)**
P: BUS-K 201 or equivalent. Introductory management science; a forecasting component comprises approximately 25 percent of the course. 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 processes, and goal programming. Heavy emphasis is placed on the application of these topics to business decision making using computers. II
- BUS-K 321 MANAGEMENT OF INFORMATION TECHNOLOGY (3 CR.)**
P: BUS-K 201. The objective of the course is to provide the students with a framework for understanding the structure, development, and management of computer-based

information systems, which can support a wide variety of organizational functions and decisions at various levels. Acquisition, control, and management of computer-based information systems. Data modeling and database management systems, management information systems, decision-support systems, functional applications of M.I.S., data communications, and office automation. I, II, S

BUS-L 201 LEGAL ENVIRONMENT OF BUSINESS (3 CR.)
P: Sophomore standing. Nature of basic legal concepts and trends in law. Emphasis on legal rights and duties related to the operation of business enterprises. Credit not given for both BUS-L 201 and BUS-L 203. I, II, S

BUS-L 203 COMMERCIAL LAW I (3 CR.)
P: Sophomore standing. Law of business organizations and their liabilities (tort, antitrust, agency, partnership, and corporation law). Designed for accounting majors and others intending also to take BUS-L 303 to attain a rather broad and detailed knowledge of commercial law. Credit not given for both BUS-L 201 and BUS-L 203. I, II

BUS-L 303 COMMERCIAL LAW 2 (3 CR.)
P: BUS-L 203 (BUS-L 201 may be accepted with consent of department). Law of ownership, contracts, sale and financing of goods, real and personal property, commercial paper, and secured transactions. For accounting majors and others desiring a rather broad and detailed knowledge of commercial law. I, II, S

BUS-M 301 INTRODUCTION TO MANAGEMENT MARKETING (1.5-3 CR.)
P: ECON-E 103. Overview of marketing for all undergraduates. Marketing planning and decision making examined from firm's point of view; marketing concept and its companywide implications; integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy. Marketing system viewed in terms of both public and private policy in a pluralistic society. I, II, S

BUS-M 303 MARKETING RESEARCH (3 CR.)
P: BUS-M 301 or consent of instructor. Methods of decision making for marketing management. Development and functioning of managerial systems; formal tools of decision making. Collection and analysis of marketing data, viewed in context of a management information system. Provides common analytical framework for later courses treating specialized marketing aspects. I, II, S

BUS-M 401 INTERNATIONAL MARKETING (3 CR.)
P: BUS-M 301. Surveys the strategic marketing planning factors facing domestic marketing managers operating in the multinational environment. Focuses on the importance of cultural dynamics and legal, political, geographic, and environmental factors. Identifies characteristics of markets in various stages of development. Contrasts domestic product, pricing, promotion, and distribution policies with those practiced by international marketers. Provides a foundation for students interested in exploring international opportunities. I, II

BUS-M 405 CONSUMER BEHAVIOR (3 CR.)
P: BUS-Z 302, BUS-M 301, or consent of instructor. Buyer behavior relevant to marketing decisions. Logic of market segmentation, recognizing customer heterogeneity. Buyer behavior analyzed in terms of the decision-making process and models of individual and aggregate behavior. Specific attention given to consumer behavior in retail markets and to procurement behavior in industrial markets. I, II

BUS-M 415 ADVERTISING AND PROMOTION MANAGEMENT (3 CR.)
P: BUS-Z 302, BUS-M 301, or consent of instructor. 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. Students must take BUS-M 415 in the fall semester to enroll in BUS-M 418 in the spring semester. I, II

BUS-M 418 ADVERTISING STRATEGY (3 CR.)
P: BUS-Z 302, BUS-M 415, or consent of instructor. Major managerial problems of promotion administration; advertising research, agency relationships, media concepts and strategy, appropriations and budgets, evaluation, coordination, regulation, and campaign planning. Students must take BUS-M 415 in the fall semester to enroll in BUS-M 418 in the spring semester. II

BUS-M 419 RETAIL STRATEGY (3 CR.)
P: BUS-Z 302, BUS-M 301, or consent of instructor. Management in retail and wholesale institutions; parallel and comparative treatment given to basic management problems and techniques relevant to both institutions. Basic marketing management variables, location and physical facilities, inventories, purchasing, pricing, and promotion. II

- BUS-M 426 SALES MANAGEMENT (3 CR.)**
P: BUS-Z 302, BUS-M 301, or consent of instructor. Management of the field sales force. Basic sales management concepts include organization and staffing, allocation of effort, and control and evaluation. A portion of the course is devoted to the special problems of selling in nonconsumer markets. I
- BUS-M 450 MARKETING STRATEGY (3 CR.)**
P: BUS-Z 302, BUS-M 301, one advanced marketing course, and senior standing; 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 decision making. Includes small business applications. II
- BUS-M 490 SPECIAL STUDIES IN MARKETING (1-3 CR.)**
P: BUS-Z 302. Supervised individual study and research work. Open to qualified students by consent of instructor. I, II, S
- BUS-P 301 OPERATIONS MANAGEMENT (1.5-3 CR.)**
P: Junior standing and ECON-E 270, BUS-K 321. Role of production in a business enterprise; basic types of production processes used in industry. Emphasis on application of economic principles and analytical techniques to decisions made by operations managers of any business. I, II, S
- BUS-P 490 INDEPENDENT STUDY IN OPERATIONS MANAGEMENT (1-3 CR.)**
P: BUS-Z 302 or consent of instructor. For production majors with a career interest in some area of production other than industrial engineering. Literature or field study in student's special field of interest. Written report required.
- BUS-S 307 DATA MANAGEMENT (3 CR.)**
P: BUS-K 321, CSCI-A 201. Improves students understanding of, and develops their skills in, the design and implementation of business databases using modern database management systems. The course covers data structures and the conceptual, logical, and physical design of databases, as well as database implementation and general issues in business data management. I, II
- BUS-S 310 SYSTEM ANALYSIS AND PROJECT MANAGEMENT (3 CR.)**
P: BUS-F 301, BUS-M 301, BUS-P 301; BUS-S 307 or concurrent. Analysis of an organization, and the subsequent design of computer systems to meet business requirements, are at the heart of the computer information systems field. This is the first in a two-course sequence with BUS-S 410 that addresses the multi-phased process for developing information systems. Courses follow the system's development life cycle, although alternative methodologies are also covered. This first course covers the phases from information systems planning through the specification of structured system requirements in functional form (i.e., logical system design) and concentrates on methods, techniques, and tools used to determine information requirements and to document these requirements in a thorough and unambiguous form. Also introduces computer-aided software engineering technology. Students learn the discipline of systems analysis and logical design through a hypothetical case situation. I, II
- BUS-S 410 SYSTEMS IMPLEMENTATION (3 CR.)**
P: BUS-S 310. Effective development of an information system depends on proper utilization of a broad range of information technology, including database management systems, operating systems, computer systems, and telecommunications networks. The second course in a two-course sequence with BUS-S 310 that addresses the multi-phased process for developing information systems, this course covers the phases from physical system design through the installation of working information systems. The course concentrates on using the results of systems analysis and design, typically documented in CASE technology, and either building or generating systems to meet these specifications. A semester-long field project and various hands-on exercises provide practical experience in building, testing, and installing a system. I
- BUS-S 435 ADVANCED TOPICS IN COMPUTER INFORMATION SYSTEMS (3 CR.)**
P: BUS-K 321 and consent of the department chairperson. Variable topics course; topics offered depend upon student interest and faculty interest and expertise. Possible topics include telecommunications and networking, advanced systems development methods, data administration, and management of the information systems function. II

- BUS-W 100 PRINCIPLES OF BUSINESS ADMINISTRATION (3-4 CR.)**
Business administration from the standpoint of a manager of a business firm operating in the contemporary economic, political, and social environment. Students are encouraged to take this course during their freshman year. No credit for juniors and seniors or for students when taken concurrently with, or after, 300- or 400-level business and economics or SPEA courses. I, II, S
- BUS-W 311 NEW VENTURE CREATION (3 CR.)**
P: BUS-M 303. Primarily for those interested in creating a new business venture or acquiring an existing business. Covers such areas as choice of a legal form, problems of the closely held firm, sources of funds, and preparation of a business plan. I
- BUS-W 406 VENTURE GROWTH MANAGEMENT (3 CR.)**
P: Junior standing. For students interested in managing smaller, growth-oriented, businesses. Covers such areas as business strategy, acquisition, ethics, and succession. II
- BUS-W 408 PRACTICUM IN SMALL BUSINESS (3 CR.)**
P: BUS-W 311 and BUS-W 406, or consent of instructor. Application of theory, knowledge, and techniques learned in previous business courses in analyzing actual business problems and in offering recommendations for their solutions. Students are assigned to small businesses in the local or nearby communities. I, II
- BUS-W 430 ORGANIZATIONS AND ORGANIZATIONAL CHANGE (3 CR.)**
P: BUS-Z 302. Analysis and development of organizational theories. Environmental dependencies, socio-technical systems, structural design, and control of the performance of complex systems. Issues in organizational change such as appropriateness of intervention strategies and techniques, barriers to change, organizational analysis, and evaluation of formal change programs. I, II
- BUS-W 490 INDEPENDENT STUDY IN BUSINESS ADMINISTRATION (1-3 CR.)**
P: BUS-Z 302 and consent of instructor.
- BUS-X 102 FRESHMAN SEMINAR IN BUSINESS (3 CR.)**
VT: BUSINESS ORGANIZATIONS FOR PARALEGALS
P: ENG-W 131, ENG-W 233, POLS-Y 211, POLS-Y 214, POLS-Y 234. A comparison of the various forms of business organizations; corporate structure and organizations and an examination of the state General corporation Act; articles of incorporation and by-laws; conduct of corporate business through annual meetings; issuance of stock; and an introduction to employee relations and benefit plan.
- BUS-X 102 FRESHMAN SEMINAR IN BUSINESS (3 CR.)**
VT: ESTATE PLANNING AND PROBATE ADMINISTRATION FOR PARALEGALS
P: ENG-W 131, ENG-W 233, POLS-Y 211, POLS-Y 214, POLS-Y 234. An overview of various methods of transferring assets, including gifts, wills, and trusts; a study of state law regarding wills and administration of decedents, estates, including probate procedure, federal and state death and inheritance taxes; and fiduciary accounting responsibilities.
- BUS-X 102 FRESHMAN SEMINAR IN BUSINESS (3 CR.)**
VT: REAL PROPERTY FOR PARALEGALS
An overview of all phases of real property law, ownership and transactions. Students will learn how title is transferred and searches are made, analyze title commitments and understand abstract examination, deeds, mortgages, leases, settlements, and closing.
- BUS-X 310 BUSINESS CAREER PLANNING AND PLACEMENT (1 CR.)**
Assists students in obtaining positions consistent with career goals. Career planning, organized employment campaign, job application methods, interview, initial conduct on job. Includes addresses by prominent business persons. Also open to juniors and seniors of other schools. I, II
- BUS-X 481 UNDERGRADUATE INTERNSHIP IN BUSINESS AND ECONOMICS (2-6 CR.)**
This course engages student to learn in an area of a business or non-profit organization that permits the student to apply the concepts, applications, and skills that they have learned in the classroom. Each intern is mentored by a faculty from the School of Business and Economics.

- BUS-X 482 UNDERGRADUATE FIELD PROJECT IN BUSINESS AND ECONOMICS (3 CR.)**
This course engages students in conducting field projects in local businesses. Teams of up to three students work with host firms to identify real business problems related to their fields of study in business and economics. The team of students work with a faculty advisor to formulate and implement solutions to real-world business problems.
- BUS-Z 302 MANAGING AND BEHAVIOR IN ORGANIZATIONS (3 CR.)**
P: Junior standing. Overview of management for all undergraduates. Integrates management functions and organizational behavior. Applies concepts and research to develop understanding and improve performance of individuals, groups, and organizations. Students who complete both BUS-Z 301 and BUS-W 301 cannot receive credit for BUS-Z 302. I, II, S
- BUS-Z 404 EFFECTIVE NEGOTIATIONS (3 CR.)**
P: BUS-Z 440. Study of collective bargaining as a broad construct which includes labor history and labor legislation, employee relations, employment involvement, work rules, discipline, complaint resolution, union organizing, unfair labor practices, negotiating strategies and practices, strikes, lockouts, and boycotts. II
- BUS-Z 440 PERSONNEL-HUMAN RESOURCE MANAGEMENT (3 CR.)**
P: BUS-Z 302. Nature of manpower development and utilization in modern organizations. Establishment and operation of a total manpower program. Includes recruitment, selection, training and development, performance appraisal, reward systems, benefit programs, role of personnel department, and role of government. I, II
- BUS-Z 441 WAGE AND SALARY ADMINISTRATION (3 CR.)**
VT: **COMPENSATION AND BENEFITS**
P: BUS-Z 440 and ECON-E 270. Study of external labor markets, wage and salary administration, employee benefits, wage and hour laws, performance appraisal in pay determination, and performance management. Examination of federal and professional guidelines regarding Equal Employment Opportunity, and other issues as they affect compensation and benefits. I

- BUS-Z 444 PERSONNEL RESEARCH AND MEASUREMENT (3 CR.)**
VT: **SELECTION AND DEVELOPMENT**
P: BUS-Z 440, ECON-E 270. Study of the selection process including human resources planning, validation, recruitment, selection, and performance appraisal for validation. Study of development including training and performance management. Examination of federal and professional guidelines regarding Equal Employment Opportunity, Affirmative Action, fair treatment of the disabled, and other issues as they affect selection and development. I
- BUS-Z 490 INDEPENDENT STUDY IN PERSONNEL MANAGEMENT AND ORGANIZATIONAL BEHAVIOR (1-3 CR.)**
P: BUS-Z 302, for senior personnel students with consent of instructor. Research, analysis, and discussion of current topics. Written report required.

BUSB:GRADUATE BUSINESS

- BUSB-A 501 SURVEY OF FINANCIAL ACCOUNTING AND REPORTING (3 CR.)**
The course examines concepts underlying accounting including the construction, analysis, and use of financial statements. Of particular interest are the implications of accounting method choices on managerial decisions and the relationship of accounting to economics, finance, and other business disciplines. Satisfactory achievement on a placement examination may exempt one from this course.
- BUSB-A 502 MANAGERIAL PRICE THEORY (3 CR.)**
P: Phase I of M.B.A. or equivalent or permission of instructor. Application of microeconomic analysis to business decisions in forecasting, pricing, market development, competitive situations, profits, product demand, and costs. The objective is to provide a theoretical economic basis of thought to further competent decision making.
- BUSB-A 503 STATISTICAL APPLICATIONS (3 CR.)**
P: BUSB-A 511. Statistical applications is a graduate-level one-semester survey of major statistical techniques used in business and economics. The course has three primary objectives; (1) to familiarize students with the basic techniques, methodologies, and theories of statistical analysis; (2) to acquaint students with the various applications of statistical analysis to business problems; and (3) to impress

upon students the role that computers and specialized software play in statistical analysis. Students achieve these objectives through class lectures, cases, hands-on group and individual projects, and a wide variety of problems which are worked in class and on examinations.

BUSB-A 504 MANAGEMENT INFORMATION SYSTEMS (3 CR.)

P: Phase I of M.B.A. or equivalent. The object of this course is to provide an overview of issues in a successful implementation and operation of business information systems. The coverage includes: strategic relevance of information technology (IT), management of IT resources, e-business and communication infrastructures, software and hardware characteristics, and end-user computing characteristics.

BUSB-A 511 MATHEMATICAL TOOLS IN BUSINESS (3 CR.)

Designed to provide the student who has little or no undergraduate background in statistics, calculus, or finite mathematics with at least minimum competence in some of the basic quantitative skills necessary for analytical work in business administration. Satisfactory achievement on a placement examination may exempt one from this course.

BUSB-A 514 SURVEY OF ECONOMICS (3 CR.)

Foundation course in economics, designed for students who have not taken a year of introductory economics, or whose background is inadequate for advanced course work in economics. Covers both microeconomics and macroeconomics. This course is designed for "common body of knowledge" purposes. Satisfactory achievement on a placement examination may exempt one from this course.

BUSB-A 525 ADVANCED FINANCIAL PRACTICE (3 CR.)

P: BUS-A 312. The course examines emerging issues facing business entities and the accountancy profession. Some of these issues include those facing the Emerging Issues Task Force of the Financial Accounting Standards Board. Research of these issues via electronic and alternative media is an integral part of the course. Development of accounting principles, theory and practice of income determination and financial condition, specialized industries' accounting practices, special accounting problems in various entity forms, and consolidated financial statements.

BUSB-A 530 ADVANCED AUDITING (3 CR.)

P: BUS-A 424. This course examines the concepts related to auditing in computerized environments. It also reviews changes in the audit environment and new approaches to auditing. Finally, the course examines some of the assurance services with the objective of preparing students for issues they might encounter in the future, rather than for the types of services that are common now. The primary emphasis in the course is on understanding the concepts of, and approaches to, audit and assurance services; and on developing skills to apply the underlying concepts and approaches to professional services.

BUSB-A 531 ADVANCED MANAGERIAL (3 CR.)

P: BUS-A 325 or BUSB-F 503. Analysis of costs, performance, and capital investment data for strategic decision making. Covers strategic product positioning, value chain analysis, and activity-based management and costing. Students extend their knowledge of cost and management accounting from the operational to the strategic level through extensive case analysis. Consulting (both internal and external) and managerial accounting. Business cases with the student advising the firm on certain strategic decisions. Topics include strategic cost analysis, target costing, activity-based management, cost-of-quality analysis, nonfinancial performance measurements, and management control systems.

BUSB-A 539 ADVANCED TAX TOPICS (3 CR.)

P: BUS-A 328. This course examines a number of advanced tax topics. Students are introduced to the income taxation of estates and trusts. Other advanced tax planning areas covered include federal gift and estate taxation. Tax law sources such as the Internal Revenue Code, treasury regulations, and court cases are explored. Research of federal tax issues via electronic and alternative media and the preparation of a comprehensive tax return project utilizing the most current computerized tax applications are an integral part of this course.

BUSB-A 545 INTERNATIONAL ACCOUNTING (3 CR.)

P: BUS-A 312. This course discusses issues in international accounting. Topics of interest include currency translation, comparative accounting and harmonization issues, international financial reporting issues, international financial analysis, international management accounting control issues, international taxation, and international auditing issues.

BUSB-A 564 INTERPRETATION AND ANALYSIS OF FINANCIAL STATEMENTS (3 CR.)

P: BUS-A 312. This course provides students with the skills necessary to understand, analyze, evaluate, and use the information available in corporate financial reports. Investigates corporate financial statements and related disclosures primarily from the perspective of financial statement users. Consideration of issues faced by corporate managers as they design reporting strategy.

BUSB-A 591 ADVANCED INDEPENDENT STUDY (3 CR.)

For students who wish to investigate specific technical or theoretical topics in accounting, as agreed upon by the student, instructor, and program director.

BUSB-B 502 ORGANIZATIONAL BEHAVIOR I (3 CR.)

A survey of major concepts relating to personality, learning perception, motivation, leadership, and group dynamics. Some emphasis also is placed on an analysis of organizational structures, management of change, and organizational cultures. Satisfactory achievement on a placement examination may exempt one from this course.

BUSB-B 503 LEADERSHIP AND CHANGE (3 CR.)

P: Phase I and II of M.B.A.. Role of the leader in responding to changing conditions and achieving sustainable competitive advantage via proud employees, loyal customers, and responsive systems. Leadership at the small group and executive levels is examined, using experiential learning and a team study of an actual organization.

BUSB-C 502 LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS (3 CR.)

P: Phase I of M.B.A. or equivalent. This is a survey of the legal environment within which business decisions are made. There is an examination of both the regulatory and ethical environment that affect the firm. The focus is upon the law of business organizations, including

such areas as corporate securities, labor, employment discrimination, agency and tort law. Other areas that have an impact upon the firm, such as the international legal environment, are mentioned. Special attention is given to the impact that business firms have upon society, including the ethical questions in the legal regulation of business.

BUSB-D 501 MANAGEMENT OF MARKETING (3 CR.)

P: BUSB-A 514. An overview of the managerial process of analysis, planning, implementation, and control of marketing programs in a competitive environment to enhance customer value and satisfaction. Analyzing market opportunity, selecting target markets, and developing and implementing marketing strategies. Satisfactory achievement on a placement examination may exempt one from this course.

BUSB-D 502 FINANCIAL MANAGEMENT (3 CR.)

P: BUSB-A 501, BUSB-A 503, BUSB-A 514, or equivalent. An investigation of the theory of finance. The principal objective of this investigation is to improve the business manager's ability to handle, with intelligence, the various financial problems confronting businesses of all sizes. Some of the topics covered include objectives of financial management, time value of money, risk analysis, CAPM, capital budgeting, cost of capital, cash flow analysis and multinational financial management. Satisfactory achievement on a placement examination may exempt one from this course.

BUSB-D 503 PRODUCTION MANAGEMENT (3 CR.)

P: Phase I of M.B.A.. Production/operations management is concerned with the basic concepts, the interrelationships, and interfaces of mathematics models; design and process capability; flow processes as related to material flows, location of facilities, and product-line design; microproduction systems; the design and management of capacity; standards in work design, production, and quality; production and inventory management; and all associated interrelated systems of logistics and inventory control; supply chain management, process strategy, and capacity planning, material requirement planning (MRP), and management planning models.

- BUSB-E 510 BUSINESS POLICY (3 CR.)**
P: Phase I, II, and III of M.B.A. (except electives). This is the capstone course for the M.B.A. program. An investigation of the foundations of managerial decision-making strategy. This emphasis is infused with traditional administration theory and contemporary organization theory. Included are such critical factors as a topology of policy decision, models of various decisional processes, the basis of its decisional power and its generation, and international business ventures.
- BUSB-F 503 MANAGEMENT ACCOUNTING CONCEPTS (3 CR.)**
P: Phase I and II of M.B.A.. The focus of the course is on using accounting information to help managers make more informed decisions. To achieve this goal, costs and their importance, along with several decision-making tools are covered. Decision-making tools covered include activity-based-management, budgeting, standard costing, variance analysis, cost-volume-profit analysis, performance measurement and incentives, etc.
- BUSB-F 506 MANAGEMENT OF INTERNATIONAL OPERATIONS (3 CR.)**
P: Phase I of M.B.A. or equivalent. The particular environmental and managerial problems of international business. The course covers some theoretical issues in economic development, direct foreign investment, cultural differences, and international trade. Managerial topics include the impact of political, economic, and sociocultural conditions on the conduct of businesses abroad and the necessary adaptations in corporate strategy, marketing, production, finance, and human resource management.
- BUSB-F 508 MANAGEMENT OF PROMOTION (3 CR.)**
P: Phase I of M.B.A. or equivalent and BUSB-A 502. Examination of the basic principles of the promotional mix/Integrated Marketing Communication (IMC). Topics considered include the following: the choice of appropriate methods to achieve desired promotional tasks; promotional strategy; effective execution of promotional programs; selection of advertising media; determination of the promotional appropriation; assessing advertising/promotion effectiveness.
- BUSB-F 509 BUYER BEHAVIOR (3 CR.)**
P: Phase I of M.B.A. or equivalent. Advanced study of the behavior of buyers of goods and services. Topics include the following: buyer needs and wants; buyer decision making; market segmentation; cultural, social, psychological, and economic influences on behavior.
- BUSB- F 512 ADVANCED ADMINISTRATION THEORY (3 CR.)**
P: Phase I and II of M.B.A.. An investigation of the political nature of organizations, the sources of organizational authority, the nature and motives of authority, and the types of power and status.
- BUSB-F 514 INVESTMENT MANAGEMENT (3 CR.)**
P: Phase I and II of M.B.A.. A blend of theory and description, including consideration of the capital markets and investment instruments. Investment management begins with an understanding of how to invest and how to make investment decisions. This course further exposes students to the analytical techniques of securities selection, examines the process of forming their own portfolio by finding suitable securities, and instructs them how to manage this portfolio. Students should learn to think analytically and objectively in emulation of a professional investment manager. Allocation of investment capital and evaluation of the performances of the investment portfolio is part of the investment process that students learn.
- BUSB-F 515 MARKETING ANALYSIS (3 CR.)**
P: Phase I of M.B.A. or equivalent. A study of the process by which research of the marketplace results in improved marketing decision making. Steps taken by researchers from defining the management problem to presenting results.
- BUSB-F 517 FINANCIAL MARKETS AND INSTITUTIONS (3 CR.)**
P: Phase I and II of M.B.A.. Study of the aggregation and distribution of financial resources. Includes analysis of the money and capital markets, financial instruments and securities, interest rate theory, and the public and private institutions of our financial system.
- BUSB-F 520 SEMINAR IN BUSINESS (3 CR.)**
P: Phase I and II of M.B.A.. Small seminar courses designating specialized areas of study such as: total quality management, financial reporting, business ethics, directed economic research projects, international finance, sales management, accounting, finance/tax strategy, and entrepreneurship.

BUSB-F 523 MANAGERIAL DECISION-MAKING MODELS (3 CR.)

P: Phase I and II of M.B.A.. Analysis and application of management science models in a business and managerial decision-making environment. Emphasis is placed on how these models are applied and interpreted by a decision maker in a wide variety of business and managerial settings. Topics include linear and nonlinear programming, integer programming, goal programming, and dynamic programming, among others.

BUSB-F 530 INTERNATIONAL FINANCE (3 CR.)

P: Phase I of M.B.A. or equivalent. Introduction to both the macro and the micro aspects of international finance. This course covers topics in the international financial environment such as the foreign exchange markets, balance of payments, and international financial equilibrium relationships. Topics in international corporate finance include exchange risk management, multinational capital budgeting, and trade finance.

BUSB-F 533 COMMUNICATION SKILLS (3 CR.)

P: Phase I and II of M.B.A.. Skills and techniques for successfully communicating with clients, personnel, and the public; analysis and application of communication strategies; oral presentation skills, listening skills, writing skills; professional reports content and presentation; multimedia technology aids for effective communications; developing and implementing communication plans and strategies, content, and approach; different types of focused communication contexts; nonverbal and verbal messages; adjusting attitudes with communications; overcoming communication barriers.

BUSB-F 538 LEADERSHIP, NEGOTIATION, AND HUMAN RESOURCE MANAGEMENT (3 CR.)

P: Phase I and II of M.B.A. program. Assessment, learning, analysis, practice, and application of leadership skills, self-awareness, time and stress management, delegation and empowerment, power and influence, motivation, problem solving, creativity and innovation, interpersonal communication, negotiation, conflict management, and teamwork. I, II

BUSB-F 542 STRATEGIC FINANCIAL MANAGEMENT (3 CR.)

P: Phase I of M.B.A. or equivalent. Study of financial concepts and strategies that maximize the value of the firm. Topics include incorporation of financial forecasting, capital budgeting, capital structure analysis, mergers

and acquisitions, financial instruments, lease financing, stock dividends, risk analysis, etc., and case studies.

BUSB-F 590 INDEPENDENT STUDY (1-3 CR.)

P: Phase I and II of M.B.A., permission of instructor, and approval of the program director. For students who wish to pursue special research problems in their M.B.A. program. Student is limited to one independent study course.

BUSB-G 513 PERSONNEL MANAGEMENT (3 CR.)

P: Phase I and II of M.B.A.. An examination of the organization and administration of the personnel function. Deals with the relations of the personnel department to operating departments. Appraisal of personnel practices and policies.

BUSB-K 501 COMPUTER SKILLS FOR MANAGEMENT (1 CR.)

The emphasis in the course is on effective design and use of spreadsheets and database management programs to assist managers in the decision making process. Students are expected to become proficient with the basic to advanced features and functions of spreadsheet and database management programs. Topics include: what-if analysis, financial and decision making functions, graphical interpretation of data, select and action queries, custom forms, and custom reports.

BUSB-K 505 MANAGEMENT OF INFORMATION TECHNOLOGY PROJECTS (3 CR.)

P: BUSB-D 503, BUSB-F 523, and CSCI-A 510. The course provides in-depth knowledge and training in the management of information technology projects. After completing this course, students should know what must be done to complete small or large information technology projects and possess skills in the tools employed in information technology project management.

BUSB-K 506 WEBSITE DEVELOPMENT TECHNIQUES (3 CR.)

P: CSCI-A 505. The course provides students with knowledge and skills in the development of websites to support electronic commerce. The emphasis in the course is on effective design and implementation issues related to web applications for business. Students are expected to become conversant with the tools and techniques used by builders of websites. Topics include the technology of the Internet, core network protocols, agents, commerce client technology, and system design principles, among others.

BUSB-K 507 ENTERPRISE RESOURCE PLANNING (3 CR.)
 P: BUSB-A 501, BUSB-D 501, BUSB-D 502, BUSB-D 503, and BUSB-F 523. Provides an overview of the enterprise resource planning (ERP) field to students. Topics covered include principles of enterprise resource management, history of ERP, and differences between function-oriented enterprise management and process-oriented management. It covers issues related to planning and implementation of ERP systems. An ERP software (SAP R/3) is used throughout the course to analyze various issues.

BUSB-K 510 DECISION SUPPORT SYSTEMS (3 CR.)
 P: CSCI-A 510 and BUSB-F 523. The course provides in-depth knowledge and training in adapting a variety of tools and techniques to develop decision support systems in support of complex decision problems.

BUSB-K 515 ELECTRONIC COMMERCE (3 CR.)
 P: CSCI-A 510 and BUSB-K 506. The course provides the technical, legal, and business concepts and skills required to manage a firm's activities related to doing business via computer networks. Primary emphasis is on assuring that students understand the full spectrum of issues related to e-commerce.

BUSB-K 520 BUSINESS PROCESS REENGINEERING THROUGH INFORMATION TECHNOLOGY (3 CR.)
 P: BUSB-K 505 and BUSB-K 510. The course demonstrates, directly and by case studies, the relationships between business process and information systems, human resources, and organizational capabilities that support the performance of processes.

BUSB-K 585 SEMINAR IN MANAGEMENT OF INFORMATION TECHNOLOGIES I (3 CR.)
 P: BUSB-K 510 and BUSB-K 520. This advanced seminar addresses important current topics on a variable basis. Possible topics include: artificial intelligence and intelligent agents, data warehouse and mining, groupware, human-computer interaction, information systems effectiveness, interorganizational systems, knowledge management, managerial and organizational cognition, strategic information systems, virtual organizations and emergent communities, design of distributed systems, enterprise architecture, global information technology, neural networks, simulation, and software engineering.

BUSB-M 594 GLOBAL MARKETING MANAGEMENT (3 CR.)
 This course focuses on the realities of global market competition, successful penetration of non-domestic markets, and complete effectiveness in home markets. Coverage includes the global market environment; global marketing strategy concepts; penetration strategies for non-domestic markets; multinational marketing strategy problems; regional market analysis.

BUSB-X 591 GRADUATE INTERNSHIP IN BUSINESS AND ECONOMICS (2-6 CR.)
 This course engages student to learn in an area of the organization that permits the student to apply the concepts, applications and skills that they have learned in the classroom. Each intern is mentored by a faculty from the School of Business and Economics.

BUSB-X 592 GRADUATE FIELD PROJECT IN BUSINESS AND ECONOMICS (3 CR.)
 This course engages student in conducting field projects in local businesses. Teams of up to three students work with host firms to identify real business problems related to their fields of study in business and economics. The team of students work with a faculty advisor to formulate and implement solutions to real-world business problems.

CHEM: CHEMISTRY

CHEM-C 101 ELEMENTARY CHEMISTRY 1 (3-5 CR.)
 P: MATH-M 107 or Level 4 on the mathematics placement examination. Essential principles of chemistry, including inorganic chemistry. Generally taken concurrently with CHEM-C 121. Lecture and discussion. When followed by CHEM-C 102, satisfies programs that require only two semesters of chemistry. Credit given for only one of the courses CHEM-C 101, CHEM-C 105. CHEM-C 101 may be taken without credit in preparation for CHEM-C 105. I, II, S

CHEM-C 102 ELEMENTARY CHEMISTRY 2 (3-5 CR.)
 P: CHEM-C 101 and CHEM-C 121 or one year of high school chemistry with a grade of C or higher. Introduction to organic and biochemistry, organic compounds and their reactions. Lecture and discussion. CHEM-C 102 may not be substituted for CHEM-C 106 or CHEM-C 341. Credit given for only one of the courses CHEM-C 102, CHEM-C 106. I, II, S

- CHEM-C 105 PRINCIPLES OF CHEMISTRY I (3-5 CR.)**
P: One year of high school chemistry or CHEM-C 101; MATH-M 107 or Level 4 on the mathematics placement examination; CHEM-C 125 concurrently. Basic principles, including stoichiometry, atomic and molecular structure, properties of inorganic compounds. Lecture and discussion. Credit given for only one of the courses CHEM-C 100, CHEM-C 101, CHEM-C 105. I
- CHEM-C 106 PRINCIPLES OF CHEMISTRY II (3-5 CR.)**
P: CHEM-C 105, CHEM-C 125; CHEM-C 126 concurrently. Solution equilibria, thermodynamics, kinetics. Lecture and discussion. Credit given for only one of the courses CHEM-C 102, CHEM-C 106. II
- CHEM-C 120 CHEMISTRY LABORATORY (2 CR.)**
P or concurrent: CHEM-N 190. Laboratory component of CHEM-N 190. Experiments illustrating chemical principles and their applications to biology, the environment, and health. Laboratory and laboratory lecture. Credit given for only one of the courses CHEM-C 120, CHEM-C 121, CHEM-C 125. I, II, S
- CHEM-C 121 ELEMENTARY CHEMISTRY LABORATORY 1 (2 CR.)**
P or concurrent: CHEM-C 101. Laboratory component of CHEM-C 101. Introduction to the techniques and reasoning of experimental chemistry experiments illustrating principles of chemistry. Laboratory and laboratory lecture. Credit given for only one of the courses CHEM-C 120, CHEM-C 121, CHEM-C 125. I, II, S
- CHEM-C 125 EXPERIMENTAL CHEMISTRY I (2 CR.)**
P: CHEM-C 105 concurrently. Laboratory component of CHEM-C 105. Emphasis on the collection and use of experimental data, properties of solutions, stoichiometry, and synthesis. Laboratory and laboratory lecture. Credit given for only one of the courses CHEM-C 120, CHEM-C 121, CHEM-C 125. I
- CHEM-C 126 EXPERIMENTAL CHEMISTRY II (2 CR.)**
P: CHEM-C 125; CHEM-C 106 concurrently. Laboratory component of CHEM-C 106. Emphasis on equilibria, thermodynamics, qualitative analysis, acids and bases, electrochemistry, and chemical kinetics. Laboratory and laboratory lecture. II
- CHEM-C 208 PROBLEMS AND REPORTS (1-3 CR.)**
P: One year in chemistry. Laboratory, independent reading, and consultation with faculty advisor to be arranged. Intended for students who wish to investigate a topic related to chemistry and its applications. I, II, S
- CHEM-C 301 CHEMISTRY SEMINAR 1 (1 CR.)**
P: Senior standing. Independent study and reading with emphasis on basic chemistry and interdisciplinary applications. Oral and written research reports and discussions by students and faculty. II
- CHEM-C 310 ANALYTICAL CHEMISTRY (2-5 CR.)**
P: CHEM-C 341, MATH-M 125; P or Concurrent CHEM-C 361. Fundamental analytical process, including solution equilibria, electrochemical theory and applications, and chemical methods of separation and measurement. Lecture and laboratory. I
- CHEM-C 335 INORGANIC CHEMISTRY LABORATORY (1 CR.)**
P or concurrent: CHEM-C 430. Laboratory component of CHEM-C 430. Preparation of inorganic and organometallic compounds illustrating special and advanced techniques, including characterization by modern physical methods. Laboratory. II
- CHEM-C 341 ORGANIC CHEMISTRY LECTURES 1 (3 CR.)**
P: CHEM-C 106, CHEM-C 126. Chemistry of carbon compounds, including aliphatic and aromatic hydrocarbons and some of the major classes of monofunctional compounds, nomenclature, molecular structure, and shape with an introduction to spectra; reactions, mechanisms, and syntheses. Lecture and discussion. Credit given for only one of the courses CHEM-C 341, CHEM-C 102. I
- CHEM-C 342 ORGANIC CHEMISTRY LECTURES 2 (3 CR.)**
P: CHEM-C 341. Continuation of CHEM-C 341, to include biologically important organic compounds and those of interest in research and industry. Lecture and discussion. II
- CHEM-C 343 ORGANIC CHEMISTRY LABORATORY 1 (1-2 CR.)**
P or concurrent: CHEM-C 341. Laboratory component of CHEM-C 341. Laboratory instruction in fundamental techniques of organic chemistry; introduction to the preparation, separation, and identification of organic compounds, including chromatographic and spectroscopic methods. Laboratory and laboratory lecture. I

- CHEM-C 344 ORGANIC CHEMISTRY LABORATORY 2 (1-2 CR.)**
P: CHEM-C 343; P or concurrent: CHEM-C 342. Laboratory component of CHEM-C 342. Preparation, separation, and identification of organic compounds, extended to more advanced techniques and classes of reactions and compounds not used in CHEM-C 343. Laboratory and laboratory lecture. II
- CHEM-C 361 PHYSICAL CHEMISTRY OF BULK MATTER (3-4 CR.)**
P: CHEM-C 106, CHEM-C 126, MATH-M 216, PHYS-P 222. Chemical thermodynamics, introduction to kinetic theory, chemical kinetics. Lecture and discussion. I
- CHEM-C 362 PHYSICAL CHEMISTRY OF MOLECULES (3-4 CR.)**
P: CHEM-C 106, CHEM-C 126, MATH-M 216, PHYS-P 222, MATH-M 301 or MATH-M 311. Introduction to quantum chemistry, structure and spectra of atoms and molecules, introduction to statistical thermodynamics. This course includes laboratory exercises in physical chemistry, covering the material of CHEM-C 361 and CHEM-C 362. Lecture, discussion, and laboratory. II
- CHEM-C 409 CHEMICAL RESEARCH (1-3 CR.)**
For outstanding students. To be elected only after consultation with a faculty advisor. Cannot be substituted for any course required in a chemistry major. A research thesis is required. (1-5 cr. each semester, 10 cr. maximum) I, II, S
- CHEM-C 410 PRINCIPLES OF CHEMICAL INSTRUMENTATION (2-4 CR.)**
P: CHEM-C 310, CHEM-C 361. Theory and practice of modern analytical methods, including electro-analytical techniques, quantitative spectrophotometry, magnetic methods, extraction, and chromatography. Lecture and laboratory. II
- CHEM-C 430 INORGANIC CHEMISTRY (3 CR.)**
P: CHEM-C 361 and CHEM-C 362. C: CHEM-C 335. Structural inorganic chemistry, coordination compounds, mechanisms of inorganic reactions, organometallics. II
- CHEM-C 443 ORGANIC SPECTROSCOPY (3 CR.)**
P: CHEM-C 342, CHEM-C 361; P or concurrent: CHEM-C 362. A further development of the structure and reaction mechanisms of organic compounds. Topics include molecular orbital theory,
- reactions of carbonyl compounds, concerted reactions, and approaches to elucidating mechanisms. Lecture and discussion. II
- CHEM-C 484 BIOMOLECULES AND CATABOLISM (3 CR.)**
P: CHEM-C 342, one biological sciences course Structure and function of cellular components and the generation of phosphate-bond energy. Lecture and discussion. Credit not given for both CHEM-C 484 and CHEM-C 483. I
- CHEM-C 485 BIOSYNTHESIS AND PHYSIOLOGY (3 CR.)**
P: CHEM-C 483 or CHEM-C 484. Biosynthetic pathways, expression of genetic information, molecular physiology. Lecture. II
- CHEM-C 486 BIOLOGICAL CHEMISTRY LABORATORY (2-3 CR.)**
P or concurrent: CHEM-C 483 or CHEM-C 484. Laboratory experience in biochemistry, including experiments in protein purification, electrophoresis, column and gas chromatography, biotechnology, molecular biology, enzyme kinetics, clinical chemistry, and ELISAs. Laboratory and laboratory lecture. I
- CHEM-N 190 THE NATURAL WORLD (3 CR.)**
Introduces students to the methods and logic of science, and helps them understand the importance of science to the development of civilization and the contemporary world. Provides a context within which to evaluate the important scientific and technological issues of modern society. Interdisciplinary elements. I, II, S
- CHEM-N 390 THE NATURAL WORLD (3-5 CR.)**
P: CHEM-C 106. Explores an important scientific or technological issue in modern society. Applies scientific methods and interdisciplinary perspectives in an examination of the subject. Investigates the broader implications and ethical dimensions of scientific research and technological advancement. I
- CHEM-T 105 PHYSICAL SCIENCE FOR ELEMENTARY TEACHERS (4 CR.)**
P: MATH-T 101, MATH-T 102, MATH-T 103. Principles of physical science with focus on elementary chemistry and physics. Laboratory, demonstration, and exploration enrich course material which is designed at developing the expertise needed for success in the elementary school classroom. Does not satisfy the campuswide Natural World general-education nor the science requirement in the College of Liberal Arts and Sciences. I

CHEM-Y 398 PROFESSIONAL PRACTICE IN CHEMISTRY (1-6 CR.)
 P: Departmental approval. Designed to provide opportunities for students to receive credit for career-related, full-time work. Evaluation by employer and undergraduate advisor. Course credit may count as elective hours in the Bachelor of Science and Bachelor of Arts in chemistry majors. I, II, S

CJUS: CRIMINAL JUSTICE

CJUS-K 300 TECHNIQUES OF DATA ANALYSIS (3 CR.)
 P: MATH-M 14. It covers the properties of single variables, the measurement of association between pairs of variables, and statistical inference. Additional topics, such as the analyses of qualitative and aggregated data, address specific criminal justice concerns. Credit given for only one of the following: CJUS-K 300, SOC-S 351, ECON-E 270, PSY-P 354, MATH-K 300, or MATH-K 310.

CJUS-P 100 INTRODUCTION TO CRIMINAL JUSTICE (3 CR.)
 P: CJUS-P 100. Historical and philosophical background, structure, functions, and operation of the criminal justice system in the United States. Introduction to and principles of formal behavior control.

CJUS-P 200 THEORIES OF CRIME AND DEVIANCE (3 CR.)
 P: CJUS-P 100. Critical examination of biological, psychological, and sociological theories of crime and deviance. Examination of individual, group, and societal reactions to norm-violating behaviors.

CJUS-P 290 THE NATURE OF INQUIRY (3 CR.)
 P: CJUS-P 100. Introduction to research methodology, nature of scientific inquiry, research design, basic research methods, and presentation of research findings.

CJUS-P 300 TOPICS IN CRIMINAL JUSTICE (3 CR.)
 P: CJUS-P 100. Extensive analysis of selected topics and themes in criminal justice. Topics vary each semester; see listing in the Schedule of Classes. May be repeated for a total of 9 credit hours with different topics.

CJUS-P 301 POLICE IN CONTEMPORARY SOCIETY (3 CR.)
 P: CJUS-P 100. Examination of the rules and responsibilities of the police, history of police organizations, relations between police and society, and determinants of police action.

CJUS-P 302 COURTS AND CRIMINAL JUSTICE (3 CR.)
 P: CJUS-P 100. Structure, organization, composition, functions, and procedures of courts in the United States. Role of lawyers and judges in the criminal justice process.

CJUS-P 303 CORRECTIONS AND CRIMINAL JUSTICE (3 CR.)
 P: CJUS-P 100. Historical and comparative survey of prison confinement and the various alternatives within the scope of the criminal justice system's policies and methods of implementation.

CJUS-P 304 PROBATION AND PAROLE (3 CR.)
 P: CJUS-P 100. Study of probation, parole, and community corrections as subsystems of criminal justice, including the police, courts, and prisons. Theoretical and historical developments will be considered along with current management and research issues.

CJUS-P 310 PUBLIC SAFETY OPERATIONS (3 CR.)
 P: CJUS-P 100. Examination of threats to public safety including natural and man-made disasters and government response at the local, state, and federal level. Threat areas include highway and transportation, criminal threats, consumer protection, and fire control and suppression. The roles of police, fire, health care, and emergency planning organizations will be discussed.

CJUS-P 315 CORRECTIONS AND CONSTITUTIONAL LAW (3 CR.)
 P: CJUS-P 100. Study of historical and recent court decisions that impact the protection of constitutional rights of correctional populations; special attention will be given to the United States Supreme Court decision making process.

CJUS-P 320 FOUNDATIONS OF CRIMINAL INVESTIGATIONS (3 CR.)
 P: CJUS-P 100. The pertinence to criminal investigation of physical evidence, people, and documents. Discussion of ethical problems, impact of legal systems on investigative process, and elements of effective testimony. Lectures and case materials.

CJUS-P 330 CRIMINAL JUSTICE ETHICS (3 CR.)
 P: CJUS-P 100. Study of major ethical theories with emphasis on their application to components of the criminal justice system. Personal and professional dilemmas and problem-solving strategies are emphasized.

CJUS-P 370 CRIMINAL LAW (3 CR.)
 P: CJUS-P 100 and consent of instructor. Definition of common crimes in the United States and factors involving the application of criminal law as a formal social control mechanism. Behavior-modifying factors that influence criminal liability and problems created when new offenses are defined.

CJUS-P 375 AMERICAN JUVENILE JUSTICE SYSTEM (3 CR.)
 P: CJUS-P 100. Structure and operation of the juvenile justice system in the United States, past and present. Analysis of the duties and responsibilities of the police juvenile officer, the juvenile court judge, and the juvenile probation officer.

CJUS-P 379 INTERNATIONAL TOPICS: TERRORISM AND POLITICAL VIOLENCE (3 CR.)
 P: CJUS-P 100. This course explores terrorism and political violence in their international dimensions. It analyzes theories of terrorism by looking at the specific cases of terrorists and terrorist groups. Joint listed with POLS-Y 371.

CJUS-P 410 ANALYSIS OF CRIME AND PUBLIC POLICY (3 CR.)
 P: CJUS-P 100, CJUS-P 200, CJUS-P 290, CJUS-P 301, CJUS-P 302, CJUS-P 303, and CJUS-P 370. Explore crime trends and examine crime policies: includes an integration of content learned in other required criminal justice courses.

CJUS-P 413 POLICE-COMMUNITY RELATIONS (3 CR.)
 P: CJUS-P 100. Examination of the relations between police and urban communities. Consideration of the social, economic, and political factors that shape these relations and alternative approaches to improving police-community relations.

CJUS-P 424 CRIME MAPPING AND GEOGRAPHIC INFORMATION SYSTEMS (3 CR.)
 P: CJUS-P100. This course provides a general introduction to geographic information systems and the application to criminal justice field research with special focus on crime mapping techniques.

CJUS-P 471 COMPARITIVE STUDY OF CRIMINAL JUSTICE SYSTEMS (3 CR.)
 P: CJUS-P100, P290, and K300. Comparison of the American criminal justice system with those of other nations and of select unitary states.

CJUS-P 481 FIELD EXPERIENCE IN CRIMINAL JUSTICE (1-6 CR.)
 P: CJUS-P 100, junior standing, completion of core requirements, and approval of project. Faculty-directed study of aspects of criminal justice based on field experience in conjunction with directed readings and writings.

CJUS-P 495 INDIVIDUAL READINGS (1-6 CR.)
 P: CJUS-P 100, CJUS-P 290, CJUS-K 300, senior status, and consent of chairperson. Individual study project under guidance of faculty member or committee. Credit will not count toward specific CJUS 400-level requirement. May be repeated once for a maximum of 6 credit hours.

CMCL: COMMUNICATION AND CULTURE

CMCL-C 203 GENDER, SEXUALITY, AND THE MEDIA (3 CR.)
 Examines portrayals of women across various media outlets and diverse cultural regions. The course also considers women as producers and consumers of media products. Topics might focus on a specific medium (e.g., television, film, or the Internet), genre (e.g., soap operas, reality TV, anime), or region (the United States, Africa, Asia). Screenings may be required.

CMLT: COMPARATIVE LITERATURE

CMLT-C 190 AN INTRODUCTION TO FILM (3 CR.)
 Study the nature of film technique, film language, film form, analysis of specific films, and major historical, theoretical, and critical developments in film and film theory from the beginnings of cinema to the present.

CMLT-C 253 THIRD WORLD AND BLACK AMERICAN FILMS (3 CR.)
 This class surveys the films of black directors in the United States. We study black directors producing movies within Hollywood and independent directors who challenge traditional cinematic conventions. We examine a range of films from the silent era to the contemporary moment. In addition, we note the influence black United States directors have on Third World film traditions and the influence Third World films have on black United States directors.

CMLT-C 290 SURVEY OF FILM HISTORY (3 CR.)

This survey of United States film history begins with the origins of cinema. In this course, students develop interpretive skills relevant to the study of film by examining the history of major film developments in the United States. Lectures, readings, and writing assignments address critical positions on cinema and strategies for understanding and interpreting film form.

CMLT-C 293 HISTORY OF THE MOTION PICTURE I (3 CR.)

This course studies the evolution of cinema as an institution and art form, moving from the origins of cinema in the late nineteenth century through World War II. Credit not given for both CMLT-C 293 and CMLT-C 393.

CMLT-C 294 HISTORY OF THE MOTION PICTURE II (3 CR.)

This course studies major national cinemas and film movements from post-World War II to the present. Credit not given for both CMLT-C 294 and CMLT-C 394.

CMLT-C 297 FILM GENRES (3 CR.)

This course investigates the nature, particularly the political nature of genre films. Topics covered may include genre cycles, and gender and genre. Genres covered may include melodrama, comedy, action, science fiction, the western and the thriller, as well as others.

CMLT-C 310 FILM ADAPTATIONS (3 CR.)

This course focuses on both literary analysis and formal film analysis. Study the relationship between the literary and the cinematic version of several texts, and consider the strategies, agendas, and pleasures of each version, and of the process of adaptation itself.

CMLT-C 390 FILM AND SOCIETY (3 CR.)

Film in relation to politics, ideology, and social history.

CMLT-C 393 HISTORY OF EUROPEAN AND AMERICAN FILMS 1 (3 CR.)

Survey of the development of cinema from its earliest beginnings, stressing film form, the silent era, emergence of genres such as westerns and musicals, the rise of the star system and big studios, issues of censorship, the transition to sound, and the dominance of Hollywood.

CMLT-C 394 HISTORY OF EUROPEAN AND AMERICAN FILMS 2 (3 CR.)

Survey of European and American films since World War II, stressing wartime

films, Neorealism, Film Noir, the New Wave, modern genres, impact of television, major developments of national industries, and industrial and artistic changes. Directors covered may include Bergman, Hitchcock, Allen, Bunuel, Fellini, Truffaut, Eisenstein, Renoir, Welles, Fassbinder, De Sica, and Antonioni.

CMLT-C 395 THE DOCUMENTARY FILM (3 CR.)

Although some of the earliest films ever made were documentaries, the end of the twentieth century witnessed a rise in reality-based filmmaking. This course studies the history of the documentary film and its efforts to represent *reality* and *truth*.

CMLT-C 491 AUTHORSHIP IN THE CINEMA (3 CR.)

Topic varies: in-depth analysis of individual film makers, viewed as authors. May be repeated once, with a different topic.

CMLT-C 603 TOPICS IN COMPARATIVE LITERATURE (4 CR.)

Explores specific problems between two literatures or between literature and another area in the humanities. Variable topics course; may be repeated once for credit.

CMLT-T 190 LITERARY AND INTELLECTUAL TRADITIONS (3 CR.)

Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing-intensive, discussion-focused.

CMLT-T 390 LITERARY AND INTELLECTUAL TRADITIONS (3 CR.)

Interdisciplinary exploration of a humanistic tradition of inquiry regarding one of the following themes: ideas of self; of truth; of beauty; of community; of nature; or of conflict. Writing intensive, discussion-focused. Attention to primary texts and research materials.

COAS: COLLEGE OF ARTS AND SCIENCES**COAS-Q 110 INTRODUCTION TO INFORMATION LITERACY (1 CR.)**

This course examines information structure and organization, as well as teaching techniques and skills for effectively identifying, acquiring, evaluating, using, and communicating information in various formats.

COAS-Q 400 JOB SEARCH STRATEGIES FOR LIBERAL ARTS STUDENTS (1-2 CR.)
Emphasis on identifying each individual's marketable skills, locating job possibilities, writing resumes and correspondence, and interviewing for jobs. Stresses the value of the arts and sciences degree in the competitive labor market.

COAS-Q 510 TOPICS IN INFORMATION LITERACY (1 CR.)
Examines the research process that students must master to succeed in graduate school. Students will: gain both a practical and theoretical understanding of the organization of academic literature and the nature of information structure and organization; learn effective information retrieval methods; and apply critical thinking principles when utilizing information resources.

COGS: COGNITIVE SCIENCE

COGS-B 190 HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS (3 CR.)
VT: HOW THE MIND WORKS: EXPLORATION IN COGNITIVE SCIENCE
Develops insights into human nature, the nature of social institutions, the social processes that shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior. II

COGS-Q 240 PHILOSOPHICAL FOUNDATIONS OF THE COGNITIVE AND INFORMATION SCIENCES (3-4 CR.)
Foundational introduction to the cognitive and information sciences. The primary themes are: (1) causal issues such as functional and computational architecture (modularity, effectiveness, and implementation, analog/digital), neuroscience and embodied dynamics; and (2) semantic issues such as meaning, representation, content and information flow. The role of both themes in logic, perception, computation, cognition, and consciousness. Throughout, an emphasis on writing, analysis, and exposition.

CSCI: COMPUTER SCIENCE

CSCI-A 106 INTRODUCTION TO COMPUTING (3 CR.)
Fundamentals of computer hardware and software; use of packaged programs in areas such as word processing, spreadsheets, database management, communications, graphics; the role and impact of computers in society. Course is designed for people with little or no computer experience. One class per week is spent in the microcomputer teaching laboratory. May not be taken for graduation credit after CSCI-C 101. I, II, S

CSCI-A 107 ADVANCED MICROCOMPUTING (4 CR.)
P: CSCI-A 106 or equivalent. Advanced study and use of the productivity software such as spreadsheets, databases, and presentation packages. I, II

CSCI-A 150 INTRODUCTION TO OPERATING SYSTEMS (1 CR.)
P: CSCI-A 106 or equivalent. Study of the basic concepts of operating systems. Understanding the role of operating systems in providing a virtual machine interface. Understanding the relationship between the hardware and operating system. Survey of the user-level operating system facilities and commands. II

CSCI-A 201 INTRODUCTION TO PROGRAMMING (3-4 CR.)
R: MATH-M 14. Fundamental programming constructs, including loops, arrays, classes, and files. General problem-solving techniques. Emphasis on modular programming, user-interface design, and developing good programming style. Not intended for computer science majors. I, II, S

CSCI-A 290 TOOLS FOR COMPUTING (1-4 CR.)
Exploration of topics in computing. Common topics include tools for power users.

CSCI-A 338 NETWORK TECHNOLOGIES AND SYSTEMS ADMINISTRATION (4 CR.)
P: CSCI-A 150. Introduction to network principles and current network technology, both hardware and software. Network administration tools and techniques. Laboratory provides practical experience. Does not satisfy a computer science elective requirement.

- CSCI-A 340 AN INTRODUCTION TO WEB PROGRAMMING (3 CR.)**
P: CSCI-A 201 or CSCI-C 101. An introduction to programming web documents, including HTML, JavaScript, and Perl. Creation of a simple website, including a home page with dynamic elements, using both client-side and server-side techniques. Does not satisfy a computer science elective requirement. II
- CSCI-A 504 INTRODUCTORY C++ PROGRAMMING (2 CR.)**
Topics include aspects of C++ that are not object-oriented, basic data structures, standard libraries, and Unix tools for project management. Credit not given for both CSCI-A 504 and CSCI-C 101. Undergraduate computer science majors should take CSCI-C 101. I, II, S
- CSCI-A 505 OBJECT-ORIENTED PROGRAMMING (4 CR.)**
Provides students with a background in computer programming skills. The focus is on a fundamental understanding of the programming process, particularly object oriented, related to business and managerial applications. Students are expected to create working programs in a suitable language, such as Visual BASIC, C++, or Java (or whatever language is appropriate as circumstances change), but more emphasis is placed on design principles and concepts such as object, class, and interface than on coding proficiency. I, S
- CSCI-A 506 OBJECT-ORIENTED PROGRAMMING C++ (2 CR.)**
P: CSCI-A 504. Topics include objects, classes, encapsulation, inheritance, polymorphism, templates, and exceptions. Credit not given for both CSCI-A 506 and CSCI-C 201. Undergraduate computer science majors should take CSCI-C 201. I, II
- CSCI-A 510 DATABASE MANAGEMENT SYSTEMS (3 CR.)**
P: CSCI-A 505. Provides students with a background in database management systems development and application. Emphasizes fundamental understanding of database management systems as they relate to businesses and management computer applications. Students are exposed to various logical data models including hierarchical, network, relational, and object-oriented. Topics covered include file systems and databases, the relational database model-structured query language, entity relationship modeling, normalization of database tables, database design, conceptual design, conceptual design verification, logical design implementation, transaction management concurrence control distributed database management systems, object-oriented databases, client/server systems, data warehouse, databases and the Internet, and database administration. II
- CSCI-A 515 TELECOMMUNICATIONS AND COMPUTER NETWORKING (4 CR.)**
P: CSCI-A 505. Provides students with a background in telecommunications and computer networking. Emphasizes fundamental understanding of telecommunications as they relate to business and management computer applications. Students are expected to become conversant with telecommunication systems design principles and concepts, not to develop the network building skills associated with a technician. I
- CSCI-A 593 COMPUTER STRUCTURES (3 CR.)**
P: CSCI-A 506 or CSCI-C 201. Computer architecture and machine language, internal data representation, symbolic coding and assembly systems, macros, program segmentation and linking, I/O devices, serial communication. Projects to illustrate basic machine structure and programming techniques. Credit not given for both CSCI-A 593 and CSCI-C 335. Undergraduate computer science majors should take CSCI-C 335. I, II
- CSCI-A 594 DATA STRUCTURES (3 CR.)**
P: CSCI-C 201, CSCI-C 506. Abstract data types and their implementations, using various data structures and algorithms; advanced features of C++; elementary algorithm analysis; space/time trade-offs; sorting and searching; introduction to object oriented design and programming; software engineering principles. Credit not given for both CSCI-A 594 and CSCI-C 243. Undergraduate computer science majors should take CSCI-C 243. I, II
- CSCI-B 100 PROBLEM SOLVING USING COMPUTERS (4 CR.)**
This course introduces problem solving techniques, critical thinking skills, algorithm development and computer programming using real-world problems. Topics include: computer literacy, hardware, data representation, structured and object-oriented programming techniques, modularity and reusability, and testing and debugging techniques. I, II, S

- CSCI-B 424 PARALLEL AND DISTRIBUTED PROGRAMMING (3 CR.)**
P: CSCI-C 243. P or C: MATH-M 301. Overview of parallel computers, shared memory, message passing, MIMD and SIMD classifications. Understanding and use of message passing and synchronization facilities such as MPI. Study of parallel programming models such as master-slave, client-server, task-farming, divide-and-conquer, and pipelining. Performance analysis of parallel systems, execution time, time complexity, load balancing, and scalability. Credit not given for both CSCI-B 424 and CSCI-B 524.
- CSCI-B 438 FUNDAMENTALS OF COMPUTER NETWORKS (3-4 CR.)**
P: CSCI-C 243, CSCI-C 335. Fundamental concepts and technologies used in design of computer networks. Architecture and design philosophy of Internet and basic performance issues. Low-level technologies like Ethernet and wireless. Packet switching and virtual circuits. Core protocols of the Internet, such as TCP and IP. Error control, congestion control, and routing.
- CSCI-B 451 SECURITY IN COMPUTING (3 CR.)**
P: CSCI-C 335. An introduction to computing security to include confidentiality, integrity and availability triad, cryptography, software security, operating system security, trusted operating system design and evaluation, authentication, network threats and defenses, security management, legal aspects of security, privacy and ethics.
- CSCI-B 503 ALGORITHMS DESIGN AND ANALYSIS (3 CR.)**
P: CSCI-C 243 and MATH-M 260 or MATH-M 365 or MATH-M 463. Models, algorithms, recurrences, summations, growth rates. Probabilistic tools, upper and lower bounds, worst-case and average-case analysis, amortized analysis, dynamization. Comparison-based algorithms: search, selection, sorting, hashing. Information extraction algorithms (graphs, databases). Graph algorithms: spanning trees, shortest paths, connectivity, depth-first, breadth-first search. Credit not given for both CSCI-C503 and C455. II
- CSCI-B 524 PARALLELISM IN PROGRAMMING LANGUAGES AND SYSTEMS (3 CR.)**
P: CSCI-C 243, MATH-M 301. Overview of parallel computers, shared memory, message passing, MIMD and SIMD classifications. Understanding and use of message passing and synchronization facilities such as MPI. Study of parallel programming models such as master-slave, client-server, task-farming, divide-and-conquer, and pipelining. Performance analysis of parallel systems, execution time, time complexity, load balancing, and scalability. Credit not given for both CSCI-B 524 and B424.
- CSCI-B 538 NETWORKS AND DISTRIBUTED COMPUTING (3 CR.)**
P: CSCI-B 438. R: CSCI-C 435. Advanced concepts and technologies of computer networks. Protocols and protocol stacks. Client-server models. Distributed object technology. High-performance and high-bandwidth techniques. Distributed operating systems. I
- CSCI-B 541 HARDWARE SYSTEM DESIGN I (3 CR.)**
P: CSCI-C 243, CSCI-C 335, PHYS-P 303. Structured approach to hardware design, emphasizing hardwired and microprogrammed control. Boolean algebra, hardware building blocks, architecture and control, implementation issues. In the laboratory, students build a working computer using hardware prototyping technologies. Basic training in the use of design and simulation software. Lecture and laboratory. Credit not given for both CSCI-B 541 and CSCI-C 421.
- CSCI-B 551 ELEMENTARY ARTIFICIAL INTELLIGENCE (3 CR.)**
P: CSCI-C 251. Major issues and approaches in artificial intelligence. Principles of reactive, goal-based, and utility-based agents. Problem solving and search. Knowledge representation and design of representational vocabularies. Inference and theorem proving, reasoning under uncertainty, and planning. Overview of machine learning. Credit not given for both CSCI-B 551 and C463.
- CSCI-B 553 NEURAL AND GENETIC APPROACHES TO ARTIFICIAL INTELLIGENCE (3 CR.)**
P: Permission of instructor. Biologically-inspired approaches to the design of intelligent systems. Distributed and perceptually-grounded representations. Temporal processing. Neural-network approaches to vision and natural language processing. Evolutionary computation. Additional topics may include an introduction to analogy computing, dynamical systems, and artificial life.

- CSCI-B 561 ADVANCED DATABASE CONCEPTS (3 CR.)**
P: CSCI-C 442. Database models and systems: specially relational and object-oriented, relational database design theory, structures for efficient data access, query languages and processing, database applications development, views. Transaction management: concurrency and recovery.
- CSCI-B 581 ADVANCED COMPUTER GRAPHICS (3 CR.)**
P: CSCI-C 243, C: MATH-M 301. Introduction to graphics hardware and software. Two-dimensional graphics methods, transformations, and interactive methods. Three-dimensional graphics, transformations, viewing geometry, object modeling and interactive manipulation methods. Basic lighting and shading. Video and animation methods. A selection of topics from contemporary computer graphics, incorporating and extending the material in CSCI-C 481, such as advanced rendering, procedural modeling, and data visualization. Topics include exposure to current research as well as providing an historic perspective. A sampling of research papers and a project in computer graphics form a substantial portion of this course. Credit not given for both CSCI-B 581 and C481.
- CSCI-B 582 IMAGE SYNTHESIS (3 CR.)**
P: CSCI-C 481 or CSCI-B 581. Raster image display: color theory, gamma correction, and filtering. Advanced shading methods: local illumination models, global illumination models. Surface display, including ray tracing and Z-buffering. Solid modeling: spline surfaces, CSG, superquadrics, and deformations. Scientific visualization: isosurfaces and volume rendering.
- CSCI-B 583 GAME PROGRAMMING AND DESIGN (3 CR.)**
P: CSCI-B 581 or CSCI-C 481. Programming techniques and data structures for game implementation, elements of game design, current trends in the game industry, game theory, social aspects, and elements of artificial intelligence in games.
- CSCI-B 651 NATURAL LANGUAGE PROCESSING (3 CR.)**
P: CSCI-C 463 or CSCI-B 551. Theory and methods for natural language processing. Algorithms for sentence parsing and generation. Context-free and unification grammars. Question-and-answer systems. Analysis of narratives. Finite-state approaches to computational phonology and morphology. Machine translation. Machine learning of natural language. Speech recognition. Neural-network and statistical alternatives to symbolic approaches.
- CSCI-B 657 COMPUTER VISION (3 CR.)**
P: CSCI-C 463 or CSCI-B 551. Concepts and methods of machine vision as a branch of artificial intelligence. Basics of digital image processing. Local and global tools for deriving information from image data. Model-based object recognition and scene understanding.
- CSCI-B 689 TOPICS IN GRAPHICS AND HUMAN-COMPUTER INTERACTION (1-6 CR.)**
P: Instructor's permission. Special topics in graphics and human-computer interaction. May be repeated for credit, with permission.
- CSCI-C 101 COMPUTER PROGRAMMING I (3-4 CR.)**
P: MATH-M 14 or Math Placement Exam Level 3. Fundamental concepts of algorithm development, computer programming, and data structuring. I, II, S
- CSCI-C 151 MULTIUSER OPERATING SYSTEMS (2 CR.)**
P: CSCI-C 101. Survey of the operating system facilities, commands, and programming environments. Topic selected from the following: installation and maintenance of Linux operating system, processes and process management, file systems, memory and virtual memory management, networking and its role in modern computing environment, operating system security, shell script programming. I, II
- CSCI-C 201 COMPUTER PROGRAMMING II (3-5 CR.)**
P: CSCI-C 101. Fundamental concepts of computer science, including top-down design, data structures, structured control flow, modular programming, recursion, and standard algorithms. I, II
- CSCI-C 243 INTRODUCTION TO DATA STRUCTURES (3-4 CR.)**
P: CSCI-C 151, CSCI-C 201, MATH-M 125 or above. CSCI-C 151 may be taken concurrently with CSCI-C 243. Abstract data types and their implementations using various data structures and algorithms, elementary algorithm analysis, space/time trade-offs, sorting and searching, finite graph algorithms, introduction to object-oriented design and programming, software engineering principles. I, II

- CSCI-C 251 FOUNDATIONS OF DIGITAL COMPUTING (3-4 CR.)**
P: P: CSCI-C 243 and MATH-M215. Mathematical foundations of computing, including mathematical induction, propositional logic, proofs of correctness. Turing machines, computability, and the halting problem.
- CSCI-C 297 SOPHOMORE TOPICS IN COMPUTER SCIENCE (2-4 CR.)**
Contents and prerequisites vary from year to year. This course may count toward a minor, but not a major. The department uses this course to present current and future trends in computing.
- CSCI-C 308 SYSTEM ANALYSIS AND DESIGN (1-4 CR.)**
P: CSCI-C 243. The software development life cycle, structured top-down and bottom-up design, data flow diagramming, entity relationship modeling, study of computer-aided software engineering, I/O design and validation, file and database design, design of user interfaces, comparison of structured vs. object-oriented design. A team project is completed. I
- CSCI-C 311 PROGRAMMING LANGUAGES (3-4 CR.)**
P: CSCI-C 243, CSCI-C 335. Design and implementation of programming languages: syntax; semantics; comparison of programming paradigms such as imperative, functional, logic, and object-oriented. Implementation of concepts such as binding, scope, looping, branching, subprograms and parameter passing, tasks and concurrency, heap management, exception handling, templates, inheritance, overloading.
- CSCI-C 335 COMPUTER STRUCTURES (4 CR.)**
P: CSCI-C 201. Computer architecture and machine language, internal data representation, assembly systems, macros, program segmentation and linking, I/O devices, serial communication. Projects to illustrate basic machine structure and programming techniques. I, II
- CSCI-C 421 DIGITAL DESIGN (3-4 CR.)**
P: CSCI-C 243, CSCI-C 335, PHYS-P 303. Principles of logic design, addressing, central processing units, microprogrammed versus hardwired control, input-output organization, interrupts, other topics chosen by the instructor.
- CSCI-C 431 ASSEMBLERS AND COMPILERS 1 (3-4 CR.)**
P: CSCI-C 311. Analysis and implementation of a compiler for a high-level programming language. Relationship between regular languages, finite automata, lexical analysis, and scanner generators such as lex. Relationship between context-free grammars, stack machines, parsers, and parser generators such as yacc and ligen. Symbol tables and semantic analysis for translating declarations, expressions, assignments, I/O, control structures, and subroutines. Large programming project
- CSCI-C 435 OPERATING SYSTEMS 1 (3-4 CR.)**
P: CSCI-C 243, CSCI-C 335, and three additional computer science courses above the level of CSCI-C 243. Design and implementation of operating systems: the process model, process synchronization, semaphores, deadlock management, multi-tasking, multi-threading, interprocess communication, process scheduling, memory management, paging, segmentation, virtual memory management, file system design and implementation, I/O device drivers, interrupt handlers and spoolers. Students complete the design and implementation of a simulated. multi-tasking, operating system. II
- CSCI-C 441 INFORMATION ORGANIZATION AND RETRIEVAL (3 CR.)**
P: CSCI-C 243. Fundamental structures and algorithms for the management of secondary storage devices: persistence; sharability; file and database organization; fields; records; transactions; hardware concepts of storage devices; sequential, random, indexed, hashed, and B-tree files; operations on files; search; sort; performance issues.
- CSCI-C 442 DATABASE SYSTEMS (3 CR.)**
P: CSCI-C 308. The fundamental concepts, theory, and practices in the design and implementation of database management systems: 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; integrity of data. II

CSCI-C 455 ANALYSIS OF ALGORITHMS I (3-4 CR.)
 P: CSCI-C 243, and MATH-M 260. R: CSCI-C 251. Mathematical analysis of time and space requirements for algorithms, using combinatorics, recurrence relations, and elementary probability theory. Advanced graph algorithms. Tractable and intractable problems. II

CSCI-C 463 ARTIFICIAL INTELLIGENCE I (3-4 CR.)
 P: CSCI-C 251. R: CSCI-C 311. Techniques and principles of artificial intelligence and implementations of some of these techniques. Various formalisms for representing knowledge, and relationships of this to such tasks as inference, game playing, planning, and machine learning.

CSCI-C 481 INTERACTIVE COMPUTER GRAPHICS (3-4 CR.)
 P: CSCI-C 243 and MATH-M 301. M301 may be taken concurrently with C481. Computer graphics techniques. Introduction to graphics hardware and software. Two-dimensional graphics methods, transformations, and interactive methods. Three-dimensional graphics, transformations, and viewing geometry. Three-dimensional object modeling and interactive manipulation methods. Basic lighting and surface shading. Introduction to video and animation methods.

CSCI-C 490 SEMINAR IN COMPUTER SCIENCE (1-4 CR.)
 P: Varies. Special topics in computer science.

CSCI-P 536 ADVANCED OPERATING SYSTEMS (3 CR.)
 P: CSCI-C 435. Advanced topics in operating systems, such as: multitasking, synchronization mechanisms, distributed system architecture, client-server models, distributed mutual exclusion and concurrency control, agreement protocols, load balancing, failure recovery, fault tolerance, cryptography, multiprocessor operating systems.

CSCI-P 565 SOFTWARE ENGINEERING I (3 CR.)
 P: CSCI-C 308. Analysis, design, and implementation of software systems. Requirements specification: data and process modeling. Software design methodologies. Software quality assurance: testing and verification. Software development processes.

CSCI-Y 398 INTERNSHIP IN PROFESSIONAL PRACTICE (1-6 CR.)

P: CSCI-C 308, CSCI-C 335 and one other CSCI course above the level of CSCI-C 243. Enrollment requires that the student be accepted as a temporary employee of an organization or business outside the university, or must work on a on-campus project with the approval of the internship director. The work must offer the student challenging computer experience in a closely supervised position. The student reports weekly to the faculty member in charge. Prior approval of the position is required.

CSCI-Y 790 GRADUATE INDEPENDENT STUDY (1-6 CR.)

Independent study under the direction of a faculty member, culminating in a written report. May be repeated for credit. R grade not allowed. The different departmental options for independent study are: research and reading, software system development, master's research project, master's software project, and a university master's thesis.

CSCI-Y 798 PROFESSIONAL PRACTICUM/INTERNSHIP (0 CR.)

P: Current enrollment in graduate degree program in computer science. Provides for participation in graduate-level professional training and internship experience.

DAST: DENTAL ASSISTING

DAST-A 171 CLINICAL SCIENCE I (4-5 CR.)

A core course in dental nomenclature; the role of the assistant as a member of the dental health team in general dentistry and dental specialties to include charting the mouth, identification and utilization of instruments and equipment, principles of dental procedures, instrument transfer, isolation techniques, and the theory and practice of asepsis.

DAST-A 172 CLINICAL SCIENCE II (3-6 CR.)

An overview of the specialties of dentistry and clinical chairside experience, including an extramural assignment; allows for refining of student skills. A seminar provides students opportunities to share experiences.

DHYG: DENTAL HYGIENE

DHYG-H 205 MEDICAL AND DENTAL EMERGENCIES (1 CR.)

A study of emergency situations in the dental office, including treatment, emergency prevention, and preparedness. I

- DHYG-H 211 HEAD AND NECK ANATOMY (2 CR.)**
P: DHYG-H 214 or consent of instructor. Descriptive anatomical study of the regions of the head and neck, including skeletal, blood, and nervous tissues. Special emphasis on structures related to clinical dental hygiene procedures. I
- DHYG-H 213 HUMAN BIOLOGY 2-FIRST YEAR (1-4 CR.)**
A study of the gross and microscopic anatomy, physiology, embryology, and pathology of the human body. I
- DHYG-H 214 ORAL ANATOMY, HISTOLOGY, AND EMBRYOLOGY (2-4 CR.)**
A study of the morphology, structure, and function of deciduous and permanent teeth and surrounding tissues; includes osteology of the maxilla and mandible, with reinforcing laboratory procedures and clinical applications; the study of the histology and embryology of human teeth and surrounding tissues. I
- DHYG-H 215 PHARMACOLOGY/THERAPEUTICS-FIRST YEAR (2 CR.)**
P: DHYG-H 213. Actions and uses of drugs and theory of anesthetics; emphasis on drugs used in dentistry. II
- DHYG-H 217 PREVENTIVE DENTISTRY-SECOND YEAR (1-2 CR.)**
Introduction to the philosophy, and need, for preventative dentistry. Emphasis is on concepts and skills of self-motivation, knowledge of dental diseases and abnormalities, application of the principles of fluoridation, nutrition, patient motivation, home care, and other preventative topics. I
- DHYG-H 218 FUNDAMENTALS OF DENTAL HYGIENE (3-6 CR.)**
An introduction to the concepts of the dental hygiene profession, including the basic didactic and laboratory/clinic practice for the performance of dental hygiene services. I
- DHYG-H 219 CLINICAL PRACTICE 1 (3-5 CR.)**
P: DHYG-H 218. Performance of dental hygiene services in the clinical setting. Included is didactic instruction, and clinical application, of dental hygiene procedures for providing patient care, and an introduction to oral diagnosis. I
- DHYG-H 221 CLINICAL DENTAL HYGIENE PROCEDURES (1-3 CR.)**
C: DHYG-H 218. This course is designed to assist the dental hygiene student in developing effective communication skills as a component of the initial clinical experience.
- DHYG-H 224 ORAL HISTOLOGY AND EMBRYOLOGY (1 CR.)**
A study of the histology and embryology of human teeth and surrounding tissues. I
- DHYG-H 242 INTRODUCTION TO DENTISTRY (1 CR.)**
An overview of the specialties of dentistry with emphasis on information the hygienist needs in patient education. I
- DHYG-H 250 LOCAL ANESTHESIA AND PAIN CONTROL (1-2 CR.)**
This course addresses pain and anxiety management for dental patients. The indications, contraindications and pharmacology of topical anesthesia, local anesthesia and nitrous oxide and oxygen sedation used in dentistry will be discussed. Local anesthesia techniques of common infiltration injections and mandibular block injections will be taught to proficiency.
- DHYG-H 300 CLINICAL PRACTICE A-S (3 CR.)**
P: DHYG-H 219. Continued performance of dental hygiene services in the clinical setting. Includes didactic instruction and clinical application of dental hygiene procedures for providing patient care.
- DHYG-H 301 CLINICAL PRACTICE 2 (5 CR.)**
P: DHYG-H 219. Continued performance of dental hygiene services in various clinical settings. Included is didactic instruction and clinical application of dental hygiene services for providing patient care. S
- DHYG-H 302 CLINICAL PRACTICE 3 (4-5 CR.)**
P: DHYG-H 219. Continued performance of dental hygiene services in various clinical settings. Included is didactic instruction and clinical application of dental hygiene services for providing patient care. II
- DHYG-H 303 RADIOLOGY-SECOND YEAR (1-2 CR.)**
Theory of radiation production, usage, and safety. I
- DHYG-H 304 ORAL PATHOLOGY-SECOND YEAR (2 CR.)**
P: DHYG-H 219. Study of common oral lesions, neoplasms, developmental abnormalities, and acquired disorders of the teeth and surrounding tissues. Included are general, dental, and oral pathological processes with emphasis on etiology and clinical manifestations. II
- DHYG-H 305 RADIOLOGY CLINIC I (1-2 CR.)**
Introduction to the techniques, tools, and equipment associated with radiographic production, including film placement, exposure, processing, and mounting. I

- DHYG-H 306 RADIOLOGY CLINIC II (1 CR.)**
Continuation of the study of radiographic techniques, and an introduction to film evaluation and interpretation. II
- DHYG-H 307 RADIOLOGY CLINIC III (1 CR.)**
Continuation of the study of radiographic techniques, and an introduction to film evaluation and interpretation. II
- DHYG-H 308 DENTAL MATERIALS (2-3 CR.)**
Composition, physical, and chemical properties of materials used in dentistry. I
- DHYG-H 309 PRACTICE OF COMMUNITY DENTAL HYGIENE-SECOND YEAR (1-2 CR.)**
P: DHYG-H 347. Supervised field experience in various community settings, including dental health instruction and treatment in schools, and dental health education to community organizations. II
- DHYG-H 320 PRACTICE MANAGEMENT, ETHICS, AND JURISPRUDENCE (1-2 CR.)**
Ethics, jurisprudence, and practice management concepts, including a study of state practice acts, dental hygiene employment opportunities, recall systems, and current trends in the dental hygiene profession. II
- DHYG-H 321 PERIODONTICS (1-2 CR.)**
P: DHYG-H 219. A study of periodontal diseases, including the anatomy, classification, etiology, treatment, and relationship to systemic conditions. II
- DHYG-H 344 SENIOR HYGIENE SEMINAR (1-3 CR.)**
Independent study. S/F graded.
- DHYG-H 347 COMMUNITY DENTAL HEALTH (3-5 CR.)**
Principles of epidemiology, public health, health education, and disease prevention for the community. Development of the elemental concepts of research design, measurements, and statistics. II
- DHYG-H 351 ADVANCED CLINICAL PROCEDURES (2 CR.)**
P: DHYG-H 301. A study of selected advanced clinical procedures. II
- DHYG-H 444 BACHELOR DEGREE CAPSTONE COURSE (3 CR.)**
Capstone course for the bachelor of science in dental hygiene/BSDH. The course is intended to help dental hygiene students plan career strategies beyond the clinician-based oral health care provider model. Students will examine population needs as well as future trends in the dental and dental hygiene professions.

- DHYG-N 390 HEALTH PROMOTION AND DISEASE PREVENTION IN COSTA RICA (3 CR.)**
This course will provide students the opportunity to travel abroad to San Jose and Shiroles, Costa Rica to provide preventive dental care to a population in need.

EALC: JAPANESE AND CHINESE

All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center.

- EALC-C 101 ELEMENTARY CHINESE 1 (2-4 CR.)**
An introductory, skills-oriented course that emphasizes both basic language acquisition and Chinese culture.
- EALC-C 102 ELEMENTARY CHINESE 2 (2-4 CR.)**
P: EALC-C 101 or equivalent. Students build on basic vocabulary learned in the first semester to become increasingly proficient in reading and writing Chinese. Attention is also paid to building oral proficiency.
- EALC-C 201 SECOND-YEAR CHINESE 1 (2-4 CR.)**
P: EALC-C 102 or equivalent. Continuation of emphasis on communicative skills: oral comprehension, speaking, reading, and writing, with increased emphasis on the latter two.
- EALC-C 202 SECOND-YEAR CHINESE 2 (2-4 CR.)**
P: EALC-C 201 or equivalent. Continuation of emphasis on communicative skills: oral comprehension, speaking, reading, and writing, with increased emphasis on the latter two.
- EALC-E 271 TWENTIETH CENTURY JAPANESE CULTURE (3 CR.)**
Cultural modes in twentieth century Japan: traditional arts (e.g., tea ceremony, flower arrangement, puppet plays, haiku poetry) and modern arts (e.g., Western-inspired theatre, existential fiction, cinema). Taught in English.
- EALC-J 101 ELEMENTARY JAPANESE 1 (2-4 CR.)**
An introductory, skills-oriented course that emphasizes a pragmatic, contextual approach to learning grammar and vocabulary. The goal of this course is interactional competence in a limited variety of communicative situations.
- EALC-J 102 ELEMENTARY JAPANESE 2 (2-4 CR.)**
P: EALC-J 101, or equivalent proficiency. An introductory, skills oriented course that emphasizes a pragmatic, contextual approach to learning grammar and vocabulary. The goal of this course is interactional competence in a limited variety of communicative situations.

EALC-J 201 SECOND-YEAR JAPANESE 1 (2-4 CR.)
P: EALC-J 101, EALC-J 102 or equivalent proficiency. Continuation of emphasis on communicative skills. Increased attention to reading and writing skills. I

EALC-J 202 SECOND-YEAR JAPANESE 2 (2-4 CR.)
P: EALC-J 201 or equivalent proficiency. Continuation of emphasis on communicative skills. Increased attention to reading and writing skills. II

EALC-J 301 THIRD-YEAR JAPANESE 1 (3-4 CR.)
P: EALC-J 201, EALC-J 202 or equivalent proficiency. Students increase proficiency in reading modern Japanese. I

EALC-J 302 THIRD-YEAR JAPANESE 2 (3-4 CR.)
P: EALC-J 201, EALC-J 202 or equivalent proficiency. Students increase proficiency in reading and writing modern Japanese. II

ECON: ECONOMICS

ECON-E 103 INTRODUCTION TO MICROECONOMICS (3 CR.)
Microeconomics examines how households and businesses make decisions with respect to income, prices, and output. Economic theories are developed and illustrated by applying them to real-world economic problems, such as poverty, environmental concerns, energy, etc. I, II, S

ECON-E 104 INTRODUCTION TO MACROECONOMICS (3 CR.)
Macroeconomics discusses the causes at the level of national economic activity, why this level changes over time, and government spending, taxing, and monetary policies which retard or promote economic performance. Problems of unemployment, inflation, and economic growth are analyzed. I, II, S

ECON-E 270 INTRODUCTION TO STATISTICAL THEORY IN ECONOMICS AND BUSINESS (3 CR.)
P: BUS-K 201, MATH-M 118. Review of basic probability concepts. Sampling, inference, and testing statistical hypotheses. Application of regression and correlation theory, analysis of variance, and elementary decision theory. Credit not given for both ECON-E 270 and MATH-K 310. I, II, S

ECON-E 304 SURVEY OF LABOR ECONOMICS (3 CR.)
P: ECON-E 103. Economic problems of the wage earner in modern society; structure, policies, and problems of labor organizations; employer and governmental labor relations. I

ECON-E 305 MONEY AND BANKING (3 CR.)
P: ECON-E 103, ECON-E 104. Monetary and banking system of the United States, supply and control of money, impact of money on the United States economy, topics in the application of Federal Reserve monetary policy, analytical treatment of the Federal Reserve system and the commercial banking industry. II

ECON-E 308 SURVEY OF PUBLIC FINANCE (3 CR.)
P: ECON-E 103, ECON-E 104. Analysis of the impact of government activity upon the economy. Topics include: economic functions of government, public decision making, federal budget process, principles of taxation, and major United States taxes. I

ECON-E 315 COLLECTIVE BARGAINING, PRACTICES, AND PROBLEMS (3 CR.)
P: ECON-E 304 or consent of instructor. Collective bargaining in contemporary economy; economic, social, and legal problems involved in negotiating; administration of collective bargaining agreement through grievance procedure and arbitration. II

ECON-E 321 INTERMEDIATE MICROECONOMIC THEORY (3 CR.)
P: ECON-E 103. Microeconomics: the theory of demand, theory of production, pricing under conditions of competition and monopoly, allocation and pricing of resources, partial and general equilibrium theory, welfare economics. I

ECON-E 322 INTERMEDIATE MACROECONOMIC THEORY (3 CR.)
P: ECON-E 104. Macroeconomics: national income accounting; theory of income, employment, and price level; counter-cyclical and other public policy measures. II

ECON-E 344 HEALTH ECONOMICS (3 CR.)
P: ECON-E 321, R: ECON-E 270 or equivalent is strongly recommended. Systematic introduction to health economics and economics of health care, emphasis on basic economic concepts such as supply and demand, production of health information economics, choice under uncertainty, health insurance markets, Medicare and Medicaid, managed care, government intervention, and regulation. Survey course with some topics in some depth.

- ECON-E 375 INTRODUCTION TO MATHEMATICAL ECONOMICS (3 CR.)**
P: ECON-E 103, ECON-E 104, MATH-E 118 and MATH-E 119. Micro- and macroeconomic concepts in a mathematical setting. Basic application of mathematical concepts to marginal analysis, equilibrium, and optimization. Application of matrix theory to input-output analysis and the solution of economic equilibrium.
- ECON-E 430 INTERNATIONAL ECONOMICS (3 CR.)**
P: ECON-E 103, ECON-E 104. Forces determining international trade, finance, and commercial policy under changing world conditions; theory of international trade; structure of work trade; tariff and trade control policies; the balance of payments problem; evolution of international economic institutions; and monetary relations. II
- ECON-E 470 INTRODUCTION TO ECONOMETRICS (3 CR.)**
P: ECON-E 270 or MATH-K 310. Applications of regression analysis to economic and business data; estimation and hypothesis testing of the classical regression model; heteroscedasticity, collinearity, errors in observation, functional forms, and autoregressive models; estimation of simultaneous equation models. I (even years)
- ECON-E 490 ADVANCED UNDERGRADUATE SEMINAR IN ECONOMICS (3 CR.)**
Open to students who have completed ECON-E 321, ECON-E 322, and ECON-E 470, or consent of instructor. In this seminar, contemporary economic problems are analyzed with special emphasis on how to research these problems. II
- ECON-S 103 INTRODUCTION TO MICROECONOMICS-HONORS (3 CR.)**
P: Consent of the coordinator of the honors program or the instructor. Covers the same general content as ECON-E 103. Special emphasis is placed on analysis of contemporary economic issues, selected advanced economic topics, and student-faculty interaction. I
- ECON-S 104 INTRODUCTION TO MACROECONOMICS-HONORS (3 CR.)**
P: Consent of the coordinator of the honors program or the instructor. Covers the same general content as ECON-E 104. Special emphasis is placed on analysis of contemporary economic issues, selected advanced economic topics, and student-faculty interaction. II

EDUC: EDUCATION

- EDUC-A 500 INTRODUCTION TO EDUCATIONAL LEADERSHIP (3 CR.)**
This course is an overview of the principalship; including issues in education, the purpose of schools, leadership, and management; the fundamentals of change; and the principal's role and responsibilities in creating effective schools. This content is based on the six IPSB Standards for School Administrators that are the core of the IPSB principal's licensing program. A major function of this course is to determine student readiness for participation in, and acceptance into, the School Leadership Cohort program. S
- EDUC-A 502 COMMUNICATION AND INTERPERSONAL RELATIONSHIPS (3 CR.)**
P: EDUC-A 500 and admission to the principals' certification program. This course is designed to develop expertise in four types of communication faced by school administrators: interpersonal, group, organizational, and public. Practice involves participation in actual school situations to understand the role communication plays in problem identification and resolution. Skills of writing and speaking in a range of experiences, both in person and through the media, are emphasized.
- EDUC-A 504 KNOWLEDGE OF TEACHING AND LEARNING (6 CR.)**
P: EDUC-A 500 and admission to the principal's certification program. This course involves interpreting and communicating curriculum standards, discussion and application of teaching and learning theory as they relate to the practice of teaching, analyzing student achievement data, supervising/evaluating personnel, commitment to meaningful change and an understanding of its dynamics, coordinating and facilitating ongoing staff development, and a commitment to one's own professional development. II
- EDUC-A 506 PORTFOLIO ASSESSMENT (0 CR.)**
P: All course work for principals' certification program and program director approval. A portfolio is required for completion of the Educational Leadership Certification program. Items included in the portfolio are selected by the student throughout the course of his/her study in school administration. The portfolio is organized to highlight experiences from the Orientation and Domain course (EDUC-A 500, EDUC-A 502, EDUC-A 504, EDUC-A 505, EDUC-A 506).

- EDUC-A 510 SCHOOL COMMUNITY RELATIONS (2-3 CR.)**
P: EDUC-A 500 and admission to the principal's certification program. This course involves practice in five problem areas affecting the community—managing conflicting values, implementing change, building partnerships, crisis management, and family and child advocacy. Emphasis on general accomplishments necessary for effective problem-solving in any/all of these areas. These accomplishments include skills in assessment and evaluation, knowledge of legal and ethical implications, knowing resources and how to assess them, knowledge of political ramifications, skill in encouraging/managing communication, and skill in consensus building. II
- EDUC-A 590 INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP (1-3 CR.)**
VT: **RESEARCH IN SCHOOL ADMINISTRATION**
P: Successful completion of all program course requirements. This course assists the student in the final preparation for presentation of the portfolio and research projects required for graduation. II
- EDUC-A 608 LEGAL PERSPECTIVES ON EDUCATION (3 CR.)**
P: Consent of the instructor. Legal problems affecting school administrators including school district organization and central school board operation and procedure, tort and contractual liability of school districts and officers, attendance, transportation, curriculum, school monies and debt, and school property. I
- EDUC-A 625 ADMINISTRATION OF ELEMENTARY SCHOOLS (3-6 CR.)**
P: EDUC-A 500 and program director approval. This course explores political, sociological, and psychological aspects of school leadership, contemporary leadership styles, school governance, schools as organizations, and the organizational processes and techniques of schools. Leadership and organizational theories and their relationship to the practice of school administration are the focal points of the course. I
- EDUC-A 627 SECONDARY SCHOOL ADMINISTRATION (3-6 CR.)**
P: EDUC-A 500 and program director approval. This course explores political, sociological, and psychological aspects of school leadership, contemporary leadership styles, school governance, schools as organizations, and the organizational processes and techniques of schools. Leadership and organizational theories and their relationship to the practice of school administration are the focal points of the course. I
- EDUC-A 630 ECONOMIC DIMENSIONS OF EDUCATION (3 CR.)**
P: EDUC-A 500 and admission to the principal's certification program. This course provides a framework for understanding education funding and school finance. Financial concepts are explored within the context of building-level strategic planning. I
- EDUC-C 511 CAPSTONE SEMINAR (3 CR.)**
Summative seminars on each student's capstone project. The detailed analysis, synthesis, and summative evaluation of the expert, master teacher model. The summative evaluation of the effectiveness of the MaPP program.
- EDUC-E 201 MULTICULTURAL EDUCATION AND GLOBAL AWARENESS (1-3 CR.)**
This course examines educators' and students' responsibility(ies) in a complex and interdependent world. Students are guided to develop the skills, knowledge, and attitudes needed to live effectively in a world of limited resources, ethnic diversity, cultural pluralism, and increasing interdependence and, to have the confidence with which to face the future. II
- EDUC-E 317 PRACTICUM IN EARLY CHILDHOOD EDUCATION (4 CR.)**
P: All required early childhood education courses. Additional fee required. I, II, S
- EDUC-E 325 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (1-4 CR.)**
P: TEP. Explores the sociological backgrounds of education and surveys subject matter, materials, and methods in the content areas. Students must also enroll in all Block 2 courses. I, II
- EDUC-E 327 SOCIAL STUDIES METHODS AND THE FAMILY: FOCUS ON YOUNG CHILDREN (3 CR.)**
P: TEP. The course has a dual focus: One goal of the course is to explore issues related to children, families, and communities; including legal and ethical issues, and public policies affecting young children from a deeper understanding of families and communities; the course then focuses on the goals of a social studies curriculum for young children, including appropriate methods and strategies of instruction. Students must also enroll in all Block 1 courses. I, II

EDUC-E 328 SCIENCE IN THE ELEMENTARY SCHOOL (1-3 CR.)

P: TEP. Review and practice teaching skills introduced in the general methods course and apply them to the specifics of elementary school science. Examine trends, philosophies, objectives, materials, programs, and evaluation tools. Practice choosing appropriate questioning skills, designing lesson plans specific to a teaching model (Hunter), directing hands-on laboratory activities, implementing various teaching strategies (including discovery and inquiry), and applying the process skills. Students must also enroll in all Block 3 courses. I, II

EDUC-E 330 INFANT LEARNING ENVIRONMENTS (3 CR.)

R: With Block 1. Students broaden their knowledge of appropriate instructional strategies to enhance infant-toddler development, care-giving skills, knowledge of appropriate learning environments, and they apply strategies and knowledge in providing care and educational experiences. Open to students from allied health, psychology, pediatric nursing, social work. Must be taken with EDUC-M 101. I

EDUC-E 333 INQUIRY IN MATHEMATICS AND SCIENCE (3 CR.)

P: TEP. Focuses on planning and managing appropriate science and mathematics experiences with children from three to eight years of age. Opportunity for exploring, developing, experimenting, and evaluating instructional materials. Planning appropriate inquiry-oriented experiences is stressed. Students must also enroll in all Block 3 courses. I, II

EDUC-E 335 INTRODUCTION TO EARLY CHILDHOOD EDUCATION (3 CR.)

P: TEP. This course has a dual focus. First is an overview of the field including historic perspective, program models, goals of early childhood education, and professional organizations. The second focus emphasizes learning observation skills, understanding the characteristics of young children, teacher-child interaction, and classroom management skills. Students must also enroll in all Block 1 courses. I, II

EDUC-E 337 CLASSROOM LEARNING ENVIRONMENTS (3 CR.)

P: EDUC-E 335 and EDUC-P 250. This course focuses on the curriculum aspects of early childhood programs designed to meet ethnic and cultural

differences and on planning, utilizing, and evaluating learning environments. Selection of materials and activities and the acquisition of skills for using these to stimulate children's development are major focuses. Must be taken with EDUC-M 101.

EDUC-E 338 THE EARLY CHILDHOOD EDUCATOR (3 CR.)

P: EDUC-E 335, EDUC-E 337, and EDUC-E 330. Includes the role of the teacher as a professional educator, including professional responsibilities, legal rights and responsibilities of teachers and students, school and community relations, and involvement in professional organizations. A major emphasis is on parent involvement and parent education.

EDUC-E 339 METHODS OF TEACHING LANGUAGE ARTS (2-3 CR.)

P: TEP, ENG-L 390 and ENG-G 205. This course describes and appraises the materials, methods, and techniques employed in an elementary school development language arts and reading program.

EDUC-E 340 METHODS OF TEACHING READING I (2-3 CR.)

P: TEP, ENG-G 205 and ENG-L 390. This course describes and appraises the methods, materials, and techniques employed in developmental problems in elementary language arts and reading programs.

EDUC-E 341 METHODS OF TEACHING READING II (2-3 CR.)

P: EDUC-E 339 and EDUC-E 340. This course describes and appraises the materials, methods, and techniques employed in diagnosis and correction in elementary language arts and reading programs.

EDUC-E 343 MATHEMATICS IN THE ELEMENTARY SCHOOLS (1-3 CR.)

P: TEP, MATH-T 101, MATH-T 102, MATH-T 103. Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child. Students must also enroll in all Block 3 courses. I, II

EDUC-E 370 LANGUAGE ARTS AND READING I (1-4 CR.)

P: ENG-G 205, ENG-L 390. The student broadens their knowledge of the theoretical base as well as instructional strategies to enhance literacy practices throughout the preprimary and primary childhood years. The course covers

emergent literacy by emphasizing literacy practices which engage children in integrated, meaningful, and functional activities. Students must also enroll in all Block 1 courses. I, II

- EDUC-E 371 LANGUAGE ARTS AND READING II (3 CR.)**
This course focuses on the theory, instructional methods, materials, technology, and assessment strategies related to listening, speaking, reading, and writing for students in grades 3-6. Comprehension, critical analysis, writing, and integration of ideas presented in various print forms across subject matter are emphasized. Students must also enroll in all Block 2 courses. I, II
- EDUC-E 372 LANGUAGE ARTS AND READING III (3 CR.)**
P: EDUC-E 370. This course focuses on methods, materials, and techniques employed in the assessment and instruction of elementary students experiencing or at risk for literacy difficulties. This is the last course in the three-course sequence in language arts and reading. Students must also enroll in all Block 3 courses. I, II
- EDUC-E 449 TRADE BOOKS AND THE CLASSROOM TEACHER (3 CR.)**
Examines the use of children's literature, trade books, and other non-text materials in reading instruction. Contemporary and historical selections for children and adolescents included. S
- EDUC-E 485 PRINCIPLES OF ELEMENTARY EDUCATION (1-3 CR.)**
Background, purposes, and developments of the elementary school and the role of the elementary teacher. Must also enroll in EDUC-M 425.
- EDUC-E 490 RESEARCH IN ELEMENTARY EDUCATION (1-3 CR.)**
Individual research.
- EDUC-E 495 WORKSHOP IN ELEMENTARY EDUCATION (1-6 CR.)**
For elementary school teachers. Gives one credit hour for each week of full-time work. S/F graded.
- EDUC-E 502 ELEMENTARY READING AND LANGUAGE ARTS CURRICULUM I (3 CR.)**
Introduction to the developmental reading and language arts programs in the elementary school, use of reading and language arts in various curriculum areas, appraisal of reading and language arts abilities, and techniques and materials for instruction. This course is intended for initial certification graduate students.

- EDUC-E 505 ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS (3 CR.)**
P: One course in early childhood education and consent of instructor, or at least one year of experience as a nursery school or kindergarten teacher. Different organizational plans of nursery schools and kindergartens, including staffing, housing, admission, health policies, school records, budgeting, and school-community relations. S
- EDUC-E 506 CURRICULUM IN EARLY CHILDHOOD (2-6 CR.)**
Planning the curriculum and selecting and evaluating learning experiences for children ages three through eight years with reference to relevant research. Organizing the classroom to provide maximum integration among experiences in different academic areas. II
- EDUC-E 507 EVALUATION OF CLASSROOM BEHAVIOR (3 CR.)**
To increase the student's knowledge of the child as a learner, of goals for early childhood programs, and of organizing the instructional setting including teacher roles and methods of assessing behaviors. S
- EDUC-E 508 SEMINAR IN EARLY CHILDHOOD (3 CR.)**
Seminar is based upon current interests of students and serves as a means of synthesizing their experiences. An interdisciplinary approach is taken to explore current issues and problems in early childhood education, current happenings as they relate to the issues, and major research efforts to support programs. S
- EDUC-E 509 INTERNSHIP IN EARLY CHILDHOOD (1-6 CR.)**
P: EDUC-E 505, EDUC-E 506, EDUC-E 507, and EDUC-E 508. The nature of the internship is determined by the student's personal goals and previous educational and teaching background. In this individualized program, it is possible to elect one of many work-study-type experiences. I, II, S (This is the final class in the early childhood sequence.)
- EDUC-E 518 WORKSHOP IN GENERAL ELEMENTARY EDUCATION (1-6 CR.)**
Individual and group study of problems within the field of elementary education. One credit hour is offered for each week of full-time work. S/F graded unless otherwise noted in the Schedule of Classes. I, II, S

- EDUC-E 519 PSYCHOLOGY OF MUSIC (3 CR.)**
Functions of the musical mind; factors in the development of musical skills and maturity.
- EDUC-E 521 TOPICS IN ENVIRONMENTAL SCIENCE EDUCATION (3 CR.)**
Course goals: (1) help elementary teachers develop basic scientific literacy regarding environmental issues and principles and (2) translate this basic literacy into elementary classrooms through hands-on activities. Course content: natural systems and cycles and how various kinds of pollution affects natural systems. Field trip required. For elementary majors only and for recertification.
- EDUC-E 524 WORKSHOP IN EARLY CHILDHOOD EDUCATION (1-6 CR.)**
Individual and group study of problems in nursery school and kindergarten education. Emphasis on broadening understandings of curricular problems and their application to teaching in nursery schools and kindergartens. S/F graded. S
- 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. I, II
- 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 OF MATHEMATICS IN THE ELEMENTARY SCHOOL (3 CR.)**
Designed to help the experienced teacher improve the teaching of mathematics. Opportunities are provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs. S (T-to-T I)
- EDUC-E 544 MATHEMATIC METHODOLOGY, RESEARCH, AND TEACHING IN THE ELEMENTARY SCHOOL (3 CR.)**
This course is designed to help the novice teacher working at a graduate-level in the transition to teaching program in the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology and instructional materials for modern mathematics program.
- EDUC-E 545 ADVANCED STUDY IN THE TEACHING OF READING IN ELEMENTARY SCHOOL (1-3 CR.)**
Review of developmental reading programs in the elementary school, use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for individualized instruction. I, S (T-to-T I)
- EDUC-E 547 ELEMENTARY SOCIAL STUDIES CURRICULUM (3 CR.)**
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. S (T-to-T II)
- EDUC-E 548 ADVANCED STUDY IN THE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL (3 CR.)**
Helps experienced teachers gain proficiency in the teaching of science in the elementary school. Characteristics of good elementary school science programs. (T-to-T I)
- EDUC-E 549 ADVANCED STUDY IN THE TEACHING OF LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3 CR.)**
Helps experienced teachers gain further insight into the development of the English language and how best to teach language arts. Emphasizes basic communication skills and significant trends and materials. S (T-to-T II)
- EDUC-E 550 DYNAMICS AND EVALUATION OF TEACHING EFFECTIVENESS (3 CR.)**
P: All other basic requirements for the master's degree in elementary education must be completed, or consent of instructor. Emphasis on helping in-service teachers identify and evaluate teacher effectiveness—both their own and others. Includes overview of the total teaching team, the dynamics of teaching, and how best to provide for and evaluate that effectiveness.
- EDUC-E 555 HUMAN DIVERSITY IN EDUCATION (3 CR.)**
Explores issues related to teaching in a complex and diverse culture. Through this class students will become familiar with a range of diversity issues that teachers confront in our increasingly pluralistic society, including cognitive abilities, learning styles, and cultural, racial, ethnic, and socioeconomic backgrounds of children. Interim approval.

- EDUC-E 572 ELEMENTARY SCHOOL SOCIAL STUDIES CURRICULUM (3 CR.)**
Explores the sociological backgrounds of education, and surveys subject matter, materials, and methods in the Social Studies content areas. Course is designed for candidates working on initial certification in elementary education at the graduate level.
- EDUC-E 575 TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL (3CR.)**
Candidates will assess their roles as science teachers in elementary classrooms and acquire strategies that actively engage students in their own learning. This course emphasizes the basic and integrated science process skills that engage students in the same thinking processes as scientists who are seeking to expand human knowledge. A guided inquiry approach to teaching science is stressed and modeled.
- EDUC-E 576 ELEMENTARY READING AND LANGUAGE ARTS CURRICULUM II (3 CR.)**
Continuation and extension of developmental reading and language arts programs in the elementary school, use of reading and language arts across curriculum areas, and methods and materials for assessment and instruction of reading and language arts abilities. This course is intended for initial certification graduate students.
- EDUC-E 590 INDEPENDENT STUDY OR RESEARCH IN ELEMENTARY EDUCATION (1-3 CR.)**
Individual research.
- EDUC-E 591 RESEARCH PROJECT IN ELEMENTARY EDUCATION (3 CR.)**
P: All other requirements for the master's degree prior to this culminating project. Designed to permit students to demonstrate their ability to identify, analyze, and propose solutions to problems in their educational area. Solutions may include research or a comprehensive review of the literature, with recommendations. An oral examination and project defense is required. I, II
- EDUC-F 100 INTRODUCTION TO TEACHING (1-2 CR.)**
This introductory course for prospective teachers provides an orientation to the teaching profession. Covers program and state requirements, diversity as it relates to schools, teaching, and learning; and presents skills necessary for becoming a successful student/teacher. Includes a service learning component. I, II, S
- EDUC-F 201 EXPLORING THE PERSONAL DEMANDS OF TEACHING: LABORATORY EXPERIENCE (2 CR.)**
P: EDUC-P 250 and Praxis I®. Taken with EDUC-F 202. Focuses on learning interpersonal communication skills in a small group setting. Students demonstrate observation, active listening, self disclosure, and feedback skills in relation to teaching. S/F graded. I, II
- EDUC-F 202 EXPLORING THE PERSONAL DEMANDS OF TEACHING: FIELD EXPERIENCE (1 CR.)**
P: EDUC-P 250 and Praxis I®. Taken with EDUC-F 201. Students are placed in a multicultural field experience (school classroom) for 30 credit hours. Application of interpersonal communication in teaching and an exploration of classroom management skills. Students observe and work with children and teach three lessons. Additional fee required; S/F graded. I, II
- EDUC-F 203 TOPICAL EXPLORATION IN EDUCATION (THRESHOLD SEMINAR) (1-3 CR.)**
VT: INTRODUCTION TO GENERAL STUDIES
Identification and assessment of goals for a university degree. Development of a written academic and strategic plan to complete the degree.
- EDUC-F 400 HONORS SEMINAR (1-3 CR.)**
VT: PREPARING THE PRIOR LEARNING PORTFOLIO
General studies. Preparation of the prior learning portfolio for assessment by faculty. S/F graded.
- EDUC-F 400 HONORS SEMINAR (1-3 CR.)**
Foundations of education content varies but always involves the in-depth investigation of significant topics in education. An interdisciplinary approach is taken.
- EDUC-F 400 HONORS SEMINAR (1-3 CR.)**
VT: TOPICAL EXPLORATIONS IN EDUCATION
Foundations of education content varies but always involves the in-depth investigation of significant topics in education. An interdisciplinary approach is taken.
- EDUC-F 401 TOPICAL EXPLORATIONS IN EDUCATION (0-1 CR.)**
VT: SENIOR CAPSTONE SEMINAR
Assessment by each student of his/her Bachelor of General Studies academic program in the light of university requirements and the personal and professional goals for a degree. Development of a plan for life-long learning in the achievement of the student's personal and professional objectives.

- EDUC-G 500 ORIENTATION TO COUNSELING (3 CR.)**
Focus is on the student, self-concept, interpersonal relationship skills, consultation skills, and commitment to the helping field. Provides philosophic basis of the helping relationship. I
- EDUC-G 501 COUNSELING GROUP LABORATORY (3 CR.)**
P: Admission to Master of Science in Education, Counseling and Human Services program. The course serves as a laboratory where students can put theory into practice in a safe environment and where they can practice group process skills under the supervision of a qualified faculty member. Students learn through readings, discussions, demonstrations, and modeling. S/F graded. I
- EDUC-G 503 COUNSELING THEORIES AND TECHNIQUES I: HUMANISTIC AND EXISTENTIAL (3 CR.)**
Analysis of major humanistic and existential counseling theories, emphasizing didactic and experiential activities designed to model application of processes, procedures, and techniques of existential, person-centered, Gestalt, and transpersonal theories being studied.
- EDUC-G 504 COUNSELING THEORIES AND TECHNIQUES II: BEHAVIOR AND FAMILY SYSTEMS (3 CR.)**
Analysis of major behavior and family counseling theories, emphasizing didactic and experiential activities designed to model application of processes, procedures, and techniques of behavior, and family approaches to professional practice.
- EDUC-G 505 INDIVIDUAL APPRAISAL: PRINCIPLES AND PROCEDURES (3 CR.)**
P: Admission to Master of Science in Education, Counseling and Human Services program. An analysis of statistical psychometric, sociometric, and clinical principles crucial to professional interpretation of standardized and informal data regarding individual clients. Current issues/controversies about ethnic, sex, cultural, and individual differences are also examined. S
- EDUC-G 506 PERSONALITY DEVELOPMENT: GROWTH OF NORMAL AND DEVIANT STYLES (3 CR.)**
P: Admission to Master of Science in Education, Counseling and Human Services program. An examination of the nature, needs, competencies, and environmental factors that contribute to personality development and growth at principal life states. Emphasis is placed on normal and deviant styles of behavior. I
- EDUC-G 507 LIFESTYLE AND CAREER DEVELOPMENT (3 CR.)**
P: Admission to Master of Science in Education, Counseling and Human Services program. Lifestyle and career development includes such areas as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques. S
- EDUC-G 510 INTRODUCTION TO ALCOHOL AND DRUG COUNSELING (3 CR.)**
This course is an introduction to social and behavioral theories concerning the causation and maintenance of alcohol and drug addiction. The study and application of research-based theories is emphasized. The history of alcohol and drug addiction treatment and recent developments and issues in the field are also discussed.
- EDUC-G 511 SCREENING AND ASSESSMENT OF ALCOHOL AND DRUG PROBLEMS (3 CR.)**
This course deals with the physical, social, psychological, vocational, economic, and legal symptoms of alcohol and drug abuse. Instrumentation for screening and assessment in clinical situations is presented as well as medical and non-medical diagnostic criteria. This course includes both instructional and experiential learning opportunities.
- EDUC-G 512 COUNSELING APPROACHES WITH ADDICTIONS (3 CR.)**
This course is an introduction to the major theories of alcohol and drug treatment. Special attention is given to recent developments in the field as well as research-based theories of treatment. Students are expected to engage in active learning projects both within and outside of the classroom.
- EDUC-G 513 LEGAL AND ILLEGAL DRUGS OF ABUSE (3 CR.)**
This course deals with the physiological, behavioral, and pharmacological aspects of legal and illegal psychoactive substance use. Special emphasis is placed on observable signs and symptoms resulting from use of psychoactive substances. Attention is also given to recent trends in psychoactive substance use.
- EDUC-G 514 PRACTICUM IN ALCOHOL AND DRUG COUNSELING (3 CR.)**
P: EDUC-G 510, EDUC-G 511, EDUC-G 512, EDUC-G 513. This course is a field experience in an alcohol or drug counseling agency. The field experience involves direct supervision by faculty and approved clinical supervisors in the field.

- EDUC-G 522 COUNSELING TECHNIQUES (3 CR.)**
Introduction to counseling theories and psychological processes involved in individual counseling. S
- EDUC-G 523 LABORATORY COUNSELING AND GUIDANCE (3 CR.)**
P: Consent of instructor. Concurrent: G522. Laboratory experiences in counseling, analysis of counseling interviews, role playing, and closely supervised counseling in the laboratory setting.
- EDUC-G 524 PRACTICUM IN COUNSELING (1-3 CR.)**
P: EDUC-G 503, EDUC-G 504, EDUC-G 505, and EDUC-G 532. Closely supervised counseling practice with clients in the department's counseling laboratories or in approved field sites in schools or agencies. Intensive supervision. Additional fee required. II
- EDUC-G 525 ADVANCED COUNSELING PRACTICUM (3 CR.)**
P: EDUC-G 503, EDUC-G 504, EDUC-G 505, EDUC-G 524. Basic course in counseling and guidance for students with education degree(s). Counseling experience in actual school situation. Under direction and supervision of the counselor, students get practice in counseling, interviewing, in-service training, orientation procedures, and data collection. May be repeated, not to exceed a total of 12 credit hours, with consent of the academic program. Additional fee required.
- EDUC-G 532 INTRODUCTION TO GROUP COUNSELING (3 CR.)**
P: Admission to Master of Science in Education, Counseling and Human Services program. Psychological and theoretical foundations of group counseling. Analysis of the dynamics of groups. II
- EDUC-G 542 ORGANIZATION AND DEVELOPMENT OF COUNSELING PROGRAMS (3 CR.)**
Environmental and population needs assessment for program planning. Procedures for counseling program development and accountability/evaluation. Case studies.
- EDUC-G 550 INTERNSHIP IN COUNSELING (1-6 CR.)**
P: Basic courses in counseling and guidance and consent of instructor. Counseling experience in actual school or agency situations. Under direction and supervision of the counselor, students get practice in counseling, interviewing, in-service training, orientation procedures,
- and data collection. May be repeated, not to exceed a total of 12 credit hours, with consent of the academic program. Additional fee required. I, II
- EDUC-G 552 LINGUISTICS AND TEACHERS OF ENGLISH (4 CR.)**
Topics in applied English linguistics, intended for English teachers at all levels.
- EDUC-G 560 SOCIAL AND CULTURAL FOUNDATIONS IN COUNSELING (3 CR.)**
Includes studies of cultural changes, ethnic groups, subcultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. Such disciplines as the behavioral sciences, economics, and political sciences are involved in enhancing the counselor/client relationship. II
- EDUC-G 562 SCHOOL COUNSELING (3 CR.)**
Foundations and contextual dimensions of school counseling. Knowledge and skills for the practice of school counseling. Program development, implementation and evaluation. Consultation. Principles, practice, and applications of needs assessment. Provides an overall understanding of organization of schools and the functions of the counselor and counseling program.
- EDUC-G 563 MENTAL HEALTH COUNSELING (3 CR.)**
P: EDUC-G 500 or equivalent, or consent of instructor. Course examines the history, definition, theory, practice, and research of consultation and community counseling. Emphasis on process of case, program, administration, and organizational consultation. I
- EDUC-G 567 MARRIAGE AND FAMILY COUNSELING (3 CR.)**
Introductory survey of historical roots, major theories, intervention strategies, research and current training, practice and ethical issues in marriage and family counseling.
- EDUC-G 570 HUMAN SEXUALITY (3 CR.)**
This is an introductory graduate-level course dealing with all areas of human sexuality which a person might encounter in day-to-day living. Topics include: sexual terminology, the human body, expressing our sexuality, heterosexuality, homosexuality, pornography, sex education, sex offenses, sexual dysfunction, and sex therapy.

- EDUC-G 575 MULTICULTURAL COUNSELING (3 CR.)**
This course is designed to provide both a cognitive and guided training opportunity. It examines the influence of cultural and ethnic differences of counselor and client in counseling. Attention is given to theory, research, and practice. General multicultural dynamics as well as specific target populations are studied. S
- EDUC-G 580 TOPICAL SEMINAR IN COUNSELING AND GUIDANCE (1-3 CR.)**
P: EDUC-G 500 or equivalent, or consent of instructor. An intensive study of theory and research of selected topics in counseling. I, II, S
- EDUC-G 585 CONTEMPORARY ISSUES IN COUNSELING (3 CR.)**
Focuses on the goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, and role identity of counselors and other personnel services. Students conduct research on emerging developments reported in the counseling literature.
- EDUC-G 590 RESEARCH IN COUNSELING AND GUIDANCE (1-3 CR.)**
Individual research. I, II, S
- EDUC-G 592 SEMINAR IN DRUG AND ALCOHOL ABUSE PREVENTION (3 CR.)**
Introduction to etiology and symptomology of drug/alcohol abuse and methods of prevention or remediation. Includes dynamics of adult children of alcoholics/abusers and families of abusers. S
- EDUC-G 595 WORKSHOP-COUNSELING AND GUIDANCE (1-3 CR.)**
An analysis of current issues in counseling. Possible topics include data processing, evaluation of guidance services, and counseling minority students. I, II, S
- EDUC-G 598 COMPREHENSIVE EXAMINATION IN COUNSELING (0 CR.)**
P: Admission to Master of Science in Education, Counseling and Human Services program. Course number assigned to allow exit examination results to be recorded on student's transcript. II
- EDUC-H 340 EDUCATION AND AMERICAN CULTURE (3 CR.)**
P: EDUC-P 250 and Praxis I®. The present educational system, its social and future implications, viewed in historical, sociological, and philosophical perspectives. Special attention is given to ethnic, minority, cultural, pluralistic, and legal dimensions of the educational system. I, II, S
- 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. I, II, S
- EDUC-H 590 INDIVIDUAL STUDY/RESEARCH IN HISTORICAL, PHILOSOPHICAL, AND COMPARATIVE EDUCATION (1-3 CR.)**
Individual study arranged in advance of registration.
- EDUC-J 511 METHODS OF INDIVIDUALIZING INSTRUCTION (3 CR.)**
Students critically examine several approaches to individualizing instruction. Emphasis is on developing strategies for determining characteristics of the learner and on creating a variety of classroom strategies designed to individualize learning (K-12). Course project is development of classroom instructional materials, in-service program design, or proposal for research. II
- EDUC-K 200 INTRODUCTORY PRACTICUM IN SPECIAL EDUCATION (0 CR.)**
Structural practicum in public and/or private regular and special educational programs. Emphasis in seminar sessions on definition, prevalence, and general functional level of exceptional individuals. Taken concurrently with EDUC-K 205. S/F graded. I, II, S
- EDUC-K 205 INTRODUCTION TO EXCEPTIONAL CHILDREN (3 CR.)**
Definition, identification, prevalence, characteristics, and educational provisions of the various types of exceptional children. Taken concurrently with EDUC-K 200. I, II, S
- EDUC-K 300 DEVELOPMENTAL CHARACTERISTICS OF EXCEPTIONAL INDIVIDUALS (3 CR.)**
P: TEP, EDUC-K 200, EDUC-K 205. Theoretical concepts and models of intellectual, emotional-social, and sensory-motor characteristics of the exceptional individual. Effect of these characteristics on cognitive, affective, and psychomotor development.
- EDUC-K 305 TEACHING EXCEPTIONAL LEARNERS-ELEMENTARY SCHOOL (3 CR.)**
Knowledge, attitudes, and skills basic to the education of exceptional learners (students with disabilities as well as gifted and talented) in the regular elementary

classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals. I, II

EDUC-K 306 TEACHING STUDENTS WITH SPECIAL NEEDS IN SECONDARY CLASSROOMS (3 CR.)

This course includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs. II

EDUC-K 343 EDUCATION OF THE SOCIALLY AND EMOTIONALLY DISTURBED I (3 CR.)

A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, characteristics, and diagnostic and treatment procedures are discussed from a psycho-educational point of view.

EDUC-K 345 ACADEMIC AND BEHAVIORAL ASSESSMENT OF THE MILDLY HANDICAPPED CHILD (3 CR.)

P: TEP, EDUC-K 300. This course familiarizes students with the application of formal and informal assessment information in making decisions about classification and placement of educable mentally retarded and emotionally disturbed children. This information is considered within the context of Public Law 94-142. I

EDUC-K 351 VOCATIONAL ASSESSMENT AND INSTRUCTION FOR SPECIAL NEEDS SECONDARY STUDENTS (3 CR.)

P: TEP, EDUC-K 360, EDUC-K 370. Emphasis on awareness of issues and available options related to programs for the special needs adolescent/adult. The concept of career education, including preparation for daily living, personal/social and occupational skills, is used as a basic framework for the course.

EDUC-K 352 EDUCATING STUDENTS WITH LEARNING DISORDERS (1-3 CR.)

P: TEP, EDUC-K 360, EDUC-K 370. Educational programs for optimum growth and development of mildly mentally handicapped and learning disabled children. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials.

EDUC-K 360 BEHAVIORAL CHARACTERISTICS OF THE MENTALLY RETARDED (3 CR.)

P: TEP, EDUC-K 300. Definitions, classifications, and diagnosis and treatment procedures from medical, psychological, sociological, and educational point of view.

EDUC-K 362 TEAM APPROACHES TO THE EDUCATION OF STUDENTS WITH DISABILITIES (3 CR.)

Students learn techniques related to effective collaboration and interactive teaming in educational settings. Focus is on the development of skills necessary to serve as consultant or co-teacher in school environments. I

EDUC-K 370 INTRODUCTION TO LANGUAGE AND LEARNING DISORDERS (3 CR.)

P: TEP, EDUC-K 300. Survey of historical development and current status of definition, classification, assessment, and treatment procedures for learning-disabled students. II

EDUC-K 400 COMPUTERS FOR STUDENTS WITH DISABILITIES (3 CR.)

P: TEP, EDUC-W 200 or equivalent, EDUC-K 360, EDUC-K 370. Provides knowledge and experience for the student to integrate special-education computer technology into the educational process of the self-contained classroom and mainstream environments: Computer Assisted Instruction (CAI), data management, and telecommunications software; adaptive devices for communication, learning, and environmental control; and other related experiences. Additional fee required.

EDUC-K 402 INTERNSHIP IN INSTRUCTIONAL TECHNIQUES FOR THE MILDLY DISABLED (2-3 CR.)

P: TEP, EDUC-K 360, EDUC-K 370. Provides for internship experiences and application of instructional techniques, materials, and media for all levels of mild disabilities. Additional fee required; S/F graded. I

EDUC-K 452 CLASSROOM MANAGEMENT (3 CR.)

P: TEP. This course shows students how to plan and implement interventions that improve the motivation and self-management skills of students in the classroom. It focuses on procedures for teaching students how to regulate their behavior, and addresses the array of skills they need to learn to take responsibility for their actions. I

EDUC-K 475 METHODS SEMINAR: CLASSROOM MANAGEMENT IN SPECIAL EDUCATION (2 CR.)

P: Senior standing and completion of major requirements; must be taken concurrently with EDUC-K 480. Seminar deals with classroom management techniques such as discipline, instructional strategies and methods, and program and student evaluation.

- EDUC-K 480 STUDENT TEACHING IN SPECIAL EDUCATION (6-10 CR.)**
P: Senior standing and completion of major requirements. Provides experience for each student in his or her respective area of exceptionality, under the direction of a supervising teacher, in an educational school setting. Additional fee required; S/F graded. II
- EDUC-K 490 RESEARCH IN SPECIAL EDUCATION (1-3 CR.)**
Individual research.
- EDUC-K 500 TOPICAL WORKSHOP IN SPECIAL EDUCATION (1-3 CR.)**
P: Consent of instructor. Develops knowledge and skills in the education of the culturally deprived, emotionally disturbed, gifted, trainable mentally retarded, visually handicapped, or neurologically impaired. S/F graded. I, S
- EDUC-K 501 ADAPTING COMPUTERS FOR SPECIAL EDUCATION (3 CR.)**
P: EDUC-W 200 or equivalent. Provides background information and experiences necessary to plan for and integrate special education technology into the curriculum of the special education classroom and for individuals with handicaps in the mainstream situation: software/uses, integration/implementation planning, IEP/data management, adaptive devices, and funding. Additional fee required. II, S
- EDUC-K 502 COMMUNICATION AND CHILDREN WITH EXCEPTIONAL NEEDS (3 CR.)**
This course focuses on language and communication development, language disorders, and intervention of language of public school children. The relationship of language acquisition, developmental disabilities, and assessment will be emphasized through lecture and literature review.
- EDUC-K 503 ADVANCED CLASSROOM MANAGEMENT TECHNIQUES FOR SPECIAL EDUCATORS (3 CR.)**
The course focuses on in-depth application of behavioral and instructional interventions for exceptional learners from diverse backgrounds. Included are techniques in positive behavioral support, problem solving, crisis intervention, social skills development, self-advocacy, classroom management, and group and individual behavior management. Integration in general education environments is emphasized.
- EDUC-K 505 INTRODUCTORY 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. Students cannot receive credit for both EDUC-K 205 and EDUC-K 505. I, II, S
- EDUC-K 507 NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS PROJECT (3 CR.)**
This course addresses the needs of candidates as they create a portfolio that provides evidence that they meet the highest standards of the teaching profession. The course focuses on standards and certification cumulating in a professional teaching portfolio.
- EDUC-K 508 MATH AND SCIENCE METHODS FOR SPECIAL EDUCATION**
This course examines the various approaches to teaching and adapting mathematics and science for students with special needs. Special attention will be given to writing instructional objectives and accommodations for classrooms and Individualized Education Programs.
- EDUC-K 511 LANGUAGE ARTS METHODS FOR SPECIAL EDUCATION (3 CR.)**
This course examines the various approaches to teaching and adapting reading and writing for students with special needs. Special attention will be given to writing instructional objectives and accommodations for classrooms and individualized education programs.
- EDUC-K 512 ADVANCED COMPUTER TECHNOLOGY FOR SPECIAL EDUCATION (3 CR.)**
Advanced study of general and specialized applications of microcomputers and related technologies to exceptional learners. Topics include microcomputers and classroom management, microcomputers and video-assisted instruction, and special applications of current technologies with exceptional groups. An overview of traditional AT assessments and a working knowledge of best practice in assistive technology areas are emphasized.
- EDUC-K 520 SURVEY OF BEHAVIOR DISORDERS (3 CR.)**
P: EDUC-K 505. An advanced survey of the literature related to behaviorally disordered/emotionally disturbed children, including historical information, theoretical approaches, characteristics, and issues.

- EDUC-K 521 SURVEY OF LEARNING DISABILITIES (3 CR.)**
P: EDUC-K 505. Advanced survey of the literature related to learning disabled children, including historical information, theoretical approaches, characteristics, and issues.
- EDUC-K 523 INCLUSIVE STRATEGIES FOR EXCEPTIONAL STUDENTS IN THE ELEMENTARY CLASSROOM (3 CR.)**
An introduction to inclusive strategies to ensure the success of students with exceptionality in the elementary setting. Knowledge, attitudes, and skills basic to the education of exceptional learners (students with disabilities as well as gifted and talented) in the general elementary classroom. Topics include assessing exceptional learners, differentiating instruction, inclusive strategies, adaptations and accomodating, and specialized methods and materials. I, II
- EDUC-K 524 INTEGRATION OF STUDENTS WITH EXCEPTIONAL LEARNING NEEDS (3 CR.)**
This course is designed to provide general and special educators who teach middle and secondary education settings with basic information and methods for integrating students with exceptionalities into general education classrooms, including those at-risk for having or who have disabilities, students with limited English proficiency, and those who are gifted and talented. Strategies for working with students in general education settings, for identifying and referring students when they cannot succeed in the general education classroom, and for teaching students self-advocacy skills are included. I, II
- EDUC-K 525 SURVEY OF MILD HANDICAPS (3 CR.)**
An advanced survey of the literature relating to mild handicaps, including historical foundations, definitions, and current issues facing workers in the field. II
- EDUC-K 531 TEACHING THE SEVERELY HANDICAPPED I (3 CR.)**
P: EDUC-K 505, EDUC-K 550, EDUC-P 519. This is the first course in teaching severely handicapped individuals. Its content focuses on the analysis of instructional content, the analysis of instructional methodology, the use of physical aids, and methods for providing physical assistance. I (odd years)
- EDUC-K 532 TEACHING THE SEVERELY HANDICAPPED II (3 CR.)**
P: EDUC-K 531. This course focuses on the analysis of curriculum for severely handicapped individuals, from birth through adulthood. II (even years)
- EDUC-K 534 BEHAVIOR MANAGEMENT OF SEVERELY HANDICAPPED (3 CR.)**
P: EDUC-K 505, EDUC-K 532, EDUC-K 550, EDUC-P 519. This course focuses on planning, implementing, and evaluating interventions that are designed to change incentive for performing a task. Consideration of the physical, environmental, and instructional aspects of performance are made, with respect to both the acquisition and maintenance of responses. S (even years)
- EDUC-K 535 ASSESSMENT/REMEDICATION OF MILDLY HANDICAPPED I (3 CR.)**
P: EDUC-K 505, EDUC-K 550, EDUC-K 521, EDUC-P 519. 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 536 ASSESSMENT/REMEDICATION OF MILDLY HANDICAPPED II (3 CR.)**
P: EDUC-K 535. Focuses on the analysis and selection of instructional materials, use of assessment information, and development and implementation of individual educational plans for mildly handicapped children.
- EDUC-K 538 ADVANCED INSTRUCTIONAL METHODOLOGY FOR SPECIAL EDUCATORS (3 CR.)**
The course provides candidates with an advanced repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Special educators will learn to plan, select, adapt, and use instructional strategies to promote positive learning results for individuals with exceptional learning needs across environments, settings, and life spans.
- EDUC-K 543 EDUCATION OF THE SOCIALLY AND EMOTIONALLY DISTURBED I (3 CR.)**
P: EDUC-K 505, EDUC-P 519. A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, and characteristics: diagnostic and treatment procedures from a psycho-educational point of view. II, S

- EDUC-K 544 EDUCATION OF THE SOCIALLY AND EMOTIONALLY DISTURBED II (3 CR.)**
P: EDUC-K 543. A basic survey of educational curricula, procedures, and materials for socially and emotionally disturbed children; development of individual teaching skills; emphasis on classroom experiences with disturbed children.
- EDUC-K 545 MANAGEMENT OF SEVERELY EMOTIONALLY DISTURBED (3 CR.)**
P: EDUC-K 544. Theoretical and practical issues in the education management of the severely emotionally disturbed. Emphasis is placed on case analysis. II
- EDUC-K 550 INTRODUCTION TO MENTAL RETARDATION (3 CR.)**
P: EDUC-K 505. Definitions, classifications, and diagnostic and treatment procedures discussed from medical, psychological, sociological, and educational points of view.
- EDUC-K 553 CLASSROOM MANAGEMENT AND BEHAVIOR SUPPORT (3 CR.)**
P: EDUC-K 505, EDUC-P 519, EDUC-K 525, EDUC-K 543. The course provides basic knowledge and skills for developing and maintaining a productive and proactive classroom environment; teaching students discipline, self-control, conflict resolution and other self-management skills; managing and preventing crisis behavior; and developing and implementing behavior intervention and management plans in classroom programs and in cooperation with parents, teachers, and other personnel. I, II
- EDUC-K 555 SEMINAR: OCCUPATIONAL PLANNING FOR THE HANDICAPPED (3 CR.)**
P: Minimum of an undergraduate degree in special education or equivalent. Introduction to theories of vocational development. Analysis of the vocational career expectations for the handicapped. Implications for instructional planning.
- EDUC-K 565 COLLABORATION AND SERVICE DELIVERY (3 CR.)**
The focus of this course is on service delivery options and approaches to students needing special education services. It covers service delivery approaches or systems, such as continuum of least restrictive programs, wrap around services, and systems of care. Collaborative skills, including effective communication strategies and consultation techniques also are stressed. I, II
- EDUC-K 575 PRACTICUM SEMINAR: MANAGEMENT OF INSTRUCTIONAL OBJECTIVES IN SPECIAL EDUCATION (3 CR.)**
P: Minimum of an undergraduate degree in special education or equivalent. Theory and techniques for development of instructional objectives. Study and development of individual instructional models for the implementation of instructional objectives. Practicum experience in the application of a model for individualized instruction.
- EDUC-K 577 SEMINAR: INSTRUCTIONAL EVALUATION IN SPECIAL EDUCATION (3 CR.)**
P: EDUC-K 575. An intensive study of psycho-educational management/evaluation strategies applicable to special education. Activities include a review and critical analysis of classroom and learner management/evaluation systems, designing evaluation plans, and supervised guidance in the actual implementation of an approved management/evaluation strategy.
- EDUC-K 588 SUPERVISED TEACHING IN SPECIAL EDUCATION (3-12 CR.)**
P: Consent of instructor. Provides the experienced classroom teacher with an opportunity to teach in a special class under supervision of a licensed special classroom teacher and a university special education supervisor. S/F graded. I, II
- EDUC-K 590 INDEPENDENT STUDY OR RESEARCH IN SPECIAL EDUCATION (1-3 CR.)**
P: Consent of instructor. Individual research.
- EDUC-K 595 PRACTICUM IN SPECIAL EDUCATION (1-6 CR.)**
P: Consent of instructor. Provides for closely supervised field experience in various areas of special education. Additional fee required; S/F graded.
- EDUC-L 436 METHODS AND MATERIALS FOR TEACHING ENGLISH AS A SECOND LANGUAGE (3 CR.)**
P: TEP or all required ENL prerequisites. Current practices and strategies for teaching English as a new language. Theories, methods, materials, and issues in the field of ENL are covered as they relate to the teaching of listening, speaking, reading, and writing for nonnative speakers of English. S
- EDUC-L 482 STUDENT TEACHING-ESL (1-16 CR.)**
Full time, supervised, student teaching in English as a new language at the elementary, junior high/middle school, and/or secondary school in an accredited

school within the state of Indiana or an approved or accredited out-of-state site. This is done under the supervision of a university supervisor and a school cooperating teacher, and includes a minimum of six continuous weeks of full-time experience. Additional fee required; S/F graded. I, II

- EDUC-L 511 WRITING IN ELEMENTARY SCHOOLS (3 CR.)**
This course is a study of trends, issues, theories, research, and practice in the teaching and evaluation of written composition in elementary schools. The emphasis is on alternative methods for the teaching of writing and for the evaluation of progress in writing. S
- EDUC-L 512 ADVANCED STUDY IN THE TEACHING OF WRITING IN SECONDARY SCHOOLS (3 CR.)**
A study of trends, issues, theories, research, and practice in the evaluation of written composition in secondary schools. Emphasis on alternative methods for the teaching of writing and for the evaluation of progress in writing. S
- EDUC-L 530 TOPICAL WORKSHOP IN LANGUAGE EDUCATION (1-6 CR.)**
Individual and group study of special topics in the field of language education. Updating and improving the teaching of English, English as a new or foreign language, world languages, and reading. S/F graded. S
- EDUC-L 532 SECOND LANGUAGE ACQUISITION (3 CR.)**
A survey of the major theories of first and second language learning and their potential applications to language development strategies.
- EDUC-L 533 LIBRARY MATERIALS FOR CHILDREN AND YOUNG ADULTS (3 CR.)**
An overview of materials for educational, informational, and literary use by children and young adults with an emphasis on critical selection and analysis, knowledge of age-level development stages, and motivational techniques. Includes print, film, video and television, and computer software formats.
- EDUC-L 535 TEACHING ADOLESCENT LITERATURE (3 CR.)**
What adolescent literature is, how it has changed since its inception, and how adolescent processes are related to reader needs and interests. Designed to provide the secondary classroom teacher with training in how this relatively new genre of literature can be incorporated into instructional programs.
- EDUC-L 536 METHODS AND MATERIALS FOR TEACHING ENGLISH AS A NEW LANGUAGE (3 CR.)**
Study and analysis of current methods and materials in ENL. Development and evaluation of practical exercises, visual aids, and demonstration materials for use by teachers in ENL programs at the elementary, junior, and senior high levels. I
- EDUC-L 559 TRADE BOOKS IN ELEMENTARY CLASSROOMS (3 CR.)**
Emphasizes the use of trade books in language and reading in elementary classrooms. S
- EDUC-M 101 LABORATORY-FIELD EXPERIENCE (0 CR.)**
Laboratory or field experience for early childhood education majors. Corequisite: must be taken with a lecture course. Additional fee required; S/F graded. I, II
- EDUC-M 301 LABORATORY-FIELD EXPERIENCE (0-3 CR.)**
Laboratory or field experience for juniors. May be repeated. Additional fee required; S/F graded. I, II
- EDUC-M 311 METHODOLOGY FOR KINDERGARTEN/ELEMENTARY TEACHERS (1-3 CR.)**
C: EDUC-R 301. Explores individualized and interdisciplinary learning methods, measurements and evaluation, teaching process and curriculum development, and the organization of the elementary schools. I, II
- EDUC-M 314 GENERAL METHODS FOR SENIOR HIGH–JUNIOR HIGH/MIDDLE SCHOOL TEACHERS (1-3 CR.)**
P: EDUC-F 100, EDUC-K 200, EDUC-K 205, EDUC-P 250, EDUC-W 200, all with C or higher and passing Praxis I®. C: EDUC-F 201, EDUC-F 202. General methodology and organization; knowledge about teaching process, including general methods, instructional media, measurement, curriculum development and organization of the senior high-junior high/middle school; and techniques to promote individualized and interdisciplinary learning. Must be taken with EDUC-R 301. I, II
- EDUC-M 323 TEACHING OF MUSIC IN THE ELEMENTARY SCHOOL (2 CR.)**
P: MUS-M 174 and admission to TEP. Not open to music majors. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades. Observations required.

- EDUC-M 324 TEACHING ABOUT THE ARTS (1-3 CR.)**
P: MUS-M 174. Introduction to the importance of the arts in elementary school curriculum. Students are given a foundation of methods and materials in art and music that enables the student to integrate the arts into the general curriculum, supplement art lessons given by school art specialists, and encourage student discussion and understanding of art and music in the world today. I, II
- EDUC-M 333 ART EXPERIENCE FOR THE ELEMENTARY TEACHER (2 CR.)**
P: Admission to TEP. The selection, organization, guidance, and evaluation of individual and group art activities. Laboratory experiences with materials and methods of presenting projects. Observations required.
- EDUC-M 337 METHODS AND MATERIALS FOR TEACHING INSTRUMENTAL MUSIC (2-3 CR.)**
P: Junior standing; EDUC-P 250, EDUC-F 201, EDUC-F 202. Teaching methods and materials; organization of the instrumental curriculum. Four meetings per week.
- EDUC-M 338 METHODS AND MATERIALS FOR TEACHING CHORAL MUSIC (2-3 CR.)**
P: Junior standing; EDUC-P 250, EDUC-F 201, EDUC-F 202. Organization and development of choral groups; voice production, rehearsal techniques; tone, diction, and phrasing; materials suitable for school choruses at secondary level. Four meetings per week. I
- EDUC-M 356 HEALTH AND WELLNESS FOR TEACHERS (2 CR.)**
This course provides health and wellness information and stresses the role of early and middle childhood teachers in promoting good health and physical fitness, providing a safe environment, and understanding basic nutrition concepts. The effects of these health and wellness concepts on child development and learning are examined. I, II, S
- EDUC-M 359 HEALTH AND WELLNESS FOR TEACHERS (2 CR.)**
This course provides health and wellness information and stresses the role of early and middle childhood teachers in promoting good health and physical fitness, providing a safe environment, and understanding basic nutrition concepts. The effects of these health and wellness concepts on child development and learning are examined. I, II, S
- EDUC-M 401 LABORATORY/FIELD EXPERIENCE (0 CR.)**
Laboratory or field experience for seniors. May be repeated. To be taken concurrently with specific methods. Additional fee required; S/F graded. I, II
- EDUC-M 412 TEACHING OF WRITING IN MIDDLE AND SECONDARY SCHOOLS (3 CR.)**
Study of current trends, issues, theories, research in literacy, emphasizing the teaching and learning of writing in secondary schools. Addresses linguistic and cultural diversity issues in composition as it explores the complex varied nature of good writing and effective communication, tracing the implications for composition pedagogy.
- EDUC-M 420 VT: STUDENT TEACHING SEMINAR (1-3 CR.) UNDERSTANDING SCHOOLS**
Seminar taught as a corequisite with early childhood (EDUC-M 423), kindergarten/primary (EDUC-M 424), elementary (EDUC-M 425), kindergarten (EDUC-M 470) student teaching experiences. This seminar will address several issues related to the process of becoming a teacher. S/F graded.
- EDUC-M 425 STUDENT TEACHING: ELEMENTARY (1-16 CR.)**
P: Completion of all requirements. Classroom teaching and other activities associated with the work of the full-time elementary classroom teacher. Applicable to residence requirements. Note application deadlines. Additional fee required; S/F graded. I, II
- EDUC-M 441 METHODS OF TEACHING SENIOR HIGH–JUNIOR HIGH/MIDDLE SCHOOL SOCIAL STUDIES (2-4 CR.)**
P: TEP. Study of the development of preadolescent and adolescent children in the social studies, methods, and materials for classroom use, emphasis on teaching strategies and the diagnosis and correction of learning difficulties encountered by preadolescent and adolescent children in the social studies. I
- EDUC-M 445 METHODS OF TEACHING FOREIGN LANGUAGES (1-4 CR.)**
P: TEP. Analysis of second-language learning in the preadolescent and adolescent; theories and status of foreign language teaching, standards of proficiency for teachers, objectives, methods and materials for classroom use, problems and pitfalls in language teaching, teaching strategies. I

- EDUC-M 446 METHODS OF TEACHING SENIOR HIGH–JUNIOR HIGH/MIDDLE SCHOOL SCIENCE (1-5 CR.)**
P: TEP. The course develops a functional understanding of modern science-teaching philosophies; current materials and trends in senior high-junior high/middle school science; planning, executing, and evaluating strategies; and analyzing and evaluating teaching behaviors. I
- EDUC-M 451 STUDENT TEACHING: JUNIOR HIGH/MIDDLE SCHOOL (1-16 CR.)**
P: Completion of all other required course work and Praxis I®. Under the direction of the supervising teacher, students assume responsibility for teaching their own subject matter area in a public school in the state. This practicum is required when adding a junior high endorsement to an elementary license. Additional fee required; S/F graded. I, II
- EDUC-M 452 METHODS OF TEACHING SENIOR HIGH–JUNIOR HIGH/MIDDLE SCHOOL ENGLISH (1-5 CR.)**
P: TEP. This course provides a theoretical base for teaching English. Methods, techniques, content, and materials applicable to the teaching of English in the senior high-junior high/middle school. I
- EDUC-M 457 METHODS OF TEACHING SENIOR HIGH–JUNIOR HIGH/MIDDLE SCHOOL MATHEMATICS (2-4 CR.)**
P: TEP. Study of the mathematical development of children in the senior high-junior high/middle school; methods and materials for classroom use; emphasis on teaching strategies, and the diagnosis and correction of learning difficulties in mathematics. I
- EDUC-M 464 METHODS OF TEACHING READING (3 CR.)**
P: TEP. Curriculum, methods, and materials for teaching senior high-junior high/middle school students to read more effectively. I, II
- EDUC-M 470 PRACTICUM (3-8 CR.)**
Teaching or experience under the direction of an identified supervising teacher, with university-provided supervision in the kindergarten endorsement or minor area, at the level appropriate to the area, and in an accredited school within the state of Indiana, unless the integral program includes experience in an approved and accredited out-of-state site. The practicum may be full- or part-time, but in every instance the amount of credit granted is commensurate with the amount of time spent in the instructional setting. Additional fee required; S/F graded.
- EDUC-M 480 STUDENT TEACHING IN THE SECONDARY SCHOOL (1-16 CR.)**
P: Completion of all other required course work and Praxis I®. Students assume, under the direction of the supervising teacher, responsibility for teaching in their own subject-matter area in a public school in the state. Taken concurrently with EDUC-S 487, EDUC-R 303. Additional fee required; S/F graded. I, II
- EDUC-M 482 STUDENT TEACHING ALL GRADES MUSIC (1-16 CR.)**
P: Completion of basic and methods course requirements. Under the direction of the supervising teacher, students assume responsibility for teaching their own subject matter in a public school in the state. Taken concurrently with EDUC-S 487, EDUC-R 303. Additional fee required; S/F graded.
- EDUC-M 500 INTEGRATED PROFESSIONAL SEMINAR (0-6 CR.)**
This seminar is linked to courses and field experiences included in the Transition to Teaching (T2T) program. It allows for collaboration among school-based mentors, university-based instructors and T2T candidates in offering academic content appropriate to the program. The seminar provides a technology-rich and performance-based professional experience. This course has a fee attached.
- EDUC-M 501 LABORATORY/FIELD EXPERIENCE (0 CR.)**
Designed to assist the preservice teacher with a career decision and to provide a practical understanding of children and the preservice teacher's relationship with children. Additional fee required; S/F graded. II
- EDUC-M 525 PRACTICUM IN JUNIOR HIGH/MIDDLE SCHOOL EDUCATION (1-6 CR.)**
P: Consent of instructor. Provides for closely supervised field experience with children of junior high/middle school age. Additional fee required; S/F graded.
- EDUC-M 550 PRACTICUM (1-16 CR.)**
Teaching or experience in an accredited school, usually in Indiana. Credit earned is commensurate with the time spent in the instructional setting. Additional fee required; S/F graded. II

- EDUC-P 250 GENERAL EDUCATIONAL PSYCHOLOGY (1-4 CR.)**
The study and application of psychological concepts and principles as related to the teaching-learning process. Topics covered include: educational research methods, cognitive and language development; personal, social, and moral development; behavioral learning; motivation; effective teaching; and measurement and evaluation. I, II
- EDUC-P 407 PSYCHOLOGICAL MEASUREMENT IN THE SCHOOLS (2-3 CR.)**
Application of measurement principles in classroom testing; construction and evaluation of classroom tests; evaluation of student performance; interpretation and use of measurement data; assessment of aptitudes, achievement, and interests via standardized tests; school testing programs. I
- EDUC-P 475 ADOLESCENT DEVELOPMENT AND CLASSROOM MANAGEMENT (3 CR.)**
Focuses on discipline approaches appropriate for middle and high school through an understanding of adolescents. Analysis of cognitive and moral development, puberty, environmental and cultural issues, family and peer relationships, identity formation, and social and personal problems. Provides tools to diagnose students' behaviors and to establish learning climate. I
- EDUC-P 490 RESEARCH IN EDUCATIONAL PSYCHOLOGY (1-3 CR.)**
VT: INTERNSHIP IN STUDENT AFFAIRS
Participation in a variety of student service experiences in general studies. S/F graded.
- EDUC-P 503 INTRODUCTION TO RESEARCH (3 CR.)**
Methods and procedures in educational research. I, II
- EDUC-P 506 TOPICAL WORKSHOP IN EDUCATIONAL PSYCHOLOGY (0 CR.)**
Individual and group study of selected topics in the field of educational and school psychology.
- EDUC-P 507 ASSESSMENT IN THE SCHOOLS (3 CR.)**
History and theory of measurement, interpretation, and measurement data, tests for administrative and supervisory purposes and for teaching aids, prognostic testing, and testing in relation to pupil diagnosis and adjustment. I, II
- EDUC-P 510 PSYCHOLOGY IN TEACHING (2-3 CR.)**
Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems of the teacher's assumptions about human behavior and its development. I, II
- EDUC-P 514 LIFE SPAN DEVELOPMENT: BIRTH-DEATH (3 CR.)**
A survey 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/counseling implications for all life stages; from birth to death.
- EDUC-P 515 CHILD DEVELOPMENT (3 CR.)**
A survey and analysis of selected sources of information about the behavior and development of the elementary school child and the implications this information has for teaching the elementary school child. I
- EDUC-P 516 ADOLESCENT DEVELOPMENT (3 CR.)**
Examination of major theories and findings concerning biological, cognitive, social, and emotional development during adolescence, emphasizing educational and clinical implications. Topics may include: puberty and adolescent health, identity development, decision-making, the role of families, peers and romantic relationships, schools and achievement, and socioemotional problems in adolescence. II
- EDUC-P 519 PSYCHO-EDUCATIONAL ASSESSMENT OF EXCEPTIONAL CHILDREN (3-4 CR.)**
Instruments used to assess intellectual, educational, and social competencies of exceptional children. Additional credit for supervised practice in administering these tests to visually or acoustically handicapped, cerebral-palsied, language-impaired, or mentally retarded children. I, S
- EDUC-P 520 EARLY ADOLESCENT BEHAVIOR AND DEVELOPMENT (3 CR.)**
Research theories and practices related to social, personal, intellectual, emotional, and physical aspects of the middle years of childhood.
- EDUC-P 545 EDUCATIONAL MOTIVATION (3 CR.)**
This course examines a variety of theories of human motivation in educational settings, focusing on those theories that have practical application for teachers of kindergarten through postsecondary

education. The course includes an examination of the development of achievement and intrinsic motivation, and focuses specifically on the anxious, apathetic, and/or underachieving student and other problem students. Teachers gain knowledge and skills in understanding how students' needs motivate them either to learn or to cause problems.

- EDUC-P 570 MANAGING CLASSROOM BEHAVIOR (3 CR.)**
An analysis of pupil and teacher behaviors as they relate to discipline. Attention is given to the development of such skills as dealing with pupils' problems and feelings, behavior modification, reality therapy, assertiveness in establishing and maintaining rules, and group processes. Designed for teachers, administrators, and pupil personnel workers.
- EDUC-P 590 INDEPENDENT STUDY OR RESEARCH IN EDUCATIONAL PSYCHOLOGY (1-3 CR.)**
Individual research.
- EDUC-Q 200 INTRODUCTION TO SCIENTIFIC INQUIRY (1-3 CR.)**
This course provides the elementary education major with background in the science process skills needed to complete required science courses.
- EDUC-R 301 AUDIOVISUAL-PRODUCTION OF MATERIALS (0 CR.)**
A study of simple hand and machine-assisted materials production techniques. Basic graphics techniques and layout are included for a variety of mediated formats. Taken concurrently with EDUC-M 310. I, II, S
- EDUC-R 303 AUDIOVISUAL-OPERATION OF EQUIPMENT (0 CR.)**
Training to basic skill levels in the operation of 16mm projectors, opaque, overhead, tape-recorders, television video taping/playback, phonographs, and other common classroom equipment.
- EDUC-R 423 UTILIZATION OF INSTRUCTIONAL MATERIALS (2-3 CR.)**
For preservice teachers. Lectures and laboratory experiences in the selection, preparation, presentation, and evaluation of instructional materials culminating in a micro-teaching presentation by each student.
- EDUC-R 503 INSTRUCTIONAL MEDIA APPLICATIONS (3 CR.)**
Deals with the planning and use of resources for developing instruction in the classroom or other locations where learning takes place. Designed to provide students with experiences which allow them to select, arrange, and use a variety of resources in a systematic approach to instruction. Additional fee required.
- EDUC-R 541 INSTRUCTIONAL DEVELOPMENT AND PRODUCTION I (3 CR.)**
Laboratory practice in creating visual instructional media, applying lettering, and mounting techniques. End products include pictures, maps, charts, and graphs for projected and nonprojected use. Includes application of a basic model of graphic communication. Additional fee required.
- EDUC-S 460 BOOKS FOR READING INSTRUCTION 5-12 (1-3 CR.)**
Examines the use of children's literature, trade books, and other non-text materials in reading instruction. Contemporary and historical selections for children and adolescents included. S
- EDUC-S 487 PRINCIPLES OF SENIOR HIGH-JUNIOR HIGH/MIDDLE SCHOOL EDUCATION (2-3 CR.)**
The background and objectives of our junior high/middle school and senior high schools. Contributions made by the curriculum and extracurriculum to these objectives. Contributions to the teacher of the guidance program. Taken concurrently with EDUC-M 480, EDUC-R 303.
- EDUC-S 490 RESEARCH IN SECONDARY EDUCATION (1-3 CR.)**
Individual research.
- EDUC-S 503 SECONDARY SCHOOL CURRICULUM (3 CR.)**
Primarily for teachers. Factors influencing curriculum development, organization, and content of the curriculum in several subject fields.
- 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 506 STUDENT ACTIVITY PROGRAMS (2-3 CR.)**
For elementary, junior high/middle, and secondary school teachers and administrators. Comprehensive consideration of the student activity program. S
- EDUC-S 508 PROBLEMS IN SECONDARY EDUCATION (1-3 CR.)**
Group analysis of common problems in the field of secondary education. Taken with student teaching.

- EDUC-S 512 WORKSHOP IN SECONDARY EDUCATION (1-6 CR.)**
Individual and group study of issues or concerns relating to the field of secondary education. Workshop format. Variable topics course. S/F graded unless otherwise noted in the Schedule of Classes.
- EDUC-S 514 ADVANCED STUDY IN THE TEACHING OF READING IN THE JUNIOR HIGH AND SECONDARY SCHOOL (1-3 CR.)**
For junior high/middle and secondary teachers. The developmental reading program in secondary schools; use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for helping reluctant and retarded readers. I, II
- EDUC-S 516 ADVANCED STUDY IN THE TEACHING OF SECONDARY SCHOOL ENGLISH LANGUAGE ARTS (3 CR.)**
P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. Current methods and materials for junior high and secondary school English courses; guiding reading to meet literary, historical, vocational, or scientific interests. I
- EDUC-S 517 ADVANCED STUDY IN THE TEACHING OF SECONDARY SCHOOL MATHEMATICS (3 CR.)**
P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. Methods, materials, literature; laboratory practice with mathematics equipment; evaluation techniques; standards; and determination of essentials of content. Developing mathematics programs for specific school situations. I
- EDUC-S 518 ADVANCED STUDY IN THE TEACHING OF SECONDARY SCHOOL SCIENCE (3 CR.)**
P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. Improved techniques, current literature, textbooks, and free and low-cost materials. Solution of specific practical problems confronting science teachers in the classroom and laboratory. I
- EDUC-S 519 ADVANCED STUDY IN THE TEACHING OF SECONDARY SCHOOL SOCIAL STUDIES (3 CR.)**
P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. Restudying the purposes of high school social studies, evaluating recent developments in content and instructional procedures, and developing social studies programs for specific school situations. I
- EDUC-S 520 ADVANCED STUDY IN FOREIGN LANGUAGE TEACHING (3 CR.)**
P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. Principles, practices, problems, and current research pertaining to the teaching of a particular modern language in the secondary school. Emphasis on teaching the advanced levels. I
- EDUC-S 530 JUNIOR HIGH AND MIDDLE SCHOOL CURRICULUM (3 CR.)**
P: EDUC-S 505, junior high or middle school experience, or consent of instructor. The educational program designed for the junior high and middle school. Functions, organizations, planning, and evaluation of the junior high and middle school curriculum in specific areas.
- EDUC-S 560 DYNAMICS AND EVALUATION OF TEACHER EFFECTIVENESS (3 CR.)**
P: All basic requirements for the Master of Science in Education, Secondary, or consent of instructor. Emphasis on helping in-service teachers identify and evaluate teacher effectiveness—both their own and that of others. Includes overview of the total teaching team, the dynamics of teaching and how best to provide for, and evaluate, that effectiveness.
- EDUC-S 590 INDEPENDENT STUDY OR RESEARCH IN SECONDARY EDUCATION (1-3 CR.)**
Individual research. S/F graded.
- EDUC-S 591 RESEARCH PROJECT IN SECONDARY EDUCATION (3 CR.)**
Designed for students to demonstrate their ability to identify, analyze, and propose solutions to problems in their educational areas. Solutions may include research or a comprehensive review of the literature, with recommendations. An oral examination and defense of the project is required. I, II
- EDUC-U 100 THRESHOLD SEMINAR: CRAFT/CULTURE OF HIGHER EDUCATION (1-3 CR.)**
Opportunities for students to better understand their personal development, to learn and utilize human relations skills, to assess humanistic issues in both personal and societal terms, and to establish goals for the future. Class emphasis varies, depending upon student needs and specific topics addressed. I, II, S

- EDUC-U 450 UNDERGRADUATE STUDENT PERSONNEL ASSISTANT (1-2 CR.)**
Development of leadership skills; participation in internship experiences in general studies. S/F graded.
- EDUC-W 200 USING COMPUTERS IN EDUCATION (1-3 CR.)**
P: CSCI-A 106 or CLEP score of 50. Required of all students pursuing teacher education. Introduction to instructional computing and educational computing literature. Hands-on experience with educational software, utility packages, and commonly used microcomputer hardware.
- EDUC-W 310 INTEGRATING TECHNOLOGY INTO K-12 CLASSROOMS (3 CR.)**
P: EDUC-W 200. Students will explore various pedagogical approaches, design and implement technology-based lessons for K-12 classrooms, participate in professional development activities, and reflect on the integration of technology in the classroom. Learning will be documented and assessed through written assignments and a teaching portfolio. I, II
- EDUC-X 100 PRACTICAL READING AND STUDY FOR SELF IMPROVEMENT (3 CR.)**
P: Placement examination. Attempts to discover weaknesses in the student's methods of reading and study, and to provide remedial exercises. Much of the work is done on an individual basis. Does not count toward graduation requirements. S/F graded. I, II
- EDUC-X 101 TECHNIQUES IN TEXTBOOK READING (2-3 CR.)**
P: Placement examination or EDUC-X 100. Instruction and practice in techniques for learning from printed materials. Emphasis is on gaining information from texts and practicing retrieval and discussion of concepts. Does not count toward graduation requirements. S/F graded. I, II, S
- EDUC-X 150 READING/LEARNING TECHNIQUES 1 (1-3 CR.)**
P: Placement examination or EDUC-X 101. Emphasis on mechanics of reading, flexibility in reading, styles of learning, listening comprehension, vocabulary development, word attack, reading comprehension and rate. I, II
- EDUC-X 400 DIAGNOSTIC TEACHING OF READING IN THE CLASSROOM (3 CR.)**
P: EDUC-M 464 or consent of instructor. Aids elementary and secondary teachers in the diagnosis and solution of specific classroom reading difficulties. I, II
- EDUC-X 401 CRITICAL READING IN THE CONTENT AREAS (1-3 CR.)**
P: EDUC-M 464 or EDUC-E 339 and EDUC-E 340, or consent of instructor. Aids elementary and secondary teachers in the development of instructional strategies which assist students in the comprehension, critical analysis, and integration of ideas presented in the print material of various subject matter areas. I, S
- EDUC-X 425 PRACTICUM IN READING (1-8 CR.)**
P: EDUC-E 339 and EDUC-E 341 or EDUC-M 464 and EDUC-X 400 and EDUC-X 401, or consent of instructor. Students work in selected elementary and secondary classrooms diagnosing and assisting pupils in the area of reading. This experience always includes a series of seminars in conjunction with the field placement. Additional fee required; S/F graded. I, II
- EDUC-X 470 PSYCHOLINGUISTICS FOR TEACHERS OF READING (1-3 CR.)**
P: Consent of instructor. Explores language and its relationship to various expressions of language, including semantics, grammar, and dialect. S
- EDUC-X 490 RESEARCH IN READING (1-6 CR.)**
Diagnosis of reading difficulties and solution of problems through research, conference, and practice in the use of materials and equipment. Senior high-junior high/middle school education.
- EDUC-X 501 CRITICAL READING IN THE CONTENT AREAS (3 CR.)**
P: EDUC-E 545 or EDUC-S 514, or consent of instructor. Aids elementary and secondary teachers in the development of instructional strategies which assist students in the comprehension, critical analysis, and integration of ideas presented in the print material of various subject matter areas. I
- EDUC-X 502 SOCIOLOGICAL, PSYCHOLOGICAL, AND LINGUISTIC PERSPECTIVES ON READING AND LANGUAGE (3 CR.)**
P: EDUC-E 545 or EDUC-S 514, or consent of instructor. Explores language and its relationship to various expressions of language, including semantics, grammar, and dialect. S
- EDUC-X 504 DIAGNOSIS OF READING DIFFICULTIES IN THE CLASSROOM (3 CR.)**
P: EDUC-E 545 or EDUC-S 514 and EDUC-P 507. Treats the theory, correlates instruments, and techniques of diagnosing reading difficulties in the classroom. II

- EDUC-X 525 PRACTICUM IN READING (1-4 CR.)**
P: EDUC-E 545 or EDUC-S 514, EDUC-X 504 and three years of teaching experience, or consent of instructor. Diagnostic testing, remedial classroom teaching, compiling clinical records, and reporting to academic advisors. Additional fee required; S/F graded. I
- EDUC-X 530 TOPICAL WORKSHOP IN READING (1-6 CR.)**
P: Instructor's permission. Individual and group study of special topics in the field of reading. Means for improving the teaching of reading. One credit hour is offered for each week of full-time work. S/F graded. S
- EDUC-X 590 RESEARCH IN READING (1-6 CR.)**
Individual research. S/F graded.
- EDUC-Y 510 ACTION RESEARCH I (3 CR.)**
An introduction to the basic philosophy and methods of action research. Students design an action research project and write a proposal. In this class, you learn how to conduct action research. You learn how to select an area of focus; collect data; organize, analyze and interpret data; and take action based on your findings. You plan an action research study and write a formal proposal for that study.
- EDUC-Y 511 ACTION RESEARCH II: INDEPENDENT STUDY (1-3 CR.)**
P: Successful completion of EDUC-Y 510. Independent study course to carry out projects proposed in EDUC-Y 510. In this course you carry out the action research project that you designed in EDUC-Y 510. You meet periodically with the instructor and turn in a complete report of your findings. You find that your research results give you valuable information for decision making. I, II
- ENG: ENGLISH**
- ENG-A 190 ART, AESTHETICS, AND CREATIVITY (3 CR.)**
Explores artistic disciplines and associated forms, materials, and practices. Develops students' making, looking, and listening skills. Through the creative process students will explore relationships to other individuals and cultures, and will review the implications of their learning for their personal, academic, and professional pursuits.
- ENG-A 399 ART, AESTHETICS, AND CREATIVITY (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Explores relation between creative writing and other art forms. Interdisciplinary arts projects. Emphasis on independent work,
- ethical issues of art and society, and the nature of the creative process. Discussion based, writing intensive.
- ENG-D 600 HISTORY OF THE ENGLISH LANGUAGE (3-4 CR.)**
Survey of the evolution of the English language from its earliest stages to the present, with reference to its external history and to its phonology, morphology, syntax, and vocabulary.
- ENG-E 301 LITERATURES IN ENGLISH TO 1600 (3 CR.)**
P: ENG-W 131 with a grade of C or higher. The historical study of literature in English from the period 450 to 1600. Selections may include Beowulf, Chaucer's Canterbury Tales, Sir Gawain and the Green Knight. I
- ENG-E 302 LITERATURES IN ENGLISH 1600–1800 (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Representative study of British literature of the sixteenth through the eighteenth centuries in the context of transatlantic cultural developments. Writers may include Shakespeare, Milton, and Swift. II
- ENG-E 303 LITERATURES IN ENGLISH 1800–1900 (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Representative study of nineteenth century British literature in the context of transatlantic cultural developments. Selections may include writers from Wordsworth, Jane Austen, and the Brontës to Kipling and Conrad. II
- ENG-E 304 LITERATURES IN ENGLISH 1900–PRESENT (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Representative study of various literatures written in English in twentieth century. Focus on themes associated with shared cultures and concerns. Selections may include writers from Virginia Woolf and E. M. Forster to Chinua Achebe and Anita Desai. I
- ENG-G 13 ACADEMIC WRITING GRADUATE STUDENTS (3 CR.)**
This course is designed for graduate ENL students. Its purpose is to develop the academic reading and writing skills necessary to complete graduate work. Assignments are completed using materials from the students' academic disciplines.

- ENG-G 20 COMMUNICATION SKILLS FOR GRADUATE STUDENTS AND ITAS (3 CR.)**
This course provides instruction on communication and presentation skills to graduate ENL students. The oral proficiency required to discuss and present academic materials is developed. Language skills and classroom interaction skills are practiced while focusing on individual needs.
- ENG-G 205 INTRODUCTION TO THE ENGLISH LANGUAGE (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Elementary phonetics, phonology, and grammatical analysis; historical and comparative linguistics; language variation; English language as considered in relation to other languages. I, II, S
- ENG-G 301 HISTORY OF THE ENGLISH LANGUAGE (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Historical and structural analysis of the English language in stages of its development. Political and social events affecting development of language: evolution of modern phonology, syntax, and semantics. II (alternate years)
- ENG-G 302 STRUCTURE OF MODERN ENGLISH (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Linguistic analysis of present-day American English, with attention to its phonemic and syntactical systems and its social dimensions. II (alternate years)
- ENG-G 552 LINGUISTICS AND THE TEACHER OF ENGLISH (4 CR.)**
Topics in applied English linguistics, intended for English teachers at all levels.
- ENG-G 660 STYLISTICS (3-4 CR.)**
Survey of traditional and linguistic approaches to the study of prose and poetic style. Attention will center on the description of the verbal characteristics of texts, what those characteristics reflect about the author, and how they affect the reader.
- ENG-L 202 LITERARY INTERPRETATION (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Through discussion and writing, students examine how tradition and experiment find form in poetry, fiction, and drama; how form embodies the writer's cultural and personal values; and how each act of reading gives context to the literary work. Course can be taken twice for credit. I, II
- ENG-L 203 INTRODUCTION TO DRAMA (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Representative group of significant plays to acquaint students with characteristics of drama as a type of literature.
- ENG-L 207 WOMEN AND LITERATURE (3 CR.)**
P: ENG-W 131 with a grade of C or higher. A variable topics course that focuses either on the North American experience (with units on black writers, nineteenth century writers, major new voices, and lesbian writers) or on England and the continent (with units on the Renaissance woman, manners and rebellion, nineteenth century male views of women, and twentieth century female views of women). Fulfills liberal arts and sciences general-education requirements Non-Western Cultures or Diversity in United States Society.
- ENG-L 220 INTRODUCTION TO SHAKESPEARE (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Introduces a range of Shakespearean genres, including comedies, tragedies, history plays, narrative poems, and sonnets. Attention to Shakespeare's life and historical background
- ENG-L 222 INTRODUCTION TO LITERARY CRITICISM (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Through discussion and writing, students examine representative literary works to discover how contemporary critical theories such as deconstructionism, feminism, new historicism, and psychoanalysis shape and illuminate interpretation. II
- ENG-L 305 CHAUCER (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Chaucer's works, with special emphasis on *Troilus and Criseyde* and the *Canterbury Tales*.
- ENG-L 306 MIDDLE ENGLISH LITERATURE (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Selected works from the period 1066-1500, read in Middle English. Texts may include *Piers Plowman*, *Sir Gawain* and the *Green Knight*, *Pearl*, mystery and morality plays, religious lyrics, and works by authors such as John Gower, Thomas Hoccleve, Margery Kempe, and Julian of Norwich.
- ENG-L 313 EARLY PLAYS OF SHAKESPEARE (3 CR.)**
P: ENG-W 131 with a grade of C or higher. The course concentrates on Shakespeare's history plays, and it addresses the following problems: (1) history or chronicle as dramatic genre, (2) Shakespeare as historian, (3) the rhetoric of history, and (4) fact, truth, and art.

- ENG-L 314 LATE PLAYS OF SHAKESPEARE (3 CR.)**
P: ENG-W 131 with a grade of C or higher. An intensive reading of the great tragedies and at least two of the late romances. The course deals with Shakespeare's treatment of tragedy and of romance as genre, as well as with the merits of the individual plays.
- ENG-L 327 LATER EIGHTEENTH CENTURY LITERATURE (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Major poetry and prose, 1730–1800, with emphasis on Johnson and Boswell.
- ENG-L 329 ROMANTIC LITERATURE (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Major Romantic writers, with emphasis on two or more of the following: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats.
- ENG-L 335 VICTORIAN LITERATURE (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Major poetry and prose, 1830–1900, studied against social and intellectual background of period.
- ENG-L 347 BRITISH FICTION TO 1800 (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Forms, techniques, and theories of fiction, as exemplified by such writers as Defoe, Richardson, Fielding, Smollett, Sterne, and Burney.
- ENG-L 348 NINETEENTH CENTURY BRITISH FICTION (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Forms, techniques, and theories of fiction as exemplified by such writers as the Brontës, Dickens, Eliot, and Hardy.
- ENG-L 350 EARLY AMERICAN WRITING AND CULTURE TO 1800 (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Examination of a range of literary and cultural communications from the period of exploration and colonization of the Americas through the Revolutionary era. Special attention paid to the interactions between rhetoric and history, and to religious, scientific, political, racial, and literary discourses.
- ENG-L 351 AMERICAN LITERATURE 1800–1865 (3 CR.)**
P: ENG-W 131 with a grade of C or higher. A study of major American writers to 1865, including such figures as Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson.
- ENG-L 352 AMERICAN LITERATURE 1865-1914 (3 CR.)**
P: ENG-W 131 with a grade of C or higher. A study of American writers from the end of the Civil War to the outbreak of World War I, including such figures as Twain, Dickinson, James, and two or three additional major writers.
- ENG-L 354 AMERICAN LITERATURE 1914-1960 (3 CR.)**
P: ENG-W 131 with a grade of C or higher. American writers since 1914, representing both the traditional canon and minority literature.
- ENG-L 355 AMERICAN FICTION TO 1900 (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Representative nineteenth century American novels.
- ENG-L 358 TWENTIETH CENTURY AMERICAN FICTION (3 CR.)**
P: ENG-W 131 with a grade of C or higher. American fiction since 1900, including such writers as Wharton, Chopin, Wright, Morrison, DeLillo, Fitzgerald, Hemingway, and Faulkner.
- ENG-L 365 MODERN DRAMA CONTINENTAL (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Special attention to Ibsen, Strindberg, Chekhov, Pirandello, Brecht, Beckett, and the theater of the absurd.
- ENG-L 369 STUDIES IN BRITISH AND AMERICAN AUTHORS (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Studies in single authors (such as Wordsworth and Melville), groups of authors (such as the Pre-Raphaelites), and periods (such as American writers of the 1920s). Topics vary from semester to semester. May be repeated once for credit with a different topic.
- ENG-L 370 RECENT BLACK AMERICAN WRITING (3 CR.)**
P: ENG-W 131 with a grade of C or higher. A study of the major African American writers, with special emphasis on recent writing.
- ENG-L 376 LITERATURE FOR ADOLESCENTS (3 CR.)**
P: ENG-W 131 with a grade of C or higher. A survey of the challenging and sometimes controversial literature written about, for, and occasionally by, the young adult reader. Besides a wide range of readings, topics to be considered include problem fiction, fantasy and escapism, and the question of censorship. This course is designed both for future teachers and for those interested in the complex phenomenon of coming of age.

- ENG-L 379 AMERICAN ETHNIC AND MINORITY LITERATURE (3 CR.)**
P: ENG-W 131 with a grade of C or higher. The study of the literature of various ethnic and minority groups as both a reflection of, and a response to, the experiences of these groups in America.
- ENG-L 381 RECENT WRITING (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Selected writers of contemporary significance. May include groups and movements (such as black writers, poets of projective verse, new regionalists, parajournalists and other 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, by special arrangement with the Department of English.
- ENG-L 388 STUDIES IN IRISH LITERATURE AND CULTURE (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Studies in single authors, such as Yeats or Joyce; groups of authors, such as contemporary Irish poets; periods, such as the Irish literary renaissance; and genres, such as modern Irish drama. Topics vary from semester to semester.
- ENG-L 390 CHILDREN'S LITERATURE (3 CR.)**
P: ENG-W 131 and any junior/senior-level writing requirement, both with a C or higher. Historical and modern children's books and selections from books; designed to assist future teachers, parents, librarians, or others in selecting the best in children's literature. I, II, S
- Open only to seniors, except by consent of instructor, ENG-L 450 Seminar: British and American Authors and ENG-L 460 Seminar: Literary Form, Mode, and Theme should not be taken until all, or almost all, other major courses are completed.
- ENG-L 450 SEMINAR: BRITISH AND AMERICAN AUTHORS (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Intensive study of a major author or a school of closely related authors.
- ENG-L 460 SEMINAR: LITERARY FORM, MODE, AND THEME (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Study of texts in several historical periods, united by a common mode or form (narrative, romanticism, lyric, etc.) or by a common theme (bildungsroman, the city and the country, the two cultures question, etc).
- ENG-L 501 PROFESSIONAL SCHOLARSHIP IN LITERATURE (4 CR.)**
Instruction in the materials, tools, and methods of research. The course is especially designed to familiarize beginning graduate students with the research expectations associated with graduate study in literature.
- ENG-L 502 CONTEXTS FOR STUDY OF WRITING (4 CR.)**
Historical and cognitive effects of writing, reading, and language use, and the implication of these effects for the teaching and study of literature and writing. Special emphasis is placed on the history and psychology of literacy.
- ENG-L 590 INTERNSHIP IN ENGLISH (4 CR.)**
A supervised internship in the uses of language in the workplace. Each intern will be assigned a problem or task and will develop the methods for solving or completing it. Each intern will complete a portfolio of workplace writing and self-evaluation.
- ENG-L 623 ENGLISH DRAMA 1590-1800, EXCLUDING SHAKESPEARE (4 CR.)**
P: Familiarity with half a dozen plays of Shakespeare.
- ENG-L 625 READINGS IN SHAKESPEARE (4 CR.)**
Critical analysis of selected texts.
- ENG-L 631 ENGLISH LITERATURE 1660-1790 (4 CR.)**
Extensive reading in poetry and nonfictional prose.
- ENG-L 639 ENGLISH FICTION TO 1800 (4 CR.)**
- ENG-L 642 STUDIES IN ROMANTIC LITERATURE (4 CR.)**
An advanced survey of the literature and thought of the major writers of the British Romantic movement, including Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.
- ENG-L 647 STUDIES IN VICTORIAN LITERATURE (4 CR.)**
Study of one writer, a group of writers, or a theme or form significant to the period. Course may be repeated once for credit with a different topic.
- ENG-L 650 STUDIES IN AMERICAN LITERATURE TO 1900 (4 CR.)**
Intensive study of writer, a group of writers, or a theme or form significant to the period. Course may be repeated once for credit with a different topic.

- ENG-L 653 AMERICAN LITERATURE 1800-1900 (4 CR.)**
Intensive historical and critical study of all genres from Washington Irving through Frank Norris.
- ENG-L 660 STUDIES IN BRITISH AND AMERICAN LITERATURE 1900–PRESENT (4 CR.)**
Intensive study of one writer, a group of writers, or a theme or form significant to the period. Course may be repeated once for credit with a different topic.
- ENG-L 674 STUDIES IN INTERNATIONAL ENGLISH LITERATURE (4 CR.)**
Literatures from Africa, the Caribbean, Australia, New Zealand, the Pacific islands, the Indian subcontinent, or Canada.
- ENG-L 680 SPECIAL TOPICS-LITURATURE STUDY AND THEORY (4 CR.)**
Readings in sociological, political, psychological, and other approaches to literature.
- ENG-L 681 GENRE STUDIES (4 CR.)**
(Variable topics course; e.g., The Epic)
- ENG-L 695 INDIVIDUAL READINGS IN ENGLISH (1-4 CR.)**
- ENG-L 699 MASTER OF ARTS THESIS (1-4 CR.)**
- ENG-T 190 LITERARY AND INTELLECTUAL TRADITIONS (3 CR.)**
Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing intensive, discussion-focused.
- ENG-T 191 WORLD LITERARY AND INTELLECTUAL TRADITIONS I (3 CR.)**
A thematic interdisciplinary exploration of a major humanistic tradition of inquiry in the context of world culture before 1600. Themes may include: self, truth, beauty, community, nature, and conflict. Designed to allow education majors to meet campus general-education and state licensing requirements. Writing intensive, discussion focused.
- ENG-T 192 WORLD LITERARY AND INTELLECTUAL TRADITIONS II (3 CR.)**
A thematic interdisciplinary exploration of a major humanistic tradition of inquiry, in the context of world culture before 1600. Themes may include: self, truth, beauty, community, nature, and conflict. Designed to allow education majors to meet campus general-education and state licensing requirements. Writing intensive, discussion focused.
- ENG-T 390 LITERARY AND INTELLECTUAL TRADITIONS (3 CR.)**
Interdisciplinary exploration of a humanistic tradition of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing intensive, discussion focused. Attention to primary texts and research materials.
- ENG-W 31 PRE-COMPOSITION (3-4 CR.)**
This course prepares students for college writing at the ENG-W 130 level by focusing on fundamental writing skills in an academic context; in particular, summary, analysis, and synthesis. The course presents writing as an interpretive act, organization as the logical progression of ideas, and grammar as the effective conveyance of meaning. Students learn revision as the thoughtful development of ideas and editing as the direct and accurate presentation of those ideas. S/F grading.
- ENG-W 31 PRE-COMPOSITION (3-4 CR.)**
ENL: The course prepares ENL students for college writing at the ENG-W 130 level by focusing on interpreting texts and fundamental writing skills in an academic context. Students learn about the presentation of ideas, organization of ideas, and revision of written work. Specific ENL writing issues are addressed. S/F grading.
- ENG-W 130 PRINCIPLES OF COMPOSITION (3 CR.)**
In this course, students should become more confident as interpreters of college-level reading and better prepared for developing their ideas in relation to those texts. The course focuses on using summary, analysis, and synthesis to produce thoughtful, organized, theory-driven essays. Students edit their writing with a view to improving their ability to organize ideas and present them in effective language.
- ENG-W 130 PRINCIPLES OF COMPOSITION (4 CR.)**
This 4-credit course is an enhanced version of W130, with additional laboratory time. In this course, students should become more confident as interpreters of college-level reading and better prepared for developing their ideas in relation to those texts. The course focuses on using summary, analysis, and synthesis to produce thoughtful, organized, theory-driven essays. Students edit their writing with a view to improving their ability to organize ideas and present them in effective language.

- ENG-W 130 PRINCIPLES OF COMPOSITION (3 CR.)**
ENL: In this course, ENL students focus on interpreting college-level readings and developing their ideas in relation to those texts in order to become well-prepared for ENG-W 131. The course focuses on using summary, analysis, and synthesis to produce thoughtful, organized, theory-driven essays. Specific ENL writing issues are addressed.
- ENG-W 131 ELEMENTARY COMPOSITION 1 (2-3 CR.)**
In this course, students will expand their range of strategies for interpreting academic texts, for developing their ideas in relation to those texts, and for expressing those ideas in thoughtful, organized, theory-driven essays, while continuing to work on the effective organization and presentation of those ideas. ENG-W 131 addresses those goals at a more challenging level than ENG-W 130 and also includes an introduction to college-level research writing.
- ENG-W 140 ELEMENTARY COMPOSITION-HONORS (3 CR.)**
P: A qualifying score on the English placement examination or a passing grade in ENG-W 130, plus consent of the instructor or honors director. Academic and persuasive writing with an emphasis on clarity, grace, and individual style. Meets liberal arts and sciences writing requirement.
- Students must have a C or higher in ENG-W 131 to enroll in a 200-level writing course.
- ENG-W 203 CREATIVE WRITING (3 CR.)**
Exploratory course in writing in which students may attempt effective expression in poetry, fiction, and drama. May be repeated once for credit. I, II, S
- ENG-W 231 PROFESSIONAL WRITING SKILLS (3 CR.)**
P: ENG-W 131 with a grade of C or higher. A course designed to develop research and writing skills requisite for most academic and professional activities. Emphasis on organizational skills and writing techniques useful in job-related writing situations. Credit not given for ENG-W 231 and ENG-W 232. I, II, S
- ENG-W 232 INTRODUCTION TO BUSINESS WRITING (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Designed for students pursuing business careers. Practice in clarity, correctness, organization, and audience adaptation in business letters, interoffice memos, and informal and formal reports. Some emphasis on business research methods, research design, collaborative writing, and oral communication. Credit not given for ENG-W 231 and ENG-W 232. I, II, S
- ENG-W 233 INTERMEDIATE EXPOSITORY WRITING (3 CR.)**
P: ENG-W 131 with a grade of C or higher, POLS-Y 211. A review of correct use of English and an introduction to and practice of legal writing and analysis of cases. Special focus on IRAC - issue, rule, analysis and conclusion.
- ENG-W 234 TECHNICAL REPORT WRITING (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Instruction in preparing technical proposals and reports, with an introduction to the use of graphics. II
- ENG-W 250 WRITING IN CONTEXT (1-3 CR.)**
P: ENG-W 131 with a grade of C or higher. A course designed to provide a subject-matter context for reading, writing, and research assignments of increasing complexity. Topics of general interests (e.g. autobiography, nature writing, science and society, teacher and child, American business, prison life, etc.) vary from section to section. Course may be taken twice for credit. I, II
- ENG-W 260 FILM CRITICISM (3 CR.)**
P: ENG-W 131 with a grade of C or higher. This course surveys the major schools of film criticism and applies these theories to contemporary films. Students may write in the manner of the different critical approaches studied. Schools of film criticism considered may include formalism, auteur theory, genre studies, and feminist film theory.
- ENG-W 270 ARGUMENTATIVE WRITING (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Offers instruction and practice in writing argumentative essays about complicated and controversial issues. The course focuses on strategies for identifying issues, assessing claims, locating evidence, deciding on a position, and writing papers with clear assertions and convincing arguments.
- ENG-W 280 LITERARY EDITING AND PUBLISHING (3 CR.)**
This class is designed to educate students by exposing them to contemporary writing as it goes through the process—from mailbox to published book—of being judged and selected for publication. Students will read and critique manuscripts submitted to Wolfson Press for possible publication. We will focus on the mechanics and ethics inherent in any editorial endeavor that includes selection as part of its process.

- ENG-W 301 WRITING FICTION (3 CR.)**
P: Submission of acceptable manuscripts to instructor in advance of registration. R: ENG-W 203. May be repeated once for credit.
- ENG-W 302 SCREENWRITING (3 CR.)**
P: ENG-W 131 with a grade of C or higher, or permission of instructor. A practical course in basic techniques of writing for film. Examine film screenplay structure and analyze the dramatic strategies of films. Learn to use the correct script format, and to creatively engage in the various stages of original dramatic script writing. Covers the essentials of dramatic structure, story development, characterization and theme, scene construction, and dialogue. Students may not receive credit for both ENG-W 302 and TEL-T 331.
- ENG-W 303 WRITING POETRY (3 CR.)**
P: Submission of acceptable manuscripts to instructor in advance of registration. R: ENG-W 203. May be repeated once for credit.
- ENG-W 315 WRITING FOR THE WEB (3 CR.)**
P: ENG-W 131 with a grade of C or higher. Introduces students to new forms of writing (beyond word processing and desktop publishing) made possible by computers—hypertext, electronic mail, and computer conferencing—and explores what impact these new forms have on literacy skills for writers and readers of such computer-delivered texts.
- ENG-W 350 ADVANCED EXPOSITORY WRITING (3 CR.)**
P: ENG-W 131 with a grade of C or higher or equivalent. Intended for students who enjoy writing essays, the course focuses on developing style and voice through a range of increasingly sophisticated assignments. A significant goal of the course is for students to learn to write with facility, grace, and effectiveness, and as editors and readers to recognize those qualities in the writing of others.
- ENG-W 367 WRITING FOR MULTIPLE MEDIA (3 CR.)**
P: CSCI-A 106, ENG-W 131 with a grade of C or higher. Introduces principles and practices of multimedia design and implementation, with emphasis on writing in multimedia contexts. Students will consider ways that new media affect the production and reception of writing and its relationship to other forms of communication (e.g., oral and visual).
- ENG-W 398 INTERNSHIP IN WRITING (1-3 CR.)**
P: ENG-W 131 with a grade of C or higher, ENG-W 135 or honors eligibility. Combines study of writing with practical experience of working with professionals in journalism, business communication, or technical writing. Researched reports are required. Evaluations made by both supervisor and instructor. May be repeated, with permission of instructor, with different topics, for a maximum of 9 credit hours.
- ENG-W 401 ADVANCED FICTION WRITING (3 CR.)**
P: Consent of instructor. Course may be taken twice for credit.
- ENG-W 403 ADVANCED POETRY WRITING (3 CR.)**
P: Consent of instructor. Course may be taken twice for credit.
- ENG-W 500 TEACHING COMPOSITION: ISSUES AND APPROACHES (4 CR.)**
Consideration of fundamental issues in the teaching of writing and the major approaches to composition instruction. Specific topics include teaching invention and revision, diagnosing errors, teaching style and organization, making assignments, and evaluating student writing.
- ENG-W 511 WRITING FICTION (4 CR.)**
Either ENG-W 511 or ENG-W 513 may be taken twice for the M.A.
- ENG-W 513 WRITING POETRY (4 CR.)**
Poetry writing workshop on the study of prosody and form (including formal elements of free verse) in the context of writing by class members. Course may be taken twice for M.A. credit.
- ENG-W 609 DIRECTED WRITING PROJECT (1-4 CR.)**
- ENG-W 615 WRITING CREATIVE NONFICTION (4 CR.)**
Writing workshop in such modes as personal essay, autobiography, and documentary.

FINA: VISUAL ARTS

- FINA-A 101 ANCIENT AND MEDIEVAL ART (3 CR.)**
Introduction to art from the earliest times to the age of Gothic cathedrals. Emphasis on the history of styles and gaining a vocabulary to discuss works of art.
- FINA-A 102 RENAISSANCE THROUGH MODERN ART (3 CR.)**
Introduction to art from Giotto and van Eyck through Picasso and Matisse. Emphasis on analytical skills.

- FINA-A 109 WAYS OF SEEING: VISUAL LITERACY (3 CR.)**
This survey provides an overview to assist students in their appreciation and understanding of visual culture throughout human development. It investigates the nature and culture of seeing; how we see ourselves and our world as influenced by physiological, environmental and cultural conditions.
- FINA-A 190 ART, AESTHETICS, AND CREATIVITY (3 CR.)**
Explores artistic disciplines and associated forms, materials, and practices. Develops students' making, looking, and listening skills. Through the creative process, students explore relationships to other individuals and cultures, and review the implications of their learning for their personal, academic, and professional pursuits.
- FINA-A 300 TOPICS IN ART HISTORY (1-3 CR.)**
Upper-level survey course that focuses on one chronological or geographical area of art history. Readings, discussions, research papers, or projects and presentations complement lectures and examinations. Variable topics course.
- FINA-A 303 ART SINCE 1945 (3 CR.)**
Investigates individual artists as dynamic forces whose works reflect socio-political, technological, psychological, and aesthetic developments since the end of World War II. Examines how world events, the political realignment of artists, the shifting social status of the art buyer's market, and the art movements since 1945 have influenced art today.
- FINA-A 306 WOMEN IN THE VISUAL ARTS (3 CR.)**
The works and life of Western female artists are discussed. The relation to, and difference of, the female artist's approach to art historical traditions is analyzed. Feminist theories in art history are employed for analyzing the production of art by women in the West as to how it reflected and, at the same time, affected its political and cultural milieus.
- FINA-A 307 INTRODUCTION TO NON-WESTERN ART (3 CR.)**
Introduction to Non-Western Art will introduce students to the cultural art of Non-Western societies. The course will discuss how art is categorized in Non-Western cultures. The historical, social and cultural role played by the arts in Non-Western cultures will be analyzed.
- FINA-A 308 MODERN ART 1900-1945 (3 CR.)**
P: FINA-A 101 or FINA-A 102. Avant Garde and others. The class follows a chronological development of early twentieth century art in the West. The relationship between modern art and its relevant historical, political, and cultural milieus is studied. The response of artists to, and the affect of art on, Western societies is analyzed.
- FINA-A 309 SURVEY OF THE HISTORY OF ARCHITECTURE AND URBANISM (3 CR.)**
This survey of the history of the built environment in its social and historical context spans from the beginnings to the present. The scope is broad in geographical and cultural terms. Emphasis is on high-style Western architecture, but Asia, Africa, the Americas, and vernacular architecture is also included.
- FINA-A 320 ART OF THE MEDIEVAL WORLD (3 CR.)**
P: FINA-A 101 or FINA-A 102. An examination of the artistic productions of the European Middle Ages; from the rise of Christianity through the construction of the great cathedrals, to the emergence of the early modern period.
- FINA-A 328 ART AND ARCHITECTURE OF THE MEDIEVAL PERIOD (3 CR.)**
The course will examine works of art and architecture from the end of the Roman Empire to the Proto-Renaissance period. Emphasis will be on the production and uses of manuscripts, sculpture, and architecture in medieval societies in the West and in Medieval Islamic societies.
- FINA-A 332 SIXTEENTH AND SEVENTEENTH CENTURY ART IN SOUTHERN EUROPE (3-5 CR.)**
P: FINA-A 101, or FINA-A 102. Art of the Renaissance, Mannerism, and Baroque with emphasis on the art of Leonardo da Vinci, Raphael, Michelangelo, and Bernini. Works of art are analyzed in terms of style, subject, and social context.
- FINA-A 333 FROM VAN EYCK TO VERMEER (3 CR.)**
P: FINA-A 101, or FINA-A 102. Focuses on the artistic personalities and styles of the Netherlands in the fifteenth century, and continues through the Dutch Masters such as Hals, Rembrandt, and Vermeer. The course includes an examination of the invention of oil paint on wood and canvas.
- FINA-A 341 NINETEENTH CENTURY EUROPEAN ART (3 CR.)**
The styles and conflicts from Neo-classicism to Post-Impressionism. French painting is emphasized, but British painting is also discussed.

- FINA-A 343 AMERICAN ART (3 CR.)**
A survey of American art from the colonial period to the beginning of abstraction in 1945. Emphasis on painting and theory of the nineteenth and early twentieth centuries.
- FINA-A 390 MUSEUM STUDIES I: METHODS, HISTORY, ISSUES (3 CR.)**
Introduction to basic workings of an art museum: the history of museums, collection management, cataloging of objects.
- FINA-A 399 ART, AESTHETICS, AND CREATIVITY (3 CR.)**
Explores, in an interdisciplinary way, culture, cultural artifacts, and the role of art in the formation and expression of a particular culture. An historical perspective on the intellectual tradition reveals both change and deeper continuities in the social and spiritual values underlying the making of art. Issues of practice of the craft receives greater emphasis at this level. Variable topics course. Meets general-education common core II-D requirement. Required for Bachelor of Fine Arts majors.
- FINA-A 400 SENIOR SEMINAR (4 CR.)**
P: Junior/senior status. Open discussion of art movements and the theories surrounding them in the post-World War II period.
- FINA-A 407 TOPICS IN THE HISTORY OF ARCHITECTURE AND URBANISM (3 CR.)**
This variable-title course explores more specialized topics in the history of architecture and urbanism in combined lectures, seminar, and class presentation format. Topics may vary widely including Greek temples, medieval cathedrals, the American home, the skyscraper, or the work of a particular architect.
- FINA-A 408 ART HISTORY INTERNSHIP (1-4 CR.)**
An internship within a museum or cultural organization where the student is participating in curatorial, education, or administrative art history-related responsibilities. Application for an art history internship includes a formal proposal and documentation from the host institution on the nature of the activity to be performed by the student.
- FINA-A 409 CAPSTONE COURSE (3 CR.)**
The capstone focuses the critical and analytical skills applied to visual knowledge during the student's academic career to provide a culmination and assessment of these skills. Visual arts seniors investigate ideas about art and artists in preparation for the Bachelor of Fine Arts exhibit and to refine the intellectual tools of independent exploration. Required for senior Bachelor of Fine Arts students.
- FINA-A 420 UPPER-LEVEL SEMINAR IN ART HISTORY (3 CR.)**
This course is to investigate the literature of a specific topic in art history and highlight the methodology of this investigation. Seminars are exploratory in nature and topics vary from year to year.
- FINA-A 427 THEORIES OF COLOR (3 CR.)**
Lectures, seminar discussions, and personal investigation provide a basic introduction on the physiology of color, on the complex and varied history of color theory, and the use of color by artists from antiquity to the present. Seminar readings expand exploration while student projects focus on one aspect of color theory.
- FINA-A 470 PROBLEMS IN ART HISTORY (1-8 CR.)**
P: Six credit hours of art history, junior/senior status, consent of instructor. Independent research in art history. Open only to juniors and seniors by consent of instructor.
- FINA-A 477 HISTORY OF PHOTOGRAPHY (3 CR.)**
P: FINA-A 101, FINA-A 102. The course surveys the developments of photography from 1839 to the present in Europe and the United States.
- FINA-A 490 TOPICS IN ART HISTORY (3 CR.)**
P: Junior/senior status, consent of instructor. An advanced seminar which varies in subject from year to year. Topics include: The Apocalypse in Western Art, Art and Pornography, Art Criticism, Women in the History of Art.
- FINA-F 100 FUNDAMENTAL STUDIO—DRAWING (3 CR.)**
An introduction to representational drawing. Stresses basic visual awareness, seeing, and representing three-dimensional reality on a two-dimensional surface. Exercises address the handling of placement, scale, space, volume, light, and formal articulation. A variety of drawing materials is introduced.
- FINA-F 101 FUNDAMENTAL STUDIO—3D (3 CR.)**
An introduction to three-dimensional form and composition. Projects range from traditional modeling and casting to concepts of abstract, three-dimensional structures in various materials.

- FINA-F 102 FUNDAMENTAL STUDIO–2D (3 CR.)**
Basic exploratory course in two-dimensional design to broaden visual vocabulary and offer insights into the use of the elements of design. Development of perceptual and technical skills.
- FINA-P 273 COMPUTER ART AND DESIGN I (3 CR.)**
P: FINA-F 102. Exploration of digital art and design. Students work with vector- and raster-based graphics and manipulation of peripherals such as scanners and printers. Students explore personal imagery in solving assigned problems.
- FINA-P 323 INTRODUCTION TO WEB DESIGN (3 CR.)**
P: FINA-P 273. This course covers the technical fundamentals and principles of website design. Students learn the basics of HTML, including tables, frames, and working with images and links. Web-authoring software is also utilized, including the use of style sheets, rollovers, animations, and creating forms.
- FINA-P 324 INTERMEDIATE WEB DESIGN (5 CR.)**
P: FINA-P 323. Continued exploration of web design, with emphasis on efficient, user-friendly interfaces. Both Web-authoring and Web-animation software programs are utilized. Focus on multimedia—video, sound, and motion graphics to communicate information effectively over the Internet, while retaining a strong aesthetic quality.
- FINA-P 374 COMPUTER ART AND DESIGN II (3 CR.)**
P: FINA-P 273. Continuation of exploration of features of graphics software programs. Familiarization with procedures for optimal image scanning, including file formats and image resolution. Students work with page layout, combining images and text to create dynamic design.
- FINA-P 453 GRAPHIC DESIGN III (3 CR.)**
P: FINA-S 324, FINA-S 351. Approaches to solving diverse problems in increasingly practical applications. Students draw on their knowledge of design principles as well as utilizing their technical skills. An investigative approach is emphasized.
- FINA-P 454 GRAPHIC DESIGN IV (3 CR.)**
P: FINA-P 453. Professional problem solving in graphic design.
- FINA-P 455 ADVANCED LETTERING AND TYPOGRAPHY (3 CR.)**
P: FINA-S 324. Studies in the form, use, nomenclature, and history of typography. Individual letters, words, letterforms, and letterform compositions are created.
- FINA-P 461 GRAPHIC REPRODUCTION METHODS I (3 CR.)**
P: FINA-S 324. This course utilizes design projects to explore and perfect techniques for preparing visual images for reproduction. Students learn basic traditional hand techniques as well as digital techniques.
- FINA-P 475 COMPUTER ART AND DESIGN III (3 CR.)**
P: FINA-S 323. Course focuses on advanced problems in computer graphics (interactive/multimedia authoring) as determined by the skills and interests of each student.
- FINA-P 495 INDEPENDENT STUDY IN FINE ARTS (3 CR.)**
P: Consent of instructor. Bachelor of Fine Arts graphic design students only.
- FINA-S 200 DRAWING 1 (2-3 CR.)**
P: FINA-F 100. Preliminary course for advancement in drawing and painting. Continues to deal with problems of space, form, and light with a more concentrated focus. Subject matter includes still life, portrait work, and the introduction of the nude figure.
- FINA-S 230 PAINTING 1 (2-3 CR.)**
P: FINA-F 102 and FINA-S 200. Preliminary course for advancement in representational oil painting. Subject matter includes still life, portraiture, and the figure. Emphasis is on media command, use of color, and structural issues in painting as well as the exploration of various styles of paint application.
- FINA-S 240 BASIC PRINTMAKING MEDIA (3 CR.)**
An excellent and fun way to learn about basic printmaking techniques through hands-on experience. Learn the meticulous craft of cross-hatch modeling using one of the earliest methods of printmaking, metal plate etching. Learn to make paper, make a lithograph as well as multicolored silkscreen designs and posters. This class is oriented toward beginners; nondrawers welcome.
- FINA-S 250 GRAPHIC DESIGN I (3 CR.)**
P: FINA-F 102. Introduction to formal design principles. Aspects of design elements and composition are considered. Students utilize an investigative approach to exploring design solutions using both hand and digital methods.

- FINA-S 260 CERAMICS 1 (3 CR.)**
A limited introduction to hand building, throwing, glaze mixing, and glaze application; including lectures on basic ceramic techniques. Critiques of student work.
- FINA-S 270 SCULPTURE 1 (3 CR.)**
P: FINA-F 101. An introduction to the basic concepts of sculpture, through modeling in clay and casting in plaster. Emphasis on the creation of form in three dimensions, and on handling of the materials of sculpture.
- FINA-S 291 FUNDAMENTALS OF PHOTOGRAPHY (3 CR.)**
Introductory to the practice of black and white photography: camera operation, exposure calculation, exposing, printing, and enlarging monochrome photographs. Guidance toward establishment of a personal photographic aesthetic.
- FINA-S 296 FUNDAMENTALS OF DIGITAL PHOTOGRAPHY (5 CR.)**
This course is an introduction to digital photography. DSLR camera operation, exposure calculation, printing and the connoisseurship of digital images will be studied along with the formal and aesthetic understanding of photography in an historical and contemporary context.
- FINA-S 300 VIDEO ART (3 CR.)**
Exploration of the medium of video as an aesthetic expression. Time and sound are elements incorporated into visual composition's traditional concerns. Emphasis on technical command of 1/2" VHS camera and editing procedures in conjunction with development of a visual sensitivity. Readings and a research project are also required.
- FINA-S 301 DRAWING 2 (2-3 CR.)**
P: FINA-S 200. Intermediate course in representational drawing from the model and other sources. The emphasis is on technical command of the media in conjunction with an advancement of visual awareness. Continuation of dealing with problems of spatial articulation, value, and linear sensitivity.
- FINA-S 302 PRINTMAKING II BOOK ARTS (3 CR.)**
A comprehensive introduction to basic book forms, nonadhesive structures include basic pamphlets, as well as pleated, folded, and tabbed forms. Adhesive structures include portfolios, Japanese stab binding, open-spine chain link binding, binding on tapes/cords, and clamshell box construction.
- FINA-S 304 DIGITAL IMAGING (3 CR.)**
P: FINA-A 190 or FINA-S 291. This course combines contemporary image making and digital image processing taught together in the context of photography.
- FINA-S 305 GRAPHIC DESIGN INTERNSHIP (1-12 CR.)**
P: Consent of instructor. Provides a supervised experience where students work for clients in a professional graphic design environment. Bachelor of Fina Arts graphic design students only.
- FINA-S 322 COLOR PHOTOGRAPHY (3 CR.)**
P: FINA-S 291 or consent of instructor. Introduction to the practice of color photography: exposure in camera and printing color photographs. Guidance toward the establishment of a personal photographic aesthetic.
- FINA-S 323 INTERMEDIATE PHOTOSHOP (3 CR.)**
P: FINA-P 273. Photoshop beyond the basics. Emphasis on collage techniques—layers and channels, layer modes, paths and clipping paths. Preparation of images for print, multimedia and Web—scanning, retouching, optimizing images, as well as a variety of special effects applied to type and imagery.
- FINA-S 324 PAGE LAYOUT AND DESIGN (3 CR.)**
P: FINA-P 273. Comprehensive coverage of page layout. Strong emphasis on typography, including formatting, style sheets, and combining text with imagery. Files are prepared for print, including preparation of collect-for-output reports and management of images and fonts. Features such as templates, libraries, and managing large documents are covered.
- FINA-S 329 MANUSCRIPT ARTS AND ILLUMINATION (3 CR.)**
This course begins with a brief history of writing and calligraphic styles. Various decorative techniques are studied, such as Italian white vine foliate and Celtic motifs for initial capitals. Contemporary and traditional materials are covered, and include working with vellum (calf skin). A history of illumination techniques (embellishing with gold leaf) is followed by hands-on experience working with flat and raised gilding.
- FINA-S 331 PAINTING 2 (2-3 CR.)**
P: FINA-S 230. Intermediate course in oil painting. Further exploration of representational painting techniques using still life, portraiture, and the figure model. Emphasis is on technical command and

understanding the concepts of painting space, color, volume, value, and scale.

- FINA-S 337 WATERCOLOR PAINTING 1 (2-3 CR.)**
P: FINA-S 200. An introduction to watercolor working from still life, portrait, and the figure; stressing technical competence.
- FINA-S 338 WATERCOLOR PAINTING 2 (2-3 CR.)**
P: FINA-S 337. Further work in advancing technical skill in watercolor and achieving stylistic individuality.
- FINA-S 341 PRINTMAKING II INTAGLIO (3 CR.)**
P: FINA-S 240. Advanced study with emphasis on intaglio. Problems in pictorial composition and drawing stressed.
- FINA-S 343 PRINTMAKING II LITHOGRAPHY (3 CR.)**
P: FINA-S 240. Advanced study with emphasis on lithography. Problems in pictorial composition and drawing stressed.
- FINA-S 344 PRINTMAKING II SILKSCREEN (3 CR.)**
P: FINA-P 273. Advanced study with emphasis on silk screen. Problems in pictorial composition, color, and collage design strategies stressed.
- FINA-S 351 TYPOGRAPHY I (3 CR.)**
P: FINA-S 250. Further studies exploring design principles. Students utilize both hand and digital methods to solve design problems creatively and effectively. Course includes typographic exploration.
- FINA-S 361 CERAMICS 2 (3 CR.)**
P: FINA-S 260. Continued practice in forming and glazing, with the emphasis on wheel throwing, surface decoration, and kiln firing techniques. Lectures and critiques. May be repeated once.
- FINA-S 371 SCULPTURE 2 (3 CR.)**
P: FINA-S 270 or consent of instructor. A continuation of FINA-S 270, with an introduction to bronze casting and welding. Carving in wood and stone available to the interested student. May be repeated once for credit.
- FINA-S 392 INTERMEDIATE PHOTOGRAPHY (3 CR.)**
P: FINA-S 291 or consent of instructor. Practice of black and white photography, and an appreciation of photographs, and experience in expressive use of the medium.
- FINA-S 401 DRAWING 3 (1-20 CR.)**
P: FINA-S 301. Advanced work in drawing. Emphasis on further developing a personal vision and style coupled

with advancing a thorough knowledge of drawing techniques. Color may be introduced. May be taken three times for credit.

- FINA-S 402 PASTEL DRAWING (3 CR.)**
P: FINA-S 301. This studio class will explore different techniques used with chalk pastel and will briefly examine the history of pastel use by several important painters from Chardin through Manet, Redon, and Degas. More contemporary artists will also be examined.
- FINA-S 403 ANATOMY FOR THE ARTIST (3 CR.)**
P: FINA-S 200. Study of human anatomy as it relates to the observation of the figure for drawing and painting. The skeleton, written materials, and a live model are used for gaining a greater understanding of the human form.
- FINA-S 405 BACHELOR OF FINE ARTS DRAWING (3 CR.)**
P: Successful completion of upper-divisional review and consent of instructor required. Creation of drawing portfolio and senior thesis exhibition.
- FINA-S 406 ARTIFICIAL LIGHTING (3 CR.)**
P: FINA-S 392. Course work includes a study of technical and formal aspects of artificial lighting applied in a studio or on location. Assignments emphasize the use of light as a visual language influencing the content of an image.
- FINA-S 407 ALTERNATIVE PROCESSES IN PHOTOGRAPHY (3 CR.)**
P: FINA-S 392. Advanced film exposure and development techniques are studied in conjunction with alternative photographic processes. Course work includes critique and discussions toward the development of an understanding of these processes in a historical and aesthetic context.
- FINA-S 417 HAND PAPERMAKING I (3 CR.)**
Introduction to papermaking. An introduction to materials and processes of hand papermaking and investigation of their aesthetic potential. In addition to basic resources and bibliographic references, the course covers theory and process of beating, sizing, sheet formation, couching, pressing and drying; surface variation; color potential; and casting and structural experimentation.

- FINA-S 423 LARGE FORMAT PHOTOGRAPHY (3 CR.)**
P: FINA-S 392. Advanced photographic techniques of exposure and pringing using a 4 x 5 view camera. Development of an aesthetic and conceptual understanding of the large format process.
- FINA-S 431 PAINTING 3 (1-20 CR.)**
P: FINA-S 331. Advanced course in oil painting. Continuation of FINA-S 331. May be taken three times for credit.
- FINA-S 432 BACHELOR OF FINE ARTS PAINTING (1-60 CR.)**
P: Successful completion of upper-divisional review and consent of instructor required. Creation of painting portfolio and senior thesis exhibition.
- FINA-S 437 WATERCOLOR PAINTING 3 (2-3 CR.)**
P: FINA-S 338. Continuation of Watercolor Painting II. May be repeated three times for credit.
- FINA-S 442 BACHELOR OF FINE ARTS PRINTMAKING (1-60 CR.)**
P: Successful completion of upper-divisional review and consent of instructor required. Creation of printmaking portfolio and senior thesis exhibition.
- FINA-S 447 PRINTMAKING 3 (3 CR.)**
Advanced study in printmaking with emphasis on developing a personal aesthetic direction, a specialization in one or more media, and preparing a portfolio of finished works. May be repeated three times for credit.
- FINA-S 471 SCULPTURE 3 (3-6 CR.)**
P: FINA-S 371 or consent of instructor. Advanced work in sculpture in the medium of student's choice. May be repeated three times for credit.
- FINA-S 472 BACHELOR OF FINE ARTS SCULPTURE (1-7 CR.)**
P: Successful completion of upper-divisional review and consent of instructor required. Creation of sculpture portfolio and senior thesis exhibition.
- FINA-S 490 ADVANCED PHOTOGRAPHY I (3 CR.)**
P: FINA-S 392 and consent of instructor. Variable topics course. May be repeated three times for credit.
- FINA-S 491 ADVANCED PHOTOGRAPHY 2 (1-20 CR.)**
P: FINA-S 392 and consent of instructor. Variable topics course. May be repeated three times for credit.
- FINA-S 492 BACHELOR OF FINE ARTS PHOTOGRAPHY (1-60 CR.)**
P: Successful completion of upper-divisional review and consent of instructor required. Creation of photography portfolio and senior thesis exhibition.
- FINA-S 495 ADVANCED PHOTO SYSTEMS (3-5 CR.)**
P: Consent of instructor. The photographic process as a system, study of the nature and behavior of its several components, and the manner and means of their interaction. Junior-level course.
- FINA-S 497 INDEPENDENT STUDY IN STUDIO ART (1-6 CR.)**
P: Consent of instructor. Advanced independent work in studio area of student's choice. Emphasis on self-motivation and self-direction, in addition to intensive furthering of skills and concepts already obtained in the studio classes.
- FINA-S 499 BACHELOR OF FINE ARTS FINAL REVIEW (0 CR.)**
P: Consent of instructor. Required, noncredit exhibition of student work.
- FINA-T 390 LITERARY AND INTELLECTUAL TRADITIONS (3 CR.)**
Interdisciplinary exploration of a humanistic tradition of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, conflict. Course is writing intensive and discussion focused with attention paid to primary texts and research materials.
- FINA-U 401 SPECIAL TOPICS IN STUDIO ART (1-3 CR.)**
Specialized topics in studio arts.
- FINA-Y 398 PROFESSIONAL PRACTICES IN FINE ARTS (1-6 CR.)**
Addresses the business side of the art world, including tax accounting, obtaining gallery shows and museum exhibitions, and strategies.

FREN: FRENCH

All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center.

- FREN-F 101 ELEMENTARY FRENCH 1 (3-5 CR.)**
Introduction to contemporary French and Francophone cultures. Emphasis on interaction and communication.

- FREN-F 102 ELEMENTARY FRENCH 2 (3-5 CR.)**
P: FREN-F 101. Introduction to contemporary French and Francophone cultures. Emphasis on interaction and communication.
- FREN-F 203 SECOND-YEAR FRENCH I (3-4 CR.)**
P: FREN-F 102 or equivalent. Continued development of proficiency in oral and written communication in French through listening, reading, and use of French in realistic situations. FREN-F 203 must be taken before FREN-F 204.
- FREN-F 204 SECOND-YEAR FRENCH II (3-4 CR.)**
P: FREN-F 203 or equivalent. Continued development of proficiency in oral and written communication in French through listening, reading, and use of French in realistic situations.
- FREN-F 298 SECOND-YEAR FRENCH (3-6 CR.)**
A student who places at the third-year level on the IU South Bend foreign language placement examination and completes a course at the third-year level is eligible for 6 credit hours of special credit in FREN-F 298. A student who places in the second semester of the second year and completes a course at the second-semester, second-year level is eligible for 3 credit hours of special credit in FREN-F 298. If the grade earned is A, it is recorded for special credit; if the grade earned is B, S is recorded for special credit. No special credit is given if the grade earned is lower than B.
- FREN-F 305 CHEFS-D'ŒUVRE DE LA LITTÉRATURE FRENCH I (3 CR.)**
P: FREN-F 204 or equivalent. Texts selected from material from 1650 to 1850, with emphasis on historical background, literary movements, and representative authors.
- FREN-F 306 CHEFS-D'ŒUVRE DE LA LITTÉRATURE FRENCH 2 (3 CR.)**
P: FREN-F 204 or equivalent. Texts selected from eighteenth, nineteenth, and twentieth centuries. Historical background, literary movements, and representative authors.
- FREN-F 313 ADVANCED GRAMMAR AND COMPOSITION 1 (3 CR.)**
P: FREN-F 204 or equivalent. Review of grammar and extensive writing practice.
- FREN-F 314 ADVANCED GRAMMAR AND COMPOSITION 2 (3 CR.)**
P: FREN-F 313 Emphasis on composition, translation, and a review of grammar through analysis of texts in a variety of genres.
- FREN-F 361 INTRODUCTION HISTORY À LA CIVIL FRANCE 1 (3 CR.)**
P: FREN-F 204 or equivalent. An exploration of French history and culture from Louis XIV to Napoleon III.
- FREN-F 363 INTRODUCTION À LA FRANCE MODERNE (3 CR.)**
P: FREN-F 204 or equivalent. The development of French culture and civilization in the twentieth century, with an emphasis on the events which shaped modern France and the Francophone world.
- FREN-F 391 STUDIES IN FRENCH FILM (3 CR.)**
P: FREN-F 204 or equivalent. An introduction to the French cinema from its early days (Lumiere, Melies, Feuillade), to the Nouvelle Vague (Truffaut, Godard, Renais), and to recent films through the 1990s.
- FREN-F 450 COLLOQUIUM IN FRENCH STUDIES (2-3 CR.)**
Emphasis on one topic, author, or genre.
- FREN-F 454 LITTÉRATURE CONTEMPORAINE 2 (3 CR.)**
French and Francophone literature after 1940.
- FREN-F 480 FRENCH CONVERSATION (3 CR.)**
Designed to develop speaking skills through content-based conversation with emphasis on developing fluency and accuracy.
- FREN-F 495 INDIVIDUAL READINGS IN FRENCH LITERATURE (1-3 CR.)**
P: Consent of department. May be repeated. No more than 3 credit hours may be applied toward requirements of the major.
- GEOG: GEOGRAPHY**
- GEOG-G 110 INTRODUCTION TO HUMAN GEOGRAPHY (3 CR.)**
An introduction to geographic perspectives and principles. Focus on the static and dynamic aspects of the spatial arrangements of society and the impact of social, economic, and political institutions on that spatial arrangement.

- GEOG-G 120 WORLD REGIONAL GEOGRAPHY (3 CR.)**
The focus of this course is an examination of the cultures, politics, histories, and economies of the world. Emphasis will be given to the ways in which environment, culture, politics, history, and economics interact to create unique geographical regions. This course will give you greater appreciation and understanding of the myriad of social forces shaping the contemporary world.
- GEOG-G 201 WORLD REGIONAL GEOGRAPHY (3 CR.)**
A geographical analysis of human activity in selected world regions.
- GEOG-G 213 INTRODUCTION TO ECONOMIC GEOGRAPHY (3 CR.)**
Principles of economic geography including theories concerning industrial location, competition for land, economic nature of resources, and geographic background of international trade.
- GEOG-G 306 THE GEOGRAPHY OF CURRENT ISSUES (3 CR.)**
P: GEOG-G 110 or junior standing. An examination of current problems from a geographical perspective. Specific topic considered varies from semester to semester and may include American poverty, rural poverty, black America, the urban ghetto, non-Western urbanization, crime, and environmental quality. May be repeated once.
- GEOG-G 313 POLITICAL GEOGRAPHY (3 CR.)**
P: GEOG-G 110 or 3 credit hours of political science, or consent of instructor. An examination of the role of the political process in shaping the spatial organization of societies on local, national, and global scales.

GEOL: GEOLOGY

- GEOL-G 111 PHYSICAL GEOLOGY (3 CR.)**
P: MATH-M 14 or equivalent. Basic concepts of geology. Geological time, formation of rocks, erosion, and landscape evolution. Interpretation of Earth history from geological data, and the evolution of the planet and life. Emphasis on plate tectonics and planetary science. I
- GEOL-G 112 HISTORICAL GEOLOGY (3 CR.)**
P: MATH-M 14 or equivalent. Introduction to the study of the history of the large scale structure of Earth and the evolution of life as demonstrated through the fossil record. Plate tectonics and the origins of continents, ocean basins, and mountain ranges. Geosynclines and

origin of fold mountains. Interior of the Earth; formation of the core, mantle, and crust. Continental drift, sea-floor spreading, and Earth history. II

- GEOL-G 210 OCEANOGRAPHY (3 CR.)**
P: MATH-M 115 or equivalent. An introduction to the study of oceans and marine processes and the atmosphere. Emphasis on the morphology of the ocean floor, life in the ocean, oceanic circulation, sea-floor spreading, global climate, and solar-terrestrial relations. II (odd years)
- GEOL-G 219 METEOROLOGY (3 CR.)**
P: MATH-M 115 or equivalent. Basic concepts of atmospheric dynamics and meteorology, with emphasis on developing an understanding of weather, climate, and forecasting. II (even years)
- GEOL-G 413 INTRODUCTION TO GEOPHYSICS (3 CR.)**
P: PHYS-P 221, MATH-M 215. Application of physics to the study of the Earth, its origin, history, and internal constitution, geological exploration, mineral resources, comparison with the moon and terrestrial planets.
- GEOL-G 451 PRINCIPLES OF HYDROGEOLOGY (2-4 CR.)**
P: C106, M216, or consent of instructor. Physical and chemical properties of water; chemical equilibria and stable isotopes in groundwaters; acid drainage, landfills, and agricultural pollution; Darcy's Law, fluid potential, unsaturated flow; fluid and aquifer properties affecting groundwater flow; fluid mass-balance equation and its application; contaminant transport.
- GEOL-N 190 THE NATURAL WORLD (3 CR.)**
Introduces students to the methods and logic of science, and helps them understand the importance of science to the development of civilization and the contemporary world. Provides a context within which to evaluate the important scientific and technological issues of modern society. Interdisciplinary elements. I, II, S
- GEOL-T 106 EARTH AND SPACE SCIENCE FOR ELEMENTARY TEACHERS (4 CR.)**
P: MATH-T 101 and PHYS-T 105 or CHEM-T 105. Principles of Earth and space science. Laboratory, demonstration, and exploration enrich the course material and develop the expertise needed for success in the elementary school classroom. Open only to elementary education majors. I, II

GER: GERMAN

All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center.

- GER-G 101 BEGINNING GERMAN 1 (3-5 CR.)**
Introduction to contemporary German language and culture. Emphasis on interaction and communication.
- GER-G 102 BEGINNING GERMAN II (3-5 CR.)**
P: GER-G 101 or equivalent. Introduction to contemporary German language and culture. Emphasis on interaction and communication.
- GER-G 203 SECOND-YEAR GERMAN 1 (3-4 CR.)**
P: GER-G 102 or equivalent. Continued development of proficiency in oral and written communication in German through listening, reading, and use of German in realistic situations.
- GER-G 277 WOMEN IN GERMAN CULTURE: 1750-PRESENT (3 CR.)**
The changing role of women in German-speaking society since the Enlightenment, as reflected in writings and other documents. Emphasis on historical, social, aesthetic, and philosophical factors.
- GER-G 298 SECOND-YEAR GERMAN 2 (3-6 CR.)**
A student who places at the third-year level on the language placement examination and completes a course at the third-year level is eligible for 6 credit hours of special credit in GER-G 298. A student who places in the second semester of the second year and completes a course at the second-semester, second-year level is eligible for 3 credit hours of special credit in GER-G 298. If the grade earned is A, it is recorded for special credit; if the grade is B, S is recorded for special credit. No special credit is given if the grade earned is less than B.
- GER-G 300 FIFTH-SEMESTER COLLEGE GERMAN (3 CR.)**
P: GER-G 204. Reading proficiency, systematic vocabulary building, composition, and discussion through the assignment of short literary texts and nonliterary texts. Conducted in German.
- GER-G 305 INTRODUCTION TO GERMAN LITERATURE-TYPES (3 CR.)**
P: GER-G 204 or equivalent. R: GER-G 306. Interpretation and textual analysis of masterpieces from classicism and romanticism. Includes works by such authors as Lessing, Schiller, Goethe, Kleist, E.T.A. Hoffmann, and Büchner.
- GER-G 306 INTRODUCTION TO GERMAN LITERATURE-THEMES (3 CR.)**
P: GER-G 204 or equivalent. Interpretation and textual analysis of masterpieces from realism and modernism. Includes works by such authors as Keller, Mann, Rilke, Kafka, Brecht, and Weiss.
- GER-G 307 SELECTED WORKS OF CONTEMPORARY GERMAN LITERATURE (3 CR.)**
P: GER-G 204 or equivalent. Does not duplicate GER-G 305/GER-G 306. Interpretation and textual analysis of literature from 1945 to the present.
- GER-G 310 DEUTSCH: MITTELSTUFE II (3 CR.)**
P: GER-G 204. Advanced oral and written communication. Study of selected advanced grammatical topics. Reading of primarily nonliterary texts. Conducted in German.
- GER-G 313 WRITING GERMAN 1 (2-3 CR.)**
P: GER-G 204 or equivalent. Emphasis on composition and review of grammar through analysis of texts in a variety of genres.
- GER-G 314 WRITING GERMAN 2 (2-3 CR.)**
P: GER-G 313 or equivalent. Emphasis on composition and review of grammar through analysis of texts in a variety of genres.
- GER-G 310 DEUTSCH: MITTELSTUFE II (3 CR.)**
P: GER-G 204. Advanced oral and written communication. Study of selected advanced grammatical topics. Reading of primarily nonliterary texts. 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 their social, economic, and political context.
- GER-G 370 GERMAN CINEMA (3 CR.)**
P: GER-G 204. A survey course on German film that provides an introduction to film techniques, film genres, film history, tools of analysis, and the aesthetic, sociological, political, and philosophical contexts of German film. Readings, lectures, writing assignments and discussions in German and English. Course counts for film studies or German.
- GER-G 396 GERMAN LANGUAGE ABROAD (1-6 CR.)**
P: GER-G 204 or equivalent. See department. Credit for study in Germany.
- GER-G 464 GERMAN CULTURE AND SOCIETY (3 CR.)**
Emphasis on situating significant literary texts in social and cultural context.

GER-G 465 STRUCTURE OF GERMAN (3 CR.)
P: GER-G 314 or consent of instructor. Designed to develop speaking skills through content-based conversation with emphasis on developing fluency and accuracy.

GER-G 495 INDIVIDUAL READINGS IN GERMANIC LITERATURE (1-3 CR.)
P: Consent of department. May be repeated. Not more than 3 credit hours may be applied toward requirements of the major.

HIST: HISTORY

HIST-A 300 ISSUES IN UNITED STATES HISTORY (3 CR.)
Study and analysis of selected historical issues and problems of limited scope. Topics vary but usually cut across fields, regions, and periods. May be repeated with a different topic for a maximum of 9 credit hours.

HIST-A 301 AMERICAN COLONIAL HISTORY (3 CR.)
Settlement and growth of English colonies in North America, and development of American colonial society to 1763; comparison with French and Spanish colonies, and English colonies in the West Indies.

HIST-A 302 REVOLUTIONARY AMERICA (3 CR.)
Close study of the period from 1763 to 1789, growth of opposition to the empire, rebellion, the War of Independence, and the development of American political institutions at state and federal levels; adoption of the Constitution.

HIST-A 303 UNITED STATES, 1789-1865 I (3 CR.)
Political, economic, and social development of the young republic from 1789 through the War of 1812, with particular attention to the first American party system and the expansion of the frontier.

HIST-A 304 UNITED STATES, 1789-1865 II (3 CR.)
A study of the rapid economic, social, and political changes that the United States experienced in this period of disruptive growth.

HIST-A 305 UNITED STATES, 1865-1900 (3 CR.)
Political, social, economic, and intellectual history of United States from the Civil War to the turn of the century.

HIST-A 313 ORIGIN OF MODERN AMERICA, 1865-1917 (3 CR.)
America's emergence to a position of economic maturity, urban society, and world responsibility. Progressivism, World War I, the Twenties, the Great Depression,

with interpretive readings in politics, diplomacy, economics, society, thought, and literature of the period.

HIST-A 314 UNITED STATES 1917-1945 (3 CR.)
The Great Depression, Franklin Roosevelt's New Deal, the American involvement in World War II at home as well as on the battlefield.

HIST-A 315 THE UNITED STATES SINCE WORLD WAR II (3 CR.)
The problems of postwar America, the Cold War, Korea, Harry Truman's Fair Deal, Dwight Eisenhower's Modern Republicanism, John Kennedy's New Frontier, Lyndon Johnson's Great Society, the civil rights revolution, Vietnam, the turbulent 1960s, Nixon, Kissinger and Watergate, the Ford and Carter administrations, Reagan, Bush.

HIST-A 340 HISTORY OF THE SOUTH 2 (3 CR.)
Political, social, economic, and cultural aspects of the history of the South. Reconstruction; race, class, and gender relations; economic change; and the role of the South in the nation.

HIST-A 346 AMERICAN DIPLOMATIC HISTORY 2 (3 CR.)
The rise of the United States as a world power, World War I, the isolationism of the 1920s and the 1930s, World War II, the Cold War, Korea, Vietnam, Kissinger and détente, the uncertain 1970s and 1980s.

HIST-A 348 CIVIL WAR AND RECONSTRUCTION (3 CR.)
The era of the Civil War and its aftermath. Military, political, economic, and social aspects of the coming of the war, the war years, and the reconstruction era following the conflict.

HIST-A 351 THE UNITED STATES IN WORLD WAR II (3 CR.)
Examination of United States participation in World War II and the effects of the war on American society. Major topics: the diplomatic road to Pearl Harbor, strategies of the major land and sea campaigns, the wartime relationships of Roosevelt with Churchill and Stalin, development of the atomic bomb, and the origins of the Cold War.

HIST-A 352 HISTORY OF LATINOS IN THE UNITED STATES (3-5 CR.)
Latino experience in the United States from 1848. Economic and social factors of the Latino role in a non-Latin nation. Credit given for only one of HIST-A 352 and LATS-L 210.

- HIST-A 355 AFRICAN AMERICAN HISTORY I (3 CR.)**
History of black Americans beginning with their West African background and including the slave trade, slavery, the Civil War, Reconstruction, and the consequences of Reconstruction's failure.
- HIST-A 356 AFRICAN AMERICAN HISTORY II (3 CR.)**
Study of segregation, black subculture, ideological and tactical dissension, economic marginality, urbanization, and the impact of the civil rights movement.
- HIST-A 371 HISTORY OF INDIANA I (3 CR.)**
The development of a midwestern state; with emphasis upon the French and British periods; the West in the American Revolution; transition from territory to state; political, economic, and cultural patterns; and the sectional crisis.
- HIST-A 372 HISTORY OF INDIANA II (3 CR.)**
Traces the developments of a modern industrial commonwealth—agriculture, industry, politics, society, education, and the arts, especially literature.
- HIST-A 373 AMERICAN HISTORY THROUGH FILM (3 CR.)**
This course will analyze films about America since 1865. The movies will be representative of a particular historical period or they will provide a commentary on a specific issue. Both forms will provide a gateway to how Americans have come to think about their own history.
- HIST-A 374 9/11 AND ITS AFTERMATH (3 CR.)**
This course will examine recent American history in detail. We will consider why 9/11 occurred, its impact upon American society and politics, and its relationship to the current wars in Afghanistan and Iraq. We will also examine the variety of ways America has changed because of these momentous events.
- HIST-A 380 THE VIETNAM WAR (3 CR.)**
The story of America's longest war—the battles, the protests, the movies, and the controversies. The Vietnam War was an epic event, the climax of the Cold War, and the high-water mark of American power. The course also deals with the war's legacies, its place in popular culture, and its economic and political aftershocks.
- HIST-B 260 WOMEN, MEN, AND SOCIETY IN MODERN EUROPE (3 CR.)**
An overview of the development of gender roles in Europe since the French Revolution. Examines the implications of industrialization for the modern family and for the creation of private and public spheres, as well as the roles of women and men in the modern nation-state, Victorian morality, the connections between gender and mass political movements (e.g., fascism and communism), and the impact of consumer culture and the sexual revolution.
- HIST-B 300 ISSUES IN WESTERN EUROPEAN HISTORY (3 CR.)**
Study and analysis of selected historical issues and problems of limited scope. Topics vary but usually cut across fields, regions, and periods. May be repeated with a different topic for a maximum of 6 credit hours.
- HIST-B 342 WOMEN IN MEDIEVAL SOCIETY (3 CR.)**
An overview of the history of women in the Medieval west. The situation of women is addressed according to their position in society—whether it be noblewoman, queen, peasant, saint, or prostitute. Both primary and secondary sources are examined. Attention is also paid to Medieval theories about women and prevailing attitudes toward women, as expressed in both learned and popular circles. Methodological and epistemological problems are highlighted.
- HIST-B 346 THE CRUSADES (3 CR.)**
Military expeditions undertaken by Christians to recover the Holy Land between 1095 and 1291. It explores the concept of holy war, Church reform, the military campaigns, the crusades ideal, the crusaders' motivations, women's involvement, life in the crusader states, and cultural exchanges between Muslims, Christians, and Jews.
- HIST-B 352 WESTERN EUROPE IN THE HIGH AND LATE MIDDLE AGES (3 CR.)**
Late Medieval Europe between 1000 and 1500 C.E. Covers political, economic, social, religious, and cultural changes. Includes religious reform, colonization, especially the Crusades and the beginning of exploration, the treatment of non-Christian peoples, the creation of a centralized state, cultural movements, and gender.
- HIST-B 361 EUROPE IN THE TWENTIETH CENTURY I (3 CR.)**
An examination of European political, social, economic, and cultural developments in the first half of the twentieth century. Emphasis is placed on the social effects of the World Wars, the Holocaust, the crisis of liberal democracy, the rise of communism and fascism, and the interactions of Christian Europe with other cultures and societies.

- HIST-B 362 EUROPE IN THE TWENTIETH CENTURY II (3 CR.)**
Covers the history of European politics, society, culture, and institutions in the second half of the twentieth century. Major themes are the effects of World War II, the course of the Cold War, the development of the welfare state, mass culture and society, and European integration.
- HIST-B 378 HISTORY OF GERMANY SINCE 1648 2 (3 CR.)**
Political, economic, and cultural history of German states beginning in 1648; impact of the *Springtime of the Peoples*; struggles between conservatives and liberals; unification; industrialization; imperialism, international friction; internal political conflicts; World War I; Weimar Republic; Hitler regime; divided Germany, Reunification.
- HIST-C 386 GREEK HISTORY-MINOANS TO ALEXANDER (3 CR.)**
History of the Greek peoples from early times to the death of Alexander the Great and the beginning of the Hellenistic period.
- HIST-C 388 ROMAN HISTORY (3 CR.)**
Development of the history of the Roman people from the legendary origins through the regal period, the Republic, the Early Empire, and the Late Empire, closing with the reign of Justinian (A.D. 527-565).
- HIST-C 391 HISTORY OF THE MEDIEVAL NEAR EAST (3 CR.)**
Rise of Islam to the fall of Baghdad to Mongols. Muhammad, prophet and statesman; Islam; Muslim commonwealth of Medina; Orthodox Caliphate; wars of apostasy and unification of Arabia; Islamic conquests; Umayyads; Abbasids; fall of Baghdad, and end of Abbasid Caliphate A.D. 1258.
- HIST-D 308 EMPIRE OF THE TSARS (3 CR.)**
Imperial Russia under the last tsars. The revolutionary movement, the everyday life of peasants and workers, relations between the social classes, and major events such as the Decembrist revolt, the Crimean War, emancipation of the serfs, Russo-Japanese War, and Revolution of 1905.
- HIST-D 310 RUSSIAN REVOLUTION AND THE SOVIET REGIME (3 CR.)**
Russia on eve of World War I; revolutions which have swept Russia; principal developments in government, economy, cultural and social life, and international policy under Communist regime; expansion of Russian and Communist power, particularly since 1945. (Former course number was HIST-D 410.)
- HIST-D 410 RUSSIAN REVOLUTION AND THE SOVIET REGIME (3 CR.)**
Russia on eve of World War I; revolutions which have swept Russia; principal developments in government, economy, cultural and social life, and international policy under Communist regime; expansion of Russian and Communist power, particularly since 1945. (Course number has changed to HIST-D 310.)
- HIST-F 300 ISSUES IN LATIN AMERICAN HISTORY (3 CR.)**
Study and analysis of selected historical issues and problems of limited scope. Topics vary but usually cut across fields, regions, and periods. May be repeated with a different topic for a maximum of 6 credit hours.
- HIST-G 300 ISSUES IN ASIAN HISTORY (3 CR.)**
Study and analysis of selected historical issues and problems of limited scope. Topics vary but usually cut across fields, regions, and periods. May be repeated with a different topic for a maximum of 6 credit hours.
- HIST-G 358 EARLY MODERN JAPAN (3 CR.)**
R: Previous history course in any field, or previous East Asian studies course related to Japan. Samurai culture, expansion of Buddhism, and sectarian violence. High feudalism, unification, and the Tokugawa settlement after 1600. Encounter with European civilization, closed country. Urbanization, social and cultural change, rise of agrarian prosperity in the Edo period to about 1800. Credit given for only one of HIST-G 358 or HIST-G 468.
- HIST-G 369 MODERN JAPAN (3 CR.)**
Western impact and social and intellectual change in late Tokugama Japan from about 1720. The Meiji Restoration. State capitalism and the Japanese development process. Empire, war, defeat, United States occupation and renewal in the twentieth century, social and economic structures, religious systems, gender, science and art, and Korea's interaction with its East Asian neighbors.
- HIST-H 101 THE WORLD IN THE TWENTIETH CENTURY I (3 CR.)**
Principal world developments in the twentieth century, stressing Latin America, Africa, Asia, and Europe; global and regional problems; political revolutions; social and cultural diversity.

- HIST-H 105 AMERICAN HISTORY I (3 CR.)**
A general survey of American history from the beginning of English settlement, designed as an introduction to historical study and as preparation for more advanced work in history. Colonization to Reconstruction.
- HIST-H 106 AMERICAN HISTORY II (3 CR.)**
A general survey of American history from Reconstruction to the present, designed as an introduction to historical study and as preparation for more advanced work in history. Reconstruction to the present.
- HIST-H 113 HISTORY OF WESTERN CIVILIZATION 1 (3 CR.)**
The history of Western civilization up to A.D. 1500. Covers at least three of the following historical periods: Ancient Near East, classical Greece, Hellenistic period, Roman empire, Europe in the early Middle Ages, and Europe in the high Middle Ages.
- HIST-H 114 HISTORY OF WESTERN CIVILIZATION 2 (3 CR.)**
The history of Western civilization after A.D. 1300. Covers at least three of the following historical periods: Italian Renaissance, Protestant Reformation, seventeenth century Europe, eighteenth century Enlightenment, nineteenth century Europe, twentieth century Europe.
- HIST-H 201 HISTORY OF RUSSIA I (3 CR.)**
Russian society from Kievan state to the Gorbachev era. Emphasis on social, institutional, and cultural developments, as well as growth of political power and the state. Russia to 1861. Not open to students who completed HIST-D 409 or HIST-D 410.
- HIST-H 202 HISTORY OF RUSSIA II (3 CR.)**
Russian society from Kievan state to the Gorbachev era. Emphasis on social, institutional, and cultural developments, as well as growth of political power and the state. Russia from 1861 to present. Not open to students who completed HIST-D 409 or HIST-D 410.
- HIST-H 205 ANCIENT CIVILIZATION (3 CR.)**
Political, cultural, and economic development of Ancient Near East, Greece, and Rome from Bronze Age to end of Classical period.
- HIST-H 206 MEDIEVAL CIVILIZATION (3 CR.)**
European institutions, social and intellectual history from late Roman Empire to the Renaissance: Greco-Roman legacy, Christian institutions, Byzantine and Islamic influences, town revival and trade, rise of universities, emergence of national states and literatures.
- HIST-H 207 MODERN EAST ASIAN CIVILIZATION (3 CR.)**
Contrasting patterns of indigenous change and response to Western imperialism in East Asia during the nineteenth and twentieth centuries. China and Japan receive primary consideration; Korea and Vietnam, secondary. Emphasis on the rise of nationalism and other movements directed toward revolutionary change.
- HIST-H 211 LATIN AMERICAN CULTURE AND CIVILIZATION 1 (3 CR.)**
African, Indian, Spanish, Portuguese heritage. Discovery and conquest. Clash of cultures. Spanish empire. Society, culture, economics, politics. Bourbon reform, independence, new republics.
- HIST-H 212 LATIN AMERICAN CULTURE AND CIVILIZATION 2 (3 CR.)**
Cultural and national identities. Diplomacy, dictators, social progress. National cultures, Mexican revolution. Latin America in a world community. Revolution and counter-revolution.
- HIST-H 217 THE NATURE OF HISTORY (3 CR.)**
An introductory examination of (1) what history is, (2) types of historical interpretation, (3) common problems in history, and (4) the uses of history.
- HIST-H 225 SPECIAL TOPICS IN HISTORY (1-3 CR.)**
Study and analysis of selected historical issues and problems of limited scope. Topics vary from semester to semester. May be repeated once for credit.
- HIST-H 237 TRADITIONAL EAST ASIAN CIVILIZATION (3 CR.)**
A chronological and comparative survey of the traditional civilizations of East Asia through lectures and readings of source materials (in translation) in literature, history, philosophy, and the arts, with emphasis on the interrelationship among the cultures of East Asia from ancient times to the early modern era.
- HIST-H 260 HISTORY OF WOMEN IN THE UNITED STATES (3 CR.)**
Covers American women from 1607 to the present. It focuses on the changes in the lives of American women over the centuries: family, health, education, work, etc. It also shows the significance of women's lives and their contributions to America. May be taken as HIST-H 425 and a research paper is required.

- HIST-H 425 TOPICS IN HISTORY (1-3 CR.)**
Intensive study and analysis of selected historical issues and problems of limited scope. Topics vary but ordinarily cut across fields, regions, and periods. May be repeated once for credit.
- HIST-H 495 UNDERGRADUATE READINGS IN HISTORY (1-12 CR.)**
Senior level.
- HIST-H 496 INTERNSHIP IN HISTORY (1-6 CR.)**
P: At least junior standing and 12 credit hours of related course work. Faculty supervised experience in museum work, historic preservation, historical societies, oral history, or other history-related field work in private and public institutions.
- HIST-H 575 INDIVIDUAL READINGS IN HISTORY (1-5 CR.)**
Graduate level.
- HIST-J 495 PROSEMINAR FOR HISTORY MAJORS (3 CR.)**
For history and social studies majors (or others with approval of instructor). Selected topics of history. May be taken three times.
- HIST-S 105 AMERICAN HISTORY HONORS SURVEY 1 (3 CR.)**
HIST-S 105 is the honors equivalent of HIST-H 105, and meets all requirements satisfied by HIST-H 105.
- HIST-S 106 AMERICAN HISTORY HONORS SURVEY 2 (3 CR.)**
HIST-S 106 is the honors equivalent of HIST-H 106, and meets all requirements satisfied by HIST-H 106.
- HIST-T 190 LITERARY AND INTELLECTUAL TRADITIONS (3 CR.)**
Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing intensive, discussion-focused.
- HIST-T 390 LITERARY AND INTELLECTUAL TRADITIONS (3 CR.)**
Interdisciplinary exploration of a humanistic tradition of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, conflict. Course is writing intensive and discussion focused with attention paid to primary texts and research materials.

- HIST-W 300 ISSUES IN WORLD HISTORY (3 CR.)**
Study and analysis of selected historical issues and problems of general import. Topics vary from semester to semester, but are usually broad subjects that cut across fields, regions, and periods. May be repeated with a different topic for a maximum of 9 credit hours.

HON: HONORS COURSES

- HON-H 100 FRESHMAN HONORS SEMINAR (1-3 CR.)**
P: Consent of the honors program director. An introduction to the honors program, this course consists of lectures by professors from across the university, a weekend symposium with a noted scholar, and completion of a formal research paper. Taught on a S/F basis, this course is required of all incoming honors students.
- HON-H 399 HONORS COLLOQUIUM (1-3 CR.)**
The honors independent study primarily is designed for honors students working on their senior honors project. Deadlines are arranged with the project director. When necessary, meetings are held to discuss the student's work. The remainder of the time is used for the student's research and writing.

HPER: HEALTH, PHYSICAL EDUCATION, AND RECREATION

- HPER-E 100 EXPERIENCE IN PHYSICAL ACTIVITY (1-3 CR.)**
VT: AEROBICS
Course is a total fitness class, which emphasizes cardio-respiratory conditioning, flexibility, muscular endurance, and coordination through body movement. S/F graded. I, II
- HPER-E 111 BASKETBALL (1 CR.)**
Instruction in fundamental skills of shooting, passing, ball-handling, footwork, basic strategies or offensive and defensive play, and interpretation of rules.
- HPER-E 133 FITNESS AND JOGGING I (1 CR.)**
Beginning instruction in the basic principles of fitness as they apply to a jogging program. Emphasis on cardio-respiratory endurance and flexibility. Basic concepts underlying Dr. Kenneth Cooper's aerobic program included. Course designed for students without prior experience in jogging programs, aerobics Levels I through III. S/F graded. I, II

- HPER-E 159 RACQUETBALL (1 CR.)**
Instruction in basic skills for beginning players. Includes both four-wall singles and doubles games. S/F graded. I, II
- HPER-E 187 WEIGHT TRAINING (1 CR.)**
Instruction in basic principles and techniques of conditioning through use of free weights. Emphasis on personalized conditioning programs. S/F graded. I, II
- HPER-E 190 YOGA I (1 CR.)**
Yoga is one of the most effective means of reducing stress, increasing the body's overall tone, strength, and flexibility; and enhances feelings of general well being.
- HPER-E 233 FITNESS AND JOGGING II (1 CR.)**
P: Aerobics Level III. A continuation of HPER-E 133. Course designed to take students from aerobics Level III to Level V. S/F graded. I, II
- HPER-E 333 FITNESS AND JOGGING III (1 CR.)**
P: HPER-E 233, Level V of aerobics or capability to run two miles in 12 minutes. A continuation of HPER-E 233. Course designed for those students interested in preparing for marathon running. S/F graded. I, II
- HPER-H 160 FIRST AID AND EMERGENCY CARE (2-3 CR.)**
Lecture and demonstration of first-aid measures for wounds, hemorrhage, burns, exposure, sprains, dislocations, fractures, unconscious conditions, suffocation, drowning, and poison with skill training in all procedures. I
- HPER-H 617 SEMINAR IN HEALTH EDUCATION (1-3 CR.)**
VT: ALCOHOL AND DRUG EDUCATION
Contemporary topics in the area of health education are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary and may be repeated for credit. II
- HPER-N 220 NUTRITION FOR HEALTH (3 CR.)**
Basic principles of nutrition. Food needs of individuals in different age, cultural, and family settings. I, II, S
- HPER-P 140 FOUNDATIONS AND PRINCIPLES OF PHYSICAL EDUCATION (2 CR.)**
Introduction to kinesiology as a discipline and physical education as a subdiscipline for students interested in teaching physical education. Historical and philosophical perspectives of the teaching of physical education as a profession.
- HPER-P 216 CURRENT CONCEPTS AND APPLICATIONS IN PHYSICAL FITNESS (3 CR.)**
Introduction to physical fitness and the role of exercise in health and wellness. Understanding the concepts, principles, and guidelines for fitness and related activities. Use of physical fitness assessment data to plan and carry out a personal fitness program.
- HPER-P 647 SEMINAR IN PHYSICAL EDUCATION (1-3 CR.)**
VT: ADVANCED TECHNIQUES IN TEAM AND INDIVIDUAL SPORTS
Problems in physical education. Specific topics vary and may be repeated for credit.
- HPSC: HISTORY AND PHILOSOPHY OF SCIENCE**
- HPSC-T 390 LITERARY AND INTELLECTUAL TRADITIONS (3 CR.)**
Interdisciplinary exploration of a humanistic tradition of inquiry regarding one of the following themes: ideas of self; of truth; of beauty; of community; of nature; of conflict. Writing intensive, discussion focused. Attention to primary texts and research materials.
- HPSC-X 100 HUMAN PERSPECTIVES ON SCIENCE (3 CR.)**
Selected issues in the history and philosophy of science. Individual sections vary in content and major themes, but all employ case studies to examine the philosophical, cultural, institutional, and social impact of science on our lives. May be repeated once for credit with different topic.
- HPSC-X 200 SCIENTIFIC REASONING (3 CR.)**
Principles of scientific reasoning and decision making are presented in a form useful to scientists and nonscientists for evaluating scientific information.
- HPSC-X 201 NATURE OF SCIENTIFIC INQUIRY (3 CR.)**
Development of methodological and ethical theory applied to actual cases such as the Galileo controversy, early eugenics research, and the use of behavior modification technology. Emphasis on critical thinking and clear writing.
- HPSC-X 220 ISSUES IN SCIENCE: HUMANISTIC (3 CR.)**
General topics and themes in the history and philosophy of science. May be repeated once for credit with a different topic for a maximum of 6 credit hours.

- HPSC-X 303 INTRODUCTION TO THE PHILOSOPHY OF SCIENCE (3 CR.)**
P: Course in science or consent of instructor. Problems and concepts of philosophy of science. Role of logic, explanation, prediction, observation, theory, and other concepts involved in understanding the scientific enterprise.
- HPSC-X 336 RELIGION AND SCIENCE (3 CR.)**
Topics range from antiquity to the twentieth century and include Galileo and the church; Newtonian science and natural religion; Genesis, geology, and the Darwinian theory of evolution.

INMS: INTEGRATED NEW MEDIA STUDIES

- INMS-F 102 FUNDAMENTAL 2D DESIGN (5 CR.)**
Basic exploratory course in two-dimensional design to broaden visual vocabulary and offer insights into the use of the elements of design. Development of perceptual and technical skills.

INFO: INFORMATICS

- INFO-I 101 INTRODUCTION TO INFORMATICS (4 CR.)**
P: Computer literacy. Emphasis on topics in human-computer interaction and human factors, collaborative technologies and group problem solving, ethics, privacy, and ownership of information and information sources, information representation and the information life cycle, the transformation of data to information, futuristic thinking.
- INFO-I 201 MATHEMATICAL FOUNDATIONS OF INFORMATICS (4 CR.)**
P: MATH-M 118. R: INFO-I 101. An introduction to the suite of mathematical and logical tools used in information sciences, including finite mathematics, automata and computability theory, elementary probability and statistics, and basics of classical information theory. Credit given for either INFO-I 201 or CSCI-C 251. (CSCI-C 251 requires Calculus 1 as a prerequisite)
- INFO-I 202 SOCIAL INFORMATICS (3 CR.)**
P: INFO-I 101. Introduces the social and behavioral foundations of informatics. Theoretical approaches to how technology is used from psychological and sociotechnical perspectives. Examples of how current and emerging technologies such as games, e-mail, and electronic commerce are affecting daily lives, social relations, work, and leisure time.

- INFO-I 210 INFORMATION INFRASTRUCTURE I (4 CR.)**
P: MATH-M 14. Recommended prerequisite or concurrent: INFO-I 101. The software architecture of information systems. Basic concepts of systems and applications programming. Credit not given for both INFO-I 210 and CSCI-C 101.
- INFO-I 211 INFORMATION INFRASTRUCTURE II (4 CR.)**
P: INFO-I 210. The systems architecture of distributed applications. Advanced programming, including an introduction to the programming of graphical systems. Credit not given for both INFO-I 211 and CSCI-C 201.
- INFO-I 300 HUMAN-COMPUTER INTERACTION (3 CR.)**
P: INFO-I 202, INFO-I 211. The analysis of human factors and the design of computer application interfaces. A survey of current best practice with an eye toward what future technologies will allow.
- INFO-I 303 ORGANIZATIONAL INFORMATICS (3 CR.)**
P: INFO-I 211. Examines the various needs, uses, and consequences of information in organizational contexts. Topics include organizational types and characteristics; functional areas and business processes; information-based products and services; the use of, and redefining role of, information technology; the changing character of work life and organizational practices; socio-technical structures and the rise, and transformation of, information-based industries.
- INFO-I 308 INFORMATION REPRESENTATION (3 CR.)**
P: INFO-I 201, INFO-I 211. The basic structure of information representation in social and scientific applications. Representational structures and approaches from many disciplines are introduced: philosophical theories of classification and categorization, information access and representation on the World Wide Web, object-oriented design and relational databases, AI knowledge representation and discovery.
- INFO-I 310 MULTIMEDIA ARTS AND TECHNOLOGY (3 CR.)**
P: INFO-I 308. The study of the evolution of media arts and underlying principles of communication. Application development paradigms in current practice.
- INFO-I 320 DISTRIBUTED SYSTEMS AND COLLABORATIVE COMPUTING (3 CR.)**
P: INFO-I 308. An introductory treatment of the distributed systems and programming. Topics range from the distributed and object models of

computation to advanced concepts, such as remote method invocations, object brokers, object services, open systems, and future trends for distributed information systems.

- INFO-I 400 TOPICS IN INFORMATICS (1-3 CR.)**
P: At least junior standing or permission of instructor. Variable topics course. Emphasis is on new developments and research in informatics. Can be repeated twice for credit when topics vary, subject to approval of the informatics director.
- INFO-I 420 INTERNSHIP IN INFORMATICS PROFESSIONAL PRACTICE (3-6 CR.)**
P: Approval of informatics director and completion of 100- and 200-level requirements in informatics. Students gain professional work experience in an industry or research organization setting, using skills and knowledge acquired in informatics course work.
- INFO-I 450 DESIGN AND DEVELOPMENT OF AN INFORMATION SYSTEM (3 CR.)**
P: INFO-I 308. System design and development present both technical and managerial problems with which students are familiar from their undergraduate course work. Examples of course projects include design and development of a database for a business or academic application, preparation and presentation of an interactive media performance or exhibit, or design and implementation of a simulated environment (virtual reality). Credit not given for both INFO-I 450 and CSCI-C 308.
- INFO-I 451 DESIGN AND DEVELOPMENT OF AN INFORMATION SYSTEM (3 CR.)**
P: INFO-I 450. System design and development presents both technical and managerial problems with which students are familiar from their undergraduate course work. Examples of course projects include design and development of a database for a business or academic application, preparation and presentation of an interactive media performance or exhibit, or design and implementation of a simulated environment (virtual reality). Credit not given for both INFO-I 451 and CSCI-C 442.
- INFO-I 460 SENIOR THESIS (3 CR.)**
P: Senior standing and approval of the informatics director. The senior student prepares and presents a thesis: a substantial, typically multi-chapter paper based on a well-planned research or scholarly project, as determined by the student and a sponsoring faculty member.

- INFO-I 461 SENIOR THESIS (3 CR.)**
P: Senior standing and approval of the informatics director. The senior student prepares and presents a thesis: a substantial, typically multi-chapter paper based on a well-planned research or scholarly project, as determined by the student and a sponsoring faculty member.

- INFO-I 499 READINGS AND RESEARCH IN INFORMATICS (1-3 CR.)**
P: Consent of instructor and completion of 100- and 200-level requirements in informatics. Independent readings and research related to a topic of special interest to the student. Written report required.

INTL: INTERNATIONAL STUDIES

- INTL-I 490 INTERNATIONAL STUDIES CAPSTONE SEMINAR (3 CR.)**
Interdisciplinary seminar dealing with major issues and problems of the contemporary global situation.

JOUR: JOURNALISM

- JOUR-C 200 INTRODUCTION TO MASS COMMUNICATIONS (3 CR.)**
Introduction to mass communications including newspapers, radio, television, magazines, books, and films. Designed for students who intend to enter one of these fields and for those who want a broad overview.
- JOUR-J 200 REPORTING, WRITING, AND EDITING I (3 CR.)**
P: ENG-W 131 or its equivalent. Working seminar stressing principles of writing for mass media. Emphasis on development of story ideas, information gathering, organization, and effective presentation of material for various news media, print and electronic.
- JOUR-J 210 VISUAL COMMUNICATION (3 CR.)**
Theories of visual communication, including human perception, color, and basic principles of design. Application of learned theories to various mediums, including graphic design, photography, television, and movies.
- JOUR-J 290 INTERNSHIP IN JOURNALISM (1-3 CR.)**
Available for work on Preface only—see advisor.

- JOUR-J 300 COMMUNICATIONS LAW (3 CR.)**
P: JOUR-C 200. History and philosophy of laws pertaining to free press and free speech. Censorship, libel, contempt, obscenity, right of privacy, copyright, government regulations, and business law affecting media operations. Stresses responsibilities and freedoms in a democratic communications system.
- JOUR-J 319 INTRODUCTION TO PUBLIC RELATIONS (3 CR.)**
P: JOUR-C 200, JOUR-J 200. Provides an overview of public relations and introduces theory and practice of the field. Topics include the relationship between public relations and marketing, the history and development of public relations, media relations, measurement and assessment methods.
- JOUR-J 341 NEWSPAPER REPORTING (3 CR.)**
P: JOUR-J 200. Techniques of gathering, analyzing, and writing news and features for newspapers. Practice in interviewing, observation, and use of documentary references that include computer information retrieval and analysis skills.
- JOUR-J 351 NEWSPAPER EDITING (3 CR.)**
P: JOUR-J 341. Study and practice in using techniques of social science and traditional methods of investigative reporting. Class plans, writes, and edits news stories in depth.
- JOUR-J 360 JOURNALISM SPECIALTIES (1-3 CR.)**
P: JOUR-J 200. Topical course dealing with changing subjects and material from semester to semester. Course may be taken twice for credit.
- JOUR-J 390 PUBLIC RELATIONS WRITING (1-3 CR.)**
P: ENG-W 131. Course presents students with practical writing experiences in the specialized writing types and styles required of professional public relations practitioners. Includes business writing as well as writing news releases, feature releases, brochures and other promotional materials, newsletters, and writing for the Web.
- JOUR-J 401 DEPTH REPORTING AND EDITING (3 CR.)**
P: JOUR-J 351. Study and practice in using techniques of social science and traditional methods of investigative reporting. Class plans, writes, and edits news stories in depth.
- JOUR-J 410 MEDIA AS SOCIAL INSTITUTIONS (3 CR.)**
P: JOUR-C 200. Examination of the functions and impact of the mass media in society with primary focus on the United States. Discussion of the values of media organizations and the professional and ethical values of journalists. Critical analysis of the relationship of the media and society and the effect of political, economic, and cultural factors on the operation of the media.
- JOUR-J 413 MAGAZINE ARTICLE WRITING (3 CR.)**
P: JOUR-J 200. An in-depth explanation of the nonfiction magazine article field. Examination of trends and problems in nonfiction writing for both general and specialized magazines.
- JOUR-J 428 PUBLIC RELATIONS PLANNING AND RESEARCH (3 CR.)**
P: SPCH-S 121, JOUR-J 319. Theories and principles relevant to public relations practices in agency, corporate, or nonprofit organizations. Students develop and manage a working public relations plan.
- JOUR-J 429 PUBLIC RELATIONS CAMPAIGNS (3 CR.)**
P: JOUR-J 319. Development and execution of a public relations campaign for a nonprofit organization. Public relations theory and in-depth case study analysis.
- JOUR-J 460 TOPICS COLLOQUIUM (1-4 CR.)**
P: JOUR-J 200; and JOUR-J 341 or JOUR-J 401. Topical seminar dealing with changing subjects and material from semester to semester. May be repeated once for credit with a different topic.
- JOUR-J 492 MEDIA INTERNSHIP (1-3 CR.)**
P: SPCH-S 205, JOUR-C 200, and two courses from within track. Supervised professional experience in communication media.

LBST: LIBERAL STUDIES

- LBST-D 501 HUMANITIES SEMINAR (1-4 CR.)**
An interdisciplinary graduate seminar in the humanities. Topics vary from semester to semester. May be repeated twice for credit.
- LBST-D 502 SOCIAL SCIENCES SEMINAR (1-4 CR.)**
An interdisciplinary graduate seminar in the social sciences. Topics vary from semester to semester. May be repeated twice for credit.
- LBST-D 503 SCIENCE SEMINAR (1-4 CR.)**
An interdisciplinary graduate seminar in the sciences. Topics vary from semester to semester. May be repeated twice for credit.

- LBST-D 510 INTRODUCTION TO GRADUATE LIBERAL STUDIES (3-4 CR.)**
A comprehensive introduction to graduate liberal studies. Explores the cultures of the humanities, social sciences, and sciences. Investigates interdisciplinary methodologies. Offers strategies for graduate-level reading, research, and writing for other publics.
- LBST-D 511 MASTER OF LIBERAL STUDIES HUMANITIES ELECTIVE (1-4 CR.)**
P: LBST-D 510. An MLS graduate elective course in the humanities. Topics vary. May be repeated for credit.
- LBST-D 512 MASTER OF LIBERAL STUDIES SOCIAL SCIENCE ELECTIVE (1-4 CR.)**
P: LBST-D 510. MLS graduate elective course in the social sciences. Topics vary. May be repeated for credit.
- LBST-D 513 MASTER OF LIBERAL STUDIES SCIENCE ELECTIVE (1-4 CR.)**
P: LBST-D 510. MLS graduate elective course in the sciences. Topics vary. May be repeated for credit.
- LBST-D 514 STUDY ABROAD (3-6 CR.)**
P: LBST-D 510. This course enables M.L.S. students to participate in overseas studies. In some cases there may be a language prerequisite.
- LBST-D 594 LIBERAL STUDIES DIRECTED READINGS (1-3 CR.)**
P: LBST-D 501, LBST-D 502, LBST-D 503, and consent of instructor. Independent study involving systematic schedule of readings sponsored and supervised by a faculty member. May be repeated up to a maximum of 6 credit hours.
- LBST-D 596 LIBERAL STUDIES INDEPENDENT RESEARCH (1-3 CR.)**
P: LBST-D 501, LBST-D 502, LBST-D 503, and consent of instructor. An independent research project formulated and conducted in consultation with a faculty member and culminating in a final analytical paper. May be repeated up to a maximum of 6 credit hours.
- LBST-D 600 PUBLIC INTELLECTUAL PRACTICUM (3 CR.)**
P: Completion of all M.L.S. course work. A capstone seminar for the M.L.S. public intellectual option. Students study the history of public intellectuals, explore the variety of ways in which public intellectuals carry out their work, and create a portfolio of their own public intellectual work.

- LBST-D 601 GRADUATE PROJECT PROPOSAL SEMINAR (3 CR.)**
P: Approval of director. A capstone seminar for the independent research/creative activity option in which students choose a topic or creative activity for their project, complete the initial research to determine its feasibility, write a formal proposal with an extensive bibliography identifying sources and/or resources necessary to complete the project, and defend it before a faculty committee.
- LBST-D 602 GRADUATE PROJECT (1-6 CR.)**
P: LBST-D 601. Independent project work conducted in consultation with a faculty director.

LING: LINGUISTICS (ENGLISH AS A NEW LANGUAGE)

- LING-L 100 ENGLISH LANGUAGE IMPROVEMENT (0 CR.)**
The development of skills for nonnative speakers of English in various aspects of English use, e.g., conversation, grammar, reading, and writing with a focus on improving oral communication skills within the academic context. May be repeated. Credit does not count toward any degree.

LSTU: LABOR STUDIES

- LSTU-L 100 INTRODUCTION TO UNIONS AND COLLECTIVE BARGAINING (3 CR.)**
A survey of labor unions in the United States, focusing on their organization and their representational, economic, and political activities. Includes coverage of historical development, labor law basics, and contemporary issues.
- LSTU-L 101 AMERICAN LABOR HISTORY (3 CR.)**
A survey of the origin and development of unions and the labor movement from colonial times to the present. The struggle of working people to achieve a measure of dignity and security is examined from social, economic, and political perspectives.
- LSTU-L 110 INTRODUCTION TO LABOR STUDIES: LABOR AND SOCIETY (3 CR.)**
An introduction to the changing role of labor in society. The course will emphasize a comparative approach to issues confronting labor organizations.

- LSTU-L 190 LABOR STUDIES DEGREE (1 CR.)**
Required for all DLS majors. This course will provide an introduction to the Labor Studies degree and to the knowledge and skills needed by students to progress toward a degree in a reasonable time frame. Students will learn how to build a plan of study that takes advantage of both credit for prior learning and new learning opportunities.
- LSTU-L 199 PORTFOLIO DEVELOPMENT WORKSHOP (1 CR.)**
Emphasis on developing learning portfolios as foundation documents for academic self-assessment and planning and as applications for self-acquired competency (SAC) credit. Applies only as elective credit to labor studies degrees.
- LSTU-L 200 SURVEY OF EMPLOYMENT LAW (3 CR.)**
Statutes and common law actions protecting income, working conditions, and rights of workers. Topics include workers' compensation, unemployment compensation, fair labor standards, Social Security, retirement income protection, privacy and other rights.
- LSTU-L 201 LABOR LAW (3 CR.)**
A survey of the law governing labor management relations. Topics include the legal framework of collective bargaining, problems in the administration and enforcement of agreements, protection of individual employee rights.
- LSTU-L 203 LABOR AND THE POLITICAL SYSTEM (3 CR.)**
Federal, state, and local governmental effects on workers, unions, and labor-management relations; political goals; influences on union choices of strategies and modes of political participation, past and present; relationships with community and other groups.
- LSTU-L 205 CONTEMPORARY LABOR PROBLEMS (3 CR.)**
An examination of some of the major problems confronting society, workers, and the labor movement. Topics may include automation, unemployment, international trade and conglomerates; environmental problems, minority and women's rights; community relations; changing government policies.
- LSTU-L 210 WORKPLACE DISCRIMINATION AND FAIR EMPLOYMENT (3 CR.)**
Examines policies and practices which contribute to workplace discrimination and those designed to eliminate discrimination. Explores effects of job discrimination and occupational segregation. Analyzes Title VII, American Disabilities Act, and related topics in relation to broader strategies for addressing discrimination.
- LSTU-L 220 GRIEVANCE REPRESENTATION (3 CR.)**
Union representation in the workplace. The use of grievance procedures to address problems and administer the collective bargaining agreement. Identification, research, presentation, and writing of grievance cases. Analysis of relevant labor law and the logic applied by arbitrators to grievance decisions.
- LSTU-L 230 LABOR AND THE ECONOMY (3 CR.)**
Analysis of the political economy of labor and the role of organized labor within it. Emphasis on the effect on workers, unions, and collective bargaining of unemployment, investment policy, and changes in technology and corporate structure. Patterns of union political and bargaining response. Fulfills economics requirement.
- LSTU-L 240 OCCUPATIONAL HEALTH AND SAFETY (3 CR.)**
Elements and issues of occupational health and safety. Emphasis on the union's role in the implementation of workplace health and safety programs, worker and union rights, hazard recognition techniques, and negotiated and statutory remedies—in particular the Occupational Safety and Health Act of 1970.
- LSTU-L 250 COLLECTIVE BARGAINING (3 CR.)**
The development and organization of collective bargaining in the United States. Union preparation for negotiations; bargaining patterns and practices, strategy and tactics; economic and legal considerations.
- LSTU-L 251 COLLECTIVE BARGAINING LABORATORY (1-3 CR.)**
Designed to provide collective bargaining simulations and other participatory experiences in conjunction with LSTU-L 250. Student must be currently enrolled in or have taken LSTU-L 250.
- LSTU-L 255 UNIONS IN STATE AND LOCAL GOVERNMENT (3 CR.)**
Union organization and representation of state and municipal government employees, including patterns in union structure, collective bargaining, grievance representation, and applicable law.
- LSTU-L 260 LEADERSHIP AND REPRESENTATION (3 CR.)**
Organizational leadership issues for union, community, and other advocate organizations. Analyzes leadership styles, membership recruitment and leadership development. Examines the role of leaders in internal governance and external affairs including committee building, delegation, negotiations, and coalition building.

- LSTU-L 270 UNION GOVERNMENT AND ORGANIZATION (3 CR.)**
An analysis of the growth, composition, structure, behavior, and governmental processes of United States labor organizations, from the local to the national federation level. Consideration is given to the influence on unions of industrial and political environments, to organizational behavior in different types of unions, and to problems in union democracy.
- LSTU-L 280 UNION ORGANIZING (3 CR.)**
Explores various approaches and problems in private- and public-sector organizing. Traditional approaches are evaluated in light of structural changes in labor markets and workforce demographics. Topics range from targeting and assessments, to committee building and leadership development.
- LSTU-L 285 ASSESSMENT PROJECT (1 CR.)**
Capstone experience for associate degree students.
- LSTU-L 290 TOPICS IN LABOR STUDIES (1-3 CR.)**
This is a number under which a variety of topics can be addressed in classroom-based programs on the campuses. Courses may focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. Inquire at labor studies office.
- LSTU-L 299 SELF-ACQUIRED COMPETENCY IN LABOR STUDIES (1-15 CR.)**
- LSTU-L 315 THE ORGANIZATION OF WORK (3 CR.)**
Examines how work is organized and jobs are evaluated, measured, and controlled. Explores social and technical elements of work through theories of scientific management, the human relations school of management, and contemporary labor process literature.
- LSTU-L 320 GRIEVANCE ARBITRATION (3 CR.)**
P: LSTU-L 220 or consent of instructor recommended. The legal and practical context of grievance arbitration, its limitations and advantages in resolving workplace problems. Varieties of arbitration clauses and the status of awards. Participants analyze, research, prepare, and present cases in mock arbitration hearings.
- LSTU-L 350 ISSUES IN COLLECTIVE BARGAINING (3 CR.)**
Readings and discussion of selected problems. Research paper ordinarily required.
- LSTU-L 360 UNION ADMINISTRATION AND DEVELOPMENT (1-3 CR.)**
Practical and theoretical perspectives on strategic planning, budgeting, and organizational decision making. Addresses needs and problems of union leaders by studying organizational change, staff development, and cohesiveness within a diverse workforce. May be repeated for up to 3 credit hours with department approval.
- LSTU-L 380 THEORIES OF THE LABOR MOVEMENT (3 CR.)**
Perspectives on the origin, development, and goals of organized labor. Theories include those which view the labor movement as a business union institution, an agent for social reform, a revolutionary force, a psychological reaction to industrialization, a moral force, and an unnecessary intrusion.
- LSTU-L 390 TOPICS IN LABOR STUDIES (1-3 CR.)**
- LSTU-L 385 CLASS, RACE, GENDER AND WORK (3 CR.)**
Historical overview of the impact and interplay of class, race, and gender on shaping United States labor markets, organizations, and policies. Examines union responses and strategies for addressing class, race, and gender issues.
- LSTU-L 410 COMPARATIVE LABOR MOVEMENTS (3 CR.)**
Labor movements and labor relations in industrial societies from historical, analytical, and comparative perspectives. Emphasis on interaction between unions and political organizations, national labor policies, the resolution of workplace problems, the organization of white-collar employees, and the issues of workers' control and codetermination.
- LSTU-L 420 LABOR STUDIES INTERNSHIP (1-6 CR.)**
Application of knowledge gained in the classroom within a field work experience.
- LSTU-L 430 LABOR RESEARCH METHODS (3 CR.)**
Study of research design, methods, techniques, and procedures applicable to research problems in labor studies.
- LSTU-L 480 SENIOR SEMINAR OR READINGS (3 CR.)**
Designed as either a classroom seminar or directed reading. This course addresses current issues, historical developments, and other labor related concerns. Topics vary each semester.
- LSTU-L 490 TOPICS IN LABOR STUDIES (1-3 CR.)**
Advanced courses in areas described under LSTU-L 290.

LSTU-L 495 DIRECTED LABOR STUDY (1-6 CR.)
By arrangement. A contract course to suit the varied needs and interests of individual participants. The contract with the faculty member might include reading, directed application of prior course work, tutorials, or internship. Competencies are assessed through written papers, projects, reports, or interviews. May be repeated for a maximum of 6 credit hours.

LSTU-L 499 SELF-ACQUIRED COMPETENCY IN LABOR STUDIES (1-15 CR.)

LTAM: LATIN AMERICAN/LATINO STUDIES

LTAM-L 400 CONTEMPORARY MEXICO (3 CR.)
P: Junior or senior standing. Seminar. Interdisciplinary survey of the people, politics, economics, society, and culture.

LTAM-L 425 SPECIAL TOPICS IN LATIN AMERICAN STUDIES (3 CR.)
P: Senior standing. Intensive study and analysis of selected Latin American problems within an interdisciplinary format. Topics vary but ordinarily cut across fields, regions, and periods. May be repeated up to a maximum of 6 credit hours.

MATH: MATHEMATICS

MATH-A 100 FUNDAMENTALS OF ALGEBRA (4 CR.)
P: Mathematics placement examination Level 2. Designed to provide algebraic skills needed for future mathematics courses. Integers, rational and real numbers, exponents, decimals, polynomials, equations, word problems, factoring, roots and radicals, quadratic equations, graphing, linear equations in more than one variable, and inequalities. May not be used to fulfill the quantitative reasoning requirement for general education. I, II, S

MATH-K 300 STATISTICAL TECHNIQUES FOR HEALTH PROFESSIONS (3 CR.)
P: MATH-M 14 or Level 3 on mathematics placement examination. R: MATH-M 125. Course introduces nursing/health science students to the basic concepts and techniques of data analysis needed in professional health care practice. Measurements, data analysis, and statistics are examined. Differences in types of qualitative data and methods of interpretation are explored. Procedures of estimation and hypothesis testing are also studied. Emphasis is on the application of fundamental concepts to real situations in client care. Credit given for only one of MATH-K 300 and MATH-K 310. I

MATH-K 310 STATISTICAL TECHNIQUES (3 CR.)
P: MATH-M 115, MATH-M 125, or Level 5 on mathematics placement examination. An introduction to probability and statistics. Elementary probability theory, conditional probability, independence, random variables, discrete probability distributions, binomial, Poisson and hypergeometric distributions, continuous probability distributions, normal and t-distributions, measures of central tendency and dispersion, central limit theorem. Concepts of statistical inference, estimation, hypothesis testing, regression, tolerance, quality control. Special topics discussed may include time series, analysis of variance, nonparametric methods, statistical decision theory, Bayesian inference. Credit given for only one of MATH-K 300 and MATH-K 310. II

MATH-M 4 INTRODUCTION TO ALGEBRA (3 CR.)
P: Level 1 on the mathematics placement examination. Designed for remediation of advanced arithmetic and beginning algebra skills. Arithmetic of fractions and signed numbers. Beginning equations in one variable. S/F grading. Credit may not be used toward a degree. I, II, S

MATH-M 14 BASIC ALGEBRA (3-4 CR.)
P: MATH-M 4 or Level 2 on the mathematics placement examination. Designed to provide algebraic skills needed for future mathematics courses. Algebraic fractions, exponents, linear equations, quadratic equations, inequalities, factoring, elementary graphs. S/F grading. Credit may not be used toward a degree. I, II, S

MATH-M 107 COLLEGE ALGEBRA (3 CR.)
P: MATH-M 14 or equivalent, or Level 3 on mathematics placement examination. Designed to provide algebraic concepts and skills including sets of real numbers, exponents, complex fractions, linear and quadratic equations, rectangular coordinates, polynomial and rational expressions, complex numbers, and The Fundamental Theorem of Algebra. Does not satisfy liberal arts and sciences general-education requirement. I, II, S

MATH-M 108 QUANTITATIVE REASONING (3 CR.)
P: MATH-M 14 or Level 3 on mathematics placement examination. Number sense, operations, mathematical relationships, functions, data interpretation, geometry, measurement, reasoning. Emphasis on building conceptual understanding and developing problem-solving skills. Does not satisfy liberal arts and sciences general education requirements.

- MATH-M 111 MATHEMATICS IN THE WORLD (3 CR.)**
P: MATH-M 14 or Level 3 on mathematics placement examination. Conveys spirit of mathematical languages of quantity; students apply concepts from algebra, geometry, management science, probability, and statistics, and use scientific software to analyze real world situations. Satisfies College of Liberal Arts and Sciences language of quantity distribution requirement and general-education requirements for bachelor's degrees. MATH-M 111 grade can replace IU South Bend MATH-M 110 grade. I, II, S
- MATH-M 115 PRECALCULUS AND TRIGONOMETRY (5 CR.)**
P: C– or higher in MATH-M 107 or equivalent, or Level 4 on the mathematics placement examination. Designed to prepare students for higher-numbered mathematics and computer science courses; including calculus, MATH-M 215. Graphing equations in two variables; functions and their graphs; linear, quadratic, polynomial, and rational functions; exponential and logarithmic functions; trigonometric and inverse trigonometric functions. Equivalent to MATH-M 125/MATH-M 126. Credit not given for both MATH-M 115 and MATH-M 125/MATH-M 126. Satisfies Campuswide General Education Fundamental Literacies: Quantitative Reasoning. I, II, S
- MATH-M 118 FINITE MATHEMATICS (3 CR.)**
P: MATH-M 14 or equivalent, or Level 3 on the mathematics placement examination. Set theory, linear systems, matrices, probability, linear programming. Applications to problems from business and the social sciences. Satisfies Campuswide General Education Fundamental Literacies: Quantitative Reasoning. I, II, S
- MATH-M 119 BRIEF SURVEY OF CALCULUS 1 (3 CR.)**
P: C– or higher in MATH-M 115, or C– or higher in MATH-M 125, or Level 5 on the mathematics placement examination. Introduction to calculus. Primarily for students from business and the social sciences. Credit given for only one of the following: MATH-M 119, MATH-M 208, MATH-M 215. I, II, S
- MATH-M 120 BRIEF SURVEY OF CALCULUS 2 (3 CR.)**
P: MATH-M 119. A continuation of MATH-M 119 covering topics in elementary differential equations, calculus of functions of several variables, trigonometric functions, techniques of integration. Credit not given for both MATH-M 216 and MATH-M 120. I,II
- MATH-M 125 PRECALCULUS MATHEMATICS (3 CR.)**
P: C– or higher in MATH-M 107 or equivalent, or Level 4 on the mathematics placement examination. Designed to prepare students for higher-level mathematics and computer science courses including calculus MATH-M 119. Graphing equations in two variables; functions and their graphs; linear, quadratic, polynomial, and rational functions; exponential and logarithmic functions. Satisfies Campuswide General Education Fundamental Literacies: Quantitative Reasoning. Credit not given for both MATH-M 125 and MATH-M 115. I, II, S
- MATH-M 126 TRIGONOMETRIC FUNCTIONS (2-3 CR.)**
P: C– or higher in MATH-M 125 or Level 5 on the mathematics placement examination. Designed to develop the properties of the trigonometric and inverse trigonometric functions and to prepare for courses in calculus such as MATH-M 215. Credit not given for both MATH-M 126 and MATH-M 115. Satisfies Campuswide General Education Fundamental Literacies: Quantitative Reasoning. I, II, S
- MATH-M 208 TECHNICAL CALCULUS I (3 CR.)**
P: MATH-M 115 or MATH-M 125 and MATH-M 126. An introduction to differential and integral calculus for today's technology students. Covers analytic geometry, limits, derivatives, applications of the derivatives, the integrals, and transcendental functions and technical applications. The approach is semi-rigorous with emphasis on the applications of calculus to technology.
- MATH-M 209 TECHNICAL CALCULUS II (3 CR.)**
P: MATH-M 208 or MATH-M 215. This is the second semester of differential and integral calculus for today's technology students. Covers application of the integral, limit techniques, integration techniques, infinite series, differential equations, and the Laplace transform. The approach is semi-rigorous with emphasis on the applications of calculus to technology.

MATH-M 215 CALCULUS I (5 CR.)

P: C– or higher in MATH-M 115, or C– or higher in both MATH-M 125 and MATH-M 126 or Level 6 on mathematics placement examination. Functions, limits, continuity, derivative, definite integral, applications, exponential and logarithmic functions. Credit given for only one of the following: MATH-M 119, MATH-M 208, MATH-M 215. I, II, S

MATH-M 216 CALCULUS II (5 CR.)

P: C– or higher in MATH-M 211, or C– or higher in MATH-M 215. Definite integral, applications, L'Hopital's Rule, techniques of integration, limits of sequences, infinite series, polar coordinates. Credit given for only one of the following: MATH-M 209, MATH-M 120, MATH-M 216. I, II, S

MATH-M 260 COMBINATORIAL COUNTING AND PROBABILITY (3 CR.)

P: One of the following: MATH-M 208, MATH-M 215, or MATH-M 211. Permutations, combinations, counting principles, tree diagrams, binomial theorem, statistical experiments, conditional probability, independent events, random variables, probability density, cumulative distribution, expected values, standard deviations, binomial, Poisson, normal distribution, and the central limit theorem. Credit not given for both MATH-M 260 and MATH-M 365. I

MATH-M 261 STATISTICAL INFERENCES (2 CR.)

P: MATH-M 260. Estimates for population parameters, estimation judged by unbiasedness and mean square error, t-distribution, chi-square distribution, philosophy of hypothesis testing, probabilities in making conclusions after testing, estimation and hypothesis testing, linear least square regression equation for prediction and forecast. Credit not given for both MATH-M 261 and MATH-M 366. II

MATH-M 301 LINEAR ALGEBRA AND APPLICATIONS (3-4 CR.)

P: MATH-M 208, MATH-M 211, MATH-M 215, or consent of instructor. Systems of linear equations, the vector space R^n , abstract vector spaces, linear dependence, bases, linear transformations, matrices, eigenvalues and eigenvectors, applications. I, II

MATH-M 311 CALCULUS 3 (3-5 CR.)

P: MATH-M 212, MATH-M 216, or consent of instructor. R: MATH-M 301. Solid analytic geometry, functions of several variables, partial differentiation,

multiple integration, vector fields, line and surface integrals, Stokes' and Green's theorems. I, II

MATH-M 325 TOPICS COURSE: PROBLEM SEMINAR IN ACTUARIAL SCIENCE (1-6 CR.)

P: MATH-M 215, or consent of instructor. A problem-solving seminar to prepare students for the actuarial examinations. May be repeated up to three times for credit. II

MATH-M 343 INTRODUCTION TO DIFFERENTIAL EQUATIONS (3 CR.)

P: MATH-M 212 or MATH-M 216. Ordinary differential equations and methods for their solution, including series methods and the Laplace transform. Applications of differential equations. Systems, stability, and numerical methods. Partial differential equations of mathematical physics, Fourier series. I

MATH-M 344 INTRODUCTION TO DIFFERENTIAL EQUATIONS (3 CR.)

P: MATH-M 311 and MATH-M 343. Partial differential equations of physics, Fourier series, the Fourier method, boundary value problems, Sturm-Liouville problems, Fourier integrals, Bessel functions. II (odd years)

MATH-M 347 DISCRETE MATHEMATICS (3 CR.)

P: MATH-M 212 or MATH-M 216. Injective and surjective functions; inverse functions; composition; reflexive, symmetric, and transitive relations; equivalence relations; sets including complements, products, and power sets; cardinality; introductory logic including truth tables and quantification; elementary techniques of proof including induction and recursion; counting techniques; graphs and trees; discrete probability. II

MATH-M 365 INTRODUCTION TO PROBABILITY AND STATISTICS (3-4 CR.)

P: MATH-M 209 or MATH-M 212, or MATH-M 216. Elementary concepts of probability and statistics. Combinatorics, conditional probability, independence, random variables, moments, Chebyshev inequality, law of large numbers, discrete and continuous distributions. Statistical inference, point and interval estimation, tests of hypotheses. Applications to social, behavioral, and natural sciences. Credit not given for MATH-M 365 and MATH-M 463/MATH-M 466.

- MATH-M 380 HISTORY OF MATHEMATICS (3 CR.)**
P: MATH-M 208, MATH-M 211, or MATH-M 215. The development of mathematics with emphasis on the modern period; role of proof and truth; discovery of non-Euclidian geometry; rigorization of calculus; the rise of algebra; the paradoxes of set theory; logicist, formalist, and intuitionist responses. I (odd years)
- MATH-M 403 INTRODUCTION TO MODERN ALGEBRA 1 (3 CR.)**
P: MATH-M 301 and MATH-M 347. Study of groups, rings, and fields, including subgroups, normal subgroups, factor groups, homomorphisms, isomorphisms, finite abelian groups, and beginning the study of rings; including subrings, ideals, and polynomial rings. In those years when MATH-M 405 is taught rather than MATH-M 404, some topics may be omitted and replaced by others from MATH-M 404 to provide a survey course in modern algebra. I (even years)
- MATH-M 404 INTRODUCTION TO MODERN ALGEBRA 2 (3 CR.)**
P: MATH-M 403 or consent of instructor. Study of groups, rings, and fields. II (not regularly scheduled)
- MATH-M 405 NUMBER THEORY (3 CR.)**
P: MATH-M 212 or MATH-M 216. Numbers and their representation, divisibility and factorization, primes and their distribution, number theoretic functions, congruences, primitive roots, diophantine equations, quadratic residues, sums of squares, number theory and analysis, algebraic numbers, irrational and transcendental numbers, coding theory, cryptography, or other selected applications. II (not regularly scheduled)
- MATH-M 409 LINEAR TRANSFORMATIONS (3 CR.)**
P: MATH-M 301. The study of linear transformations on a finite dimensional vector space over the complex field. Canonical forms, similarity theory; inner products, dual spaces, and diagonalization of normal transformations.
- MATH-M 413 INTRODUCTION TO ANALYSIS 1 (3 CR.)**
P: MATH-M 347 or three courses at or above the 300-level. It is strongly recommended that students who have had little experience writing proofs take MATH-M 347 before taking MATH-M 413. The real numbers, topology of Cartesian spaces, continuity, derivatives, sequences and series of functions, the Riemann-Stieltjes integral. I (odd years)
- MATH-M 414 INTRODUCTION TO ANALYSIS 2 (3 CR.)**
P: MATH-M 413. The real numbers, topology of Cartesian spaces, continuity, derivatives, sequences and series of functions, the Riemann-Stieltjes integral. II (not regularly scheduled)
- MATH-M 415 ELEMENTARY COMPLEX VARIABLES WITH APPLICATIONS (3 CR.)**
P: MATH-M 311. Algebra and geometry of complex numbers, elementary functions of a complex variable, power series, integration, calculus of residues, conformal mappings and applications. II (not regularly scheduled)
- MATH-M 420 METRIC SPACE TOPOLOGY (3 CR.)**
P: MATH-M 347. Topology of Euclidean and metric spaces. Limits and continuity. Topological properties of metric spaces, including separation properties, connectedness, and compactness. Complete metric spaces. Elementary general topology.
- MATH-M 435 INTRODUCTION TO DIFFERENTIAL GEOMETRY (3 CR.)**
P: MATH-M 301 and MATH-M 311. An introduction to the geometry of curves and surfaces. Topics include arc length, torsion, Frenet formulae, metrics, curvatures, and classical theorems in these areas.
- MATH-M 436 INTRODUCTION TO GEOMETRIES (3 CR.)**
P: MATH-M 347. R: MATH-M 403. Non-Euclidean geometry, axiom systems. Plane projective geometry, Desarguesian planes. Perspectives, coordinates in the real projective plane. The group of projective transformations and subgeometries corresponding to subgroups. Models for geometries. Circular transformations.
- MATH-M 447 MATHEMATICAL MODELS AND APPLICATIONS 1 (3 CR.)**
P: MATH-M 301. Formation and study of mathematical models used in the biological, social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth. Suitable for secondary school teachers. I (even years)

MATH-M 448 MATHEMATICAL MODELS AND APPLICATIONS 2 (3 CR.)

P: MATH-M 447. Formation and study of mathematical models used in the biological, social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth. Suitable for secondary school teachers. II (odd years)

MATH-M 451 THE MATHEMATICS OF FINANCE (3 CR.)

P: Two courses from the following MATH-M 301, MATH-M 311, MATH-M 343, MATH-M 365, MATH-M 447, MATH-M 463. Interest theory; introduction to theory of options pricing; Black-Scholes theory of options; general topics in finance as the time value of money, rate of return of an investment, cash-flow sequence, utility functions and expected utility maximization, mean variance analysis, optimal portfolio selection, and the capital assets pricing model; topics in measurement of interest. I (even years)

MATH-M 463 INTRODUCTION TO PROBABILITY THEORY 1 (3-4 CR.)

C: MATH-M 311. The meaning of probability. Random experiment, probability models, combinatoric techniques, conditional probability, independence. Random variables, distributions, densities, expectation, moments, transformation of random variables. Important discrete and continuous distributions. Multivariate distributions, correlations. Moment generating functions, laws of large numbers, central limit theorem, normal approximation. I

MATH-M 466 INTRODUCTION TO MATHEMATICAL STATISTICS (3 CR.)

P: MATH-M 463. Theory of sampling distribution, Chebyshev's inequality, convergence in probability. Estimation theory, maximum likelihood estimators, method of moments, goodness of point estimators, confidence intervals. Hypothesis testing, power function, error types, likelihood ratio tests. Non-parametric methods. Regression. Analysis of variance. Sufficient statistics. Bayesian estimation, asymptotic distribution of maximum likelihood estimators. II

MATH-M 467 ADVANCED STATISTICAL TECHNIQUES 1 (3 CR.)

P: MATH-M 466 or consent of instructor. Statistical techniques of wide application, developed from the

least-squares approach: fitting of lines and curves to data, multiple regression, analysis of variance of one- and two-way layouts under various models, multiple comparison.

MATH-M 468 ADVANCED STATISTICAL TECHNIQUES 2 (3 CR.)

P: MATH-M 466 or consent of instructor. Analysis of discrete data, chi-square tests of goodness of fit and contingency tables, Behrens-Fisher problem, comparison of variances, nonparametric methods, and some of the following topics: introduction to multivariate analysis, discriminant analysis, principal components.

MATH-M 471 NUMERICAL ANALYSIS 1 (3 CR.)

P: MATH-M 301, MATH-M 311, CSCI-C 101, or consent of instructor. R: MATH-M 343. Numerical solutions of nonlinear equations; interpolation, including finite difference and splines; approximation, using various Hilbert spaces; numerical differentiation and integration; direct methods for linear systems; iterative techniques in matrix algebra. Knowledge of a programming language such as C, C++, or Fortran is a prerequisite of this course. I (odd years)

MATH-M 472 NUMERICAL ANALYSIS 2 (3 CR.)

P: MATH-M 471 and MATH-M 343. Numerical solutions of nonlinear systems; solution of ordinary differential equations: initial-value problems, boundary-value problems; computation of eigenvalues and eigenvectors; introduction of numerical solutions for partial differential equations.

MATH-M 491 PUTNAM EXAMINATION SEMINAR (1 CR.)

P: MATH-M 211 or MATH-M 215, or consent of instructor or department chair. The Putnam Examination is a national mathematics competition for college undergraduates at all levels of study. It is held in December each year. This problem seminar is designed to help students prepare for the examination. May be repeated twice for credit. I

MATH-M 546 CONTROL THEORY (3 CR.)

P: MATH-M 301, MATH-M 343. This course is an introduction to the analysis of feedback control systems. Topics may include: modeling of physical, biological, and information systems using linear and nonlinear differential equations; state-space description of systems; frequency and time domains; linear dynamic control systems; stability and

performance of interconnected systems, including use of block diagrams, Bode plots, Nyquist criterion, and Lyapunov functions; optimal control, bang-bang control; discrete and digital control.

MATH-M 551 MARKETS AND ASSET PRICING (3 CR.)

P: Two courses from the following: MATH-M 301, MATH-M 311, MATH-M 343, MATH-M 365, MATH-M 447. Interest theory; introduction to theory of options pricing; Black-Scholes theory of options; general topics in finance as the time value of money, rate of return of an investment, cash-flow sequence, utility functions and expected utility maximization, mean variance analysis, optimal portfolio selection, and the capital assets pricing model; topics in measurement of interest.

MATH-M 560 APPLIED STOCHASTIC PROCESSES (3 CR.)

P: MATH-M 301, MATH-M 463 or MATH-M 365, or consent of instructor. Simple random walk as approximation of Brownian motion. Discrete-time Markov chains. Continuous-time Markov chains; Poisson, compound Poisson, and birth-and-death chains; Kolmogorov's backward and forward equations; steady state. Diffusions as limits of birth-and-death processes. Examples drawn from diverse fields of application.

MATH-M 562 STATISTICAL DESIGN OF EXPERIMENTS (3 CR.)

P: MATH-M 365, MATH-M 466, or consent of instructor. Latin square, incomplete blocks, and nested designs. Design and analysis of factorial experiments with crossing and nesting of factors, under fixed, random, and mixed effects models, in the balanced case. Blocking and fractionation of experiments with many factors at two levels. Exploration of response surfaces.

MATH-M 565 ANALYSIS OF VARIANCE (3 CR.)

P: MATH-M 466 and some matrix algebra. General linear hypothesis. Least squares estimation. Confidence regions. Multiple comparisons. Analysis of complete layouts. Effects of departures from underlying assumptions. Analysis of covariance.

MATH-M 571 ANALYSIS OF NUMERICAL METHODS I (3 CR.)

P: CSCI-C 101, MATH-M 301, MATH-M 311, or consent of instructor. R: MATH-M 343. Solution of systems of linear equations, elimination and iterative methods, error analyses, eigenvalue problems; numerical methods for integral equations and

ordinary differential equations; finite difference, finite element, and Galerkin methods for partial differential equations; stability of methods.

MATH-M 572 ANALYSIS OF NUMERICAL METHODS II (3 CR.)

P: MATH-M 343, MATH-M 571. Solution of systems of linear equations, elimination and iterative methods, error analyses, eigenvalue problems; numerical methods for integral equations and ordinary differential equations; finite difference, finite element, and Galerkin methods for partial differential equations; stability of methods.

MATH-M 574 APPLIED REGRESSION ANALYSIS (3 CR.)

P: MATH-M 466 or MATH-M 365 or MATH-M 261. Least square estimates of parameters; single linear regression; multiple linear regression; hypothesis testing and confidence intervals in linear regression models; testing of models, data analysis and appropriateness of models; optional topics about nonlinear regression, i.e., logistic regression, Poisson regression, and generalized linear regression models. I

MATH-M 575 SIMULATION MODELING (3 CR.)

P: MATH-M 209 or MATH-M 216; MATH-M 365, MATH-M 463, or CSCI-C 455; CSCI-C 101. The statistics needed to analyze simulated data; examples such as multiple server queuing methods, inventory control, and exercising stock options; variance reduction variables and their relation to regression analysis. Monte Carlo method, Markov chain, and the alias method for generating discrete random variables.

MATH-M 576 FORECASTING (3 CR.)

P: MATH-M 301, MATH-M 365, or MATH-M 466. Forecasting systems, regression models, stochastic forecasting, time series, smoothing approach to prediction, model selection, seasonal adjustment, Markov chains, Markov decision processes, and decision analysis.

MATH-M 577 OPERATIONS RESEARCH: MODELING APPROACH (3 CR.)

P: MATH-M 209, MATH-M 212, MATH-M 216, or MATH-M 301. Mathematical methods of operations research used in the biological, social, management sciences. Topics include modeling, linear programming, the simplex method, duality theory, sensitivity analysis, and network analysis. Credit not given for both MATH-M 577 and MATH-M 447.

MATH-T 101 MATHEMATICS FOR ELEMENTARY TEACHERS 1 (3 CR.)

P: MATH-M 14 or equivalent, or Level 3 on mathematics placement examination. The foundations of arithmetic, including elements of set theory, numeration systems, operations, elementary number theory, integers, and rational numbers. Emphasis is on explaining, illustrating, and communicating mathematical ideas. Does not satisfy liberal arts and sciences general-education requirement. I, II, S

MATH-T 102 MATHEMATICS FOR ELEMENTARY TEACHERS 2 (3 CR.)

P: C or higher in MATH-T 101. Real numbers, equations, and inequalities, functions and graphs, measurement concepts, problem-solving elementary combinatorics, probability, and statistics. Emphasis is on applying problem-solving strategies in a variety of mathematical situations. Does not satisfy liberal arts and sciences general-education requirement. I, II, S

MATH-T 103 MATHEMATICS FOR ELEMENTARY TEACHERS 3 (3 CR.)

P: C or higher in MATH-T 101. Topics include analysis and measurement of two- and three-dimensional figures; congruent and similar triangles, compass and straight-edge constructions. Emphasis is on the transition from visual and informal reasoning to formal reasoning about geometric objects and relationships. Does not satisfy liberal arts and sciences general-education requirement. I, II, S

MATH-T 201 MATHEMATICS FOR ELEMENTARY TEACHERS VIA PROBLEM SOLVING (3 CR.)

P: Either C or higher in MATH-T 102 and MATH-T 103; or MATH-M 118 and MATH-M 125; or consent of instructor. Provides experiences in mathematical problem solving for future teachers of mathematics, and for others interested in mathematical thinking. Exploration and development of the general processes of mathematical thinking, including monitoring and reflection, conjecturing, justifying and convincing.

MATH-T 336 TOPICS IN EUCLIDEAN GEOMETRY (3 CR.)

P: MATH-M 301. A study of the central aspects of two-dimensional Euclidean geometry from historical and axiomatic points of view as well as through hands-on and/or computer-based explorations of geometric concepts and constructions. II (even years)

MATH-T 436 SECONDARY MATHEMATICS FOR TEACHERS (3 CR.)

P: MATH-M 216 and one 300-level mathematics course. Emphasizes developing a deeper understanding of secondary mathematics by examining its fundamental ideas from an advanced perspective. Topics selected from real and complex number systems, functions, equations, integers, polynomials, congruence, distance and similarity, area and volume, and trigonometry.

MATH-T 490 TOPICS FOR ELEMENTARY TEACHERS (3 CR.)

P: MATH-T 103. Development and study of a body of mathematics specifically designed for experienced elementary teachers. Examples include probability, statistics, geometry, and algebra. Open only to graduate elementary teachers.

MICR: MICROBIOLOGY

See ANAT, BIOL, PHSL, and PLSC for additional biological sciences courses.

MICR-M 250 MICROBIAL CELL BIOLOGY (3 CR.)

P: CHEM-C 102. Introduction to microorganisms: cytology, nutrition, reproduction, and physiology. Importance of microorganisms in infectious disease. Host defense mechanisms against disease. Credit not allowed toward a biology major. I, II, S

MICR-M 255 MICROBIOLOGY LABORATORY (2 CR.)

P: CHEM-C 102; P or concurrent: MICR-M 250. Exercises in the principles and techniques of microscopy, cultivation, identification and detection of microorganisms. Credit not allowed toward a biology major. I, II, S

MICR-M 310 MICROBIOLOGY (3 CR.)

P: BIOL-L 101, BIOL-L 102, BIOL-L 211, CHEM-C 341. Application of fundamental biological principles to the study of microorganisms. Significance of microorganisms to humans and their environment. II

MICR-M 315 MICROBIOLOGY LABORATORY (2 CR.)

P or concurrent: MICR-M 310. Exercises and demonstrations in principles and techniques of cultivation and utilization of microorganisms. II

MUS: MUSIC

- MUS-A 101 INTRODUCTION TO AUDIO TECHNOLOGY (3 CR.)**
Introduction to the equipment and techniques employed in audio recording and sound reinforcement.
- MUS-A 102 AUDIO TECHNIQUES I (3 CR.)**
P: MUS-A 101. Introduction to and use of studio equipment and recording procedures, microphone placement, recording techniques, editing concepts, and recording and signal processing equipment, leading to student recording project. II
- MUS-A 190 ART, AESTHETICS, AND CREATIVITY (3 CR.)**
Explores artistic disciplines and associated forms, materials, and practices. Develops students' making, looking, and listening skills. Through the creative process, students explore relationships to other individuals and cultures, and review the implications of their learning for their personal, academic, and professional pursuits. I, II, S
- MUS-B 443 JUNIOR BARITONE HORN RECITAL (1 CR.)**
- MUS-B 444 SENIOR BARITONE HORN RECITAL (1 CR.)**
- MUS-C 401 SACRED MUSIC 1 (3 CR.)**
Basic keyboard skills, four-part harmonization of melodies and given basses, improvisation of simple chord progressions in four-part style, basic modulation, transposition of four-part materials (hymns).
- MUS-E 457 INSTRUMENTAL PEDAGOGY (1-3 CR.)**
Pedagogy classes pertaining to the individual instruments.
- MUS-E 490 PSYCHOLOGY OF MUSIC TEACHING (3 CR.)**
For all undergraduate applied music majors. Principles of the psychology of music, growth and development, learning; implications for teaching music.
- MUS-E 493 PIANO PEDAGOGY (2-3 CR.)**
Required of senior piano majors. Methods and materials for teaching individuals and classes of both children and adults. Two hours of demonstration and two hours of teaching each week.
- MUS-E 494 VOCAL PEDAGOGY (3 CR.)**
Principles of voice production. Quality, diction, range, breathing, vocalization, dynamics, agility, and vocal hygiene as bases for an approach to voice teaching.
- MUS-E 495 SUPERVISED PRACTICE TEACHING I (1-2 CR.)**
P: MUS-E 493, MUS-E 494, or consent of instructor. Supervised studio teaching of a specific instrument or voice, fitting the competence of the student. Enrollees are critiqued as they teach students assigned to them. (keyboard, orchestral instruments, or voice)
- MUS-E 496 SUPERVISED PRACTICE TEACHING II (1-2 CR.)**
Continuation of MUS-E 495. (keyboard, orchestral instruments, or voice)
- MUS-E 497 SUPERVISED PRACTICE TEACHING III (1-2 CR.)**
Continuation of MUS-E 496. (keyboard, orchestral instruments, or voice)
- MUS-E 517 SOCIOLOGY OF MUSIC (1-3 CR.)**
Investigation of a problem or project, chosen by the student, with solutions related to practical use in a teaching situation.
- MUS-E 519 PSYCHOLOGY OF MUSIC (3 CR.)**
Functions of the musical mind; factors in the development of musical skills and maturity.
- MUS-E 545 GUIDED PROFESSIONAL EXPERIENCES (1-3 CR.)**
P: Consent of instructor. Further development of professional skills in teaching, supervision, and administration by means of laboratory techniques and use of music facilities and resources. Evidence of ability to carry on independent work required.
- MUS-E 559 INSTRUMENTAL PEDAGOGY (1-3 CR.)**
For teaching of instrumental music with an emphasis on music methods, books for band and orchestra.
- MUS-E 593 PIANO METHODS (2 CR.)**
Elective for master's degree candidates in piano.
- MUS-E 594 VOCAL PEDAGOGY (3 CR.)**
For teachers of voice, supervisors of school music, choir, and choral directors. Processes in voice production: respiration, phonation, articulation, resonation. Psychological, physiological, and acoustical problems. Voice classification, quality, diction registration, breath support, breath control.

360 ◀ IU SOUTH BEND COURSE DESCRIPTIONS

<p>MUS-F 201 JAZZ PIANO CLASS (1 CR.) This course is designed for the elementary pianist to provide a foundation in basic jazz piano harmony. Each class will include the learning of a theoretical concept, plus the application of that concept through playing. There are listening examples given throughout the course as well as listening assignments which represent some of the important jazz piano players of the last 50 years of the twentieth century.</p>	<p>MUS-G 370 TECHNIQUES FOR CONDUCTING (2 CR.) P: MUS-T 114/MUS-T 116. Fundamentals of score reading and baton technique. I</p>
<p>MUS-F 202 JAZZ PIANO CLASS 2 (1 CR.) This course is designed as the second in a series of two courses for the elementary pianist, to study more advanced harmony, adding the element of improvisation. Each class will include the learning of a theoretical concept, plus the application of that concept through playing.</p>	<p>MUS-G 372 CHORAL CONDUCTING 2 (2 CR.) P: MUS-G 371 or consent of instructor. Choral conducting applied to tone, balance, diction, phrasing, and interpretation.</p>
<p>MUS-F 261 STRING CLASS TECHNIQUES 1 (2 CR.) Elements of playing and teaching the string instruments. Techniques of string class teaching.</p>	<p>MUS-G 373 INSTRUMENTAL CONDUCTING (2 CR.) P: MUS-G 370 or consent of instructor. Techniques for conducting. Further development of score reading and conducting technique.</p>
<p>MUS-F 281 BRASS INSTRUMENT TECHNIQUES (2 CR.) Class instruction and teaching methods for trumpet, French horn, trombone, and tuba.</p>	<p>MUS-G 380 ADVANCED CONDUCTING (2 CR.) P: MUS-G 370. Continuation of MUS-G 370. II</p>
<p>MUS-F 337 WOODWIND TECHNIQUES (2 CR.) Class instruction and teaching methods for flute, oboe, clarinet, saxophone, and bassoon.</p>	<p>MUS-G 560 GRADUATE CHORAL CONDUCTING (3 CR.) For graduate students majoring and minoring in fields other than choral conducting; emphasis on literature suitable for secondary schools and community groups. Admission by examination.</p>
<p>MUS-F 338 PERCUSSION TECHNIQUES (2 CR.) Timpani, snare drum, xylophone, bass drum, cymbals, Afro-Indo-Latin and jazz drums, etc. Laboratory class with emphasis on teaching techniques.</p>	<p>MUS-G 561 MASTER'S CHORAL CONDUCTING 1 (3 CR.) Study of the art and techniques of choral conducting as related to a study of the score. Major works from the choral and choral-orchestral literature are conducted.</p>
<p>MUS-F 466 MARCHING BAND TECHNIQUES (2 CR.) P: Consent of instructor. For undergraduates and graduates majoring in music education. Techniques for organizing and training marching bands in public schools and at the college level. Planning and charting football shows; rehearsal problems.</p>	<p>MUS-G 562 MASTER'S CHORAL CONDUCTING 2 (3 CR.) P: MUS-G 561. Continuing study of the art and techniques of choral conducting as related to a study of the score. Major works from the choral and choral-orchestral literature are conducted.</p>
<p>MUS-F 550 CHAMBER MUSIC (1 CR.) Rehearsal and performance of chamber music.</p>	<p>MUS-G 571 MASTER'S ADVANCED ORCHESTRAL CONDUCTING I (3 CR.) P: Consent of instructor. Baton technique and critical examination of scores; rehearsal and interpretive problems.</p>
<p>MUS-G 261 STRING CLASS TECHNIQUES (1-2 CR.) Class instruction and teaching methods for developing proficiency on violin, viola, violoncello, and double bass.</p>	<p>MUS-G 810 DOCTORAL CHORAL CONDUCTING PERFORMANCE 1 (2-3 CR.) Preparation and conducting of choral program.</p>
<p>MUS-G 281 BRASS INSTRUMENT TECHNIQUES (1-2 CR.) Class instruction and teaching methods for developing proficiency on brass instruments.</p>	<p>MUS-H 600 GRADUATE RECITAL IN HARP (1 CR.) Required course for Master of Music.</p>
	<p>MUS-H 900 HARP GRADUATE MAJOR (1-8 CR.) Studio instruction in harp for the graduate major.</p>
	<p>MUS-I 100 CULTURAL EVENTS ATTENDANCE (0 CR.) Events attendance course. Events include all arts disciplines. Required for all music majors and minors every semester of study.</p>

- MUS-I 311 B.S./B.M.E./B.M. JAZZ SENIOR RECITAL (0 CR.)**
Performance capstone experience for the Bachelor of Science in Music and Outside Field and the Bachelor of Music Education.
- MUS-I 411 B.M. JUNIOR RECITAL (0 CR.)**
- MUS-I 412 B.M. SENIOR RECITAL (0 CR.)**
- MUS-I 421 B.A. SENIOR THESIS (2 CR.)**
P: Consent of instructor. Seminar to demonstrate the student's proficiency in an area of music research agreed upon by the student and the instructor. During the lectures, topics on good practices in the music professions, as well as discussions on how to prepare a good job interview will be presented.
- MUS-I 711 MASTER'S RECITAL (0 CR.)**
- MUS-K 110 COMPOSITION, ELECTIVE LEVEL (2 CR.)**
P: Consent of instructor. Composition for non-music majors.
- MUS-K 132 COMPOSITION WORKSHOP 2 (0 CR.)**
P: MUS-T 113, MUS-T 115, or consent of instructor. Elementary compositional procedures.
- MUS-K 210 APPLIED COMPOSITION, SECONDARY LEVEL (1-2 CR.)**
P: Consent of instructor. Composition for music students majoring in areas other than composition, and for composition majors prior to the applied music upper-divisional examination.
- MUS-K 231 FREE COUNTERPOINT 1 (2 CR.)**
P: Consent of instructor. Development of contrapuntal skills and techniques in two-, three-, and four-part textures.
- MUS-K 312 ARRANGING FOR INSTRUMENTAL AND VOCAL GROUPS (2-3 CR.)**
P: MUS-T 214 or equivalent. Scoring for orchestra, band, and chorus. Required of all music education majors.
- MUS-K 402 SENIOR RECITAL IN COMPOSITION (0 CR.)**
Students present a half-recital of their own compositions; they participate in this half-recital as a performer and/or conductor. Students also deposit in the library copies of four of their compositions, written while in residence and working toward a degree. Two of these compositions should be performed publicly.
- MUS-K 403 ELECTRONIC STUDIO RESOURCES I (3 CR.)**
P: Consent of instructor. Study of analog synthesis and tape music composition.
- MUS-K 404 ELECTRONIC STUDIO RESOURCES II (3 CR.)**
P: MUS-K 403. Introduction to computer-based sequencing, arranging, and composition.
- MUS-K 405 ELECTRONIC INSTRUMENT PERFORMANCE (2 CR.)**
P: MUS-K 404. Directed study of live performance using computer-based instruments.
- MUS-K 406 PROJECTS IN ELECTRONIC MUSIC (1-3 CR.)**
P: MUS-K 404. Independent study in computer music. May be repeated for credit.
- MUS-K 410 APPLIED COMPOSITION, MAJOR LEVEL (1-6 CR.)**
P: Consent of instructor and successful completion of the applied music upper-divisional examination. Composition for the major.
- MUS-K 505 PROJECTS IN ELECTRONIC MUSIC I (3 CR.)**
P: Consent of instructor. Theory and practice of digital sound synthesis.
- MUS-K 710 COMPOSITION GRADUATE ELECTIVE (2-4 CR.)**
P: Consent of instructor. I, II
- MUS-K 810 GRADUATE COMPOSITION MINOR (2-4 CR.)**
P: Consent of instructor. I, II
- MUS-K 910 COMPOSITION GRADUATE MAJORS (2-6 CR.)**
P: Consent of instructor. I, II.
- MUS-L 101 BEGINNING GUITAR CLASS (2 CR.)**
Group instruction in guitar fundamentals for those with little or no previous formal instruction in classical guitar.
- MUS-L 102 INTERMEDIATE GUITAR CLASS (2 CR.)**
P: MUS-L 101 or consent of instructor. Continuation of MUS-L 101.
- MUS-M 111 MUSIC LITERATURE (4 CR.)**
Introductory survey of music literature from antiquity to the present, including discussion of genre and performance practice, understanding music in its social settings, the development of musical style, and the development of analytic listening techniques. II
- MUS-M 174 MUSIC FOR THE LISTENER I (3 CR.)**
For non-music majors only. How to listen to music; art of music and its materials; instruments and musical forms.

- MUS-M 176 AUDITORIUM SERIES 1 (1-2 CR.)**
Attendance at local cultural events, as specified by arts faculty. These classes may not be taken concurrently with any other course requiring cultural event attendance. It may be necessary for the student to purchase tickets to some of the required events. For non-music majors only. Two credit hours regular semester; one credit hour in summer session.
- MUS-M 177 AUDITORIUM SERIES 2 (2 CR.)**
Attendance at local cultural events as specified by arts faculty. These classes may not be taken concurrently with any other course requiring cultural event attendance. It may be necessary for the student to purchase tickets to some of the required events. For non-music majors only. Two credit hours regular semester; one credit hour in summer session.
- MUS-M 201 THE LITERATURE OF MUSIC 1 (2-3 CR.)**
P: MUS-M 111, MUS-T 113, MUS-T 114, MUS-T 115, MUS-T 116, or consent of instructor. Music in European culture from Antiquity to 1680. Must be taken as the first course in the music history sequence.
- MUS-M 202 THE LITERATURE OF MUSIC 2 (2-3 CR.)**
P: MUS-M 201, or consent of instructor. Survey of music in European culture from 1680 to 1830. Must be taken as the second course in the music history sequence.
- MUS-M 216 MUSIC EDUCATION LABORATORY/FIELD EXPERIENCE (0 CR.)**
C: MUS-M 236. Field experiences and observations in vocal and instrumental music program K-12.
- MUS-M 236 INTRODUCTION TO MUSIC EDUCATION K-12 (2 CR.)**
An overview of the music education profession, including the study of philosophical and historical foundations of music teaching and learning. Includes examination of curriculum and current issues in music education.
- MUS-M 276 EXPERIENCE WITH MUSIC IN CONCERT I (0 CR.)**
P: MUS-M 176 or MUS-M 177. For non-music majors only. Intended for those whose experience with music is limited, this course combines study of selected repertoire with guided concert attendance. Discussions with concert artists before performances. May be taken for credit or noncredit.
- MUS-M 317 MUSIC EDUCATION LABORATORY/FIELD EXPERIENCE (0 CR.)**
C: MUS-M 337. Field experiences and observations in instrumental music program K-12.
- MUS-M 318 MUSIC EDUCATION LABORATORY/FIELD EXPERIENCE (0 CR.)**
C: MUS-M 338. Field experience and observations in choral music education.
- MUS-M 319 MUSIC EDUCATION LABORATORY/FIELD EXPERIENCE (0 CR.)**
C: MUS-M 339. Field experience and observations in elementary general music.
- MUS-M 339 GENERAL MUSIC METHODS K-8 (2 CR.)**
P: MUS-T 214, MUS-T 216, MUS-V 201 (if applicable), MUS-X 296, MUS-X 297. C: MUS-M 319. The study of curriculum, methods, and materials for the elementary general music program. Includes sequential planning of lessons, introduction to important methodologies, and directing the elementary-age choir.
- MUS-M 375 SURVEY OF ETHNIC AND POP MUSIC OF THE WORLD (3 CR.)**
Study of a wide variety of musical styles from ethnic and pop music. II (odd years)
- MUS-M 400 UNDERGRADUATE READINGS IN MUSICOLOGY (1-6 CR.)**
Readings tailored to the specific music discipline of the individual student.
- MUS-M 403 HISTORY OF MUSIC I (3 CR.)**
P: MUS-M 201 and MUS-M 202 or consent of instructor. Survey of music in European and American culture from 1815-1945. Must be taken as the third course in the music history sequence.
- MUS-M 404 HISTORY OF MUSIC II (3 CR.)**
P: MUS-M 403 or consent of instructor. Study of music from 1700 to the present. Analysis of representative compositions; relationship of music to the socio-cultural background of each epoch.
- MUS-M 410 COMPOSER OR GENRE (3 CR.)**
Life and works of representative composers in historical context or survey of a major musical genre and its historical evolution. Emphasis on stylistic development in the music literature studied.
- MUS-M 430 INTRODUCTION TO CONTEMPORARY MUSIC (3 CR.)**
Study of important music of the twentieth century, with emphasis on works since 1945. II (even years)

- MUS-M 431 SONG LITERATURE I (3 CR.)**
Basic repertoire of old Italian arias, German Lieder, and representative songs by French, English, and American composers. Emphasis on technical problems rather than subtle interpretive effects.
- MUS-M 434 SURVEY OF GUITAR LITERATURE (2 CR.)**
P: Junior standing or consent of instructor. History of literature for the lute, vihuela, and guitar from the Renaissance to the present, including transcriptions from other instruments.
- MUS-M 443 SURVEY OF KEYBOARD LITERATURE I (2-3 CR.)**
P: Junior standing or consent of instructor. Study of keyboard literature from its beginnings to the present era, including a survey of works originally composed for piano, organ, harpsichord, and various early instruments.
- MUS-M 444 SURVEY OF KEYBOARD LITERATURE II (2 CR.)**
P: Junior standing or consent of instructor. Study of keyboard literature from its beginnings to the present era, including a survey of works originally composed for piano, organ, harpsichord, and various early instruments.
- MUS-M 510 TOPICS IN MUSIC LITERATURE (3 CR.)**
Inquiry into selected aspects of music literature and history related to specific repertoires, genres, styles, performance practices/traditions, historiography, or criticism. Research project required. May be repeated for different topics only.
- MUS-M 527 SYMPHONIC LITERATURE (3 CR.)**
Orchestral music of the eighteenth and nineteenth centuries.
- MUS-M 528 CHAMBER MUSIC LITERATURE (3 CR.)**
Emphasis on eighteenth and nineteenth centuries.
- MUS-M 529 SCORE STUDY (3 CR.)**
An introduction to the study of scores of selected choral, orchestral, and other works, emphasizing historical and structural viewpoints and application to performance.
- MUS-M 530 CONTEMPORARY MUSIC (3 CR.)**
Trends in European and American music, with emphasis on music since 1945.
- MUS-M 531 SONG LITERATURE III (3 CR.)**
P: Diction and elementary grammar in French or German; vocal training equal to Bachelor of Music Education senior. Application of techniques of song study, interpretation, and program building to song literature of Germany, France, Italy, England, America, and other national areas.
- MUS-M 539 INTRODUCTION TO MUSIC BIBLIOGRAPHY (2-3 CR.)**
Music reference and research tools in all areas of music, use of library resources and networks, and bibliographic style and technique. Formal paper required.
- MUS-M 541 MUSIC HISTORY REVIEW FOR GRADUATE STUDENTS I (3 CR.)**
Designed to satisfy deficiencies indicated by the graduate entrance examination in music history and literature before 1750.
- MUS-M 542 MUSIC HISTORY REVIEW FOR GRADUATE STUDENTS II (3 CR.)**
Designed to satisfy deficiencies indicated by the graduate entrance examination in music history and literature since 1750.
- MUS-M 543 KEYBOARD LITERATURE FROM 1700 TO 1850 (3 CR.)**
Literature for stringed keyboard instruments from age of Bach and his contemporaries through early Romantics. Historical, stylistic, formal, and aesthetic features.
- MUS-M 544 PIANO LITERATURE FROM 1850 TO THE PRESENT (3 CR.)**
Historical, stylistic, formal, and aesthetic features.
- MUS-M 557 INTERDISCIPLINARY STUDY IN MUSICOLOGY (3 CR.)**
P: Consent of instructor. Offered concurrently for music graduate students when the school teaches LBST-D 501 Humanities Seminar.
- MUS-M 566 ETHNIC MUSIC SURVEY (3 CR.)**
P: Consent of instructor. Offered odd-numbered years. II
- MUS-P 101 PIANO CLASS 1 (1 CR.)**
Group instruction in piano fundamentals for elective and secondary students. Emphasis on elementary keyboard harmony, scales, arpeggios, transposition, and easier literature.
- MUS-P 102 PIANO CLASS 2 (1 CR.)**
Group instruction in piano fundamentals for elective and secondary students. Emphasis on elementary keyboard harmony, scales, arpeggios, transposition, and easier literature.

- MUS-P 103 PIANO CLASS 3 (1 CR.)**
P: MUS-P 101, MUS-P 102 or previous piano experience. Continuation of MUS-P 101/MUS-P 102. The four semesters MUS-P 101/MUS-P 102/MUS-P 103/MUS-P 104 are designed to prepare students to pass the piano proficiency examination.
- MUS-P 104 PIANO CLASS 4 (2 CR.)**
P: MUS-P 101, MUS-P 102 or previous piano experience. Continuation of MUS-P 101/MUS-P 102. The four semesters MUS-P 101/MUS-P 102/MUS-P 103/MUS-P 104 are designed to prepare students to pass the piano proficiency examination.
- MUS-P 105 KEYBOARD PROFICIENCY (0 CR.)**
The keyboard proficiency examination tests the student's ability to use the piano as a tool within the framework of professional activities. Students who intend to attempt the examination in a given semester enroll that semester in the noncredit course number MUS-P 105. The successful completion of the examination confers the grade of S; the completion of only part of the examination, or failure to pass any part of the examination, results in the grade of I. The refusal to attempt the examination results in the grade of F. Once students have passed part of the examination, they are required to attempt it in each succeeding semester until all is passed. However, they need not reenroll each semester.
- MUS-P 200 PIANO (1-2 CR.)**
Applied piano.
- MUS-P 400 PIANO UNDERGRADUATE MAJOR (2-6 CR.)**
Applied piano for majors.
- MUS-P 401 PIANO BACHELOR OF MUSIC JUNIOR RECITAL (0 CR.)**
Must be taken concurrently with applied study.
- MUS-P 402 PIANO BACHELOR OF MUSIC SENIOR RECITAL (0 CR.)**
Must be taken concurrently with applied study.
- MUS-R 471 OPERA WORKSHOP 1 (3 CR.)**
Technical and performing aspects of the production of light and grand opera as they pertain to singing actors and ensembles.
- MUS-R 472 OPERA WORKSHOP 2 (3 CR.)**
- MUS-T 109 RUDIMENTS OF MUSIC 1 (2-4 CR.)**
Fundamentals of music notation and basic music theory. For music majors. I
- MUS-T 113 MUSIC THEORY I (3 CR.)**
Elements which make music aurally and visually comprehensible and their application. I
- MUS-T 114 MUSIC THEORY II (3 CR.)**
P: MUS-T 113. Continuation of MUS-T 113. Elements which make music aurally and visually comprehensible and their application. II
- MUS-T 115 SIGHTSINGING AND AURAL PERCEPTION I (1 CR.)**
C: MUS-T 113 and MUS-P 101 (except piano majors). To be taken by music majors concurrently with MUS-T 113. Intensive training in keyboard facility and sightsinging. Application of material introduced in MUS-T 113, MUS-T 114.
- MUS-T 116 SIGHTSINGING AND AURAL PERCEPTION II (1 CR.)**
C: MUS-T 114 and MUS-P 102 (except piano majors). To be taken by music majors concurrently with MUS-T 114. Intensive training in keyboard facility and sightsinging. Application of material introduced in MUS-T 113, MUS-T 114.
- MUS-T 120 COMPUTER SKILLS FOR MUSICIANS (2 CR.)**
Exploration of the techniques necessary for the use of the computer in generating musical compositions. For music majors.
- MUS-T 190 LITERARY AND INTELLECTUAL TRADITIONS (3 CR.)**
Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing-intensive, discussion-focused.
- MUS-T 213 MUSIC THEORY III (3 CR.)**
P: MUS-T 113, MUS-T 114. Continuation of MUS-T 113, MUS-T 114. Further emphasis on development of aural and visual perception of eighteenth, nineteenth, and twentieth century style through analysis and written work. I
- MUS-T 214 MUSIC THEORY IV (3 CR.)**
P: MUS-T 213. Further emphasis on development of aural and visual perception of eighteenth, nineteenth, and twentieth century style through analysis and written work. II
- MUS-T 215 SIGHTSINGING AND AURAL PERCEPTION III (1 CR.)**
C: MUS-T 213 and MUS-P 103 (except piano majors). Intensive training in keyboard facility and sightsinging. Application of material introduced in MUS-T 213, MUS-T 214. I

- MUS-T 216 SIGHTSINGING AND AURAL PERCEPTION IV (1 CR.)**
C: MUS-T 214 and MUS-P 104 (except piano majors). Intensive training in keyboard facility and sightsinging. Application of material introduced in MUS-T 213, MUS-T 214. II
- MUS-T 315 ANALYSIS OF MUSICAL FORM (3 CR.)**
P: MUS-T 214, MUS-T 216. Analysis of representative works of the sixteenth to the twentieth centuries. I (even years)
- MUS-T 400 UNDERGRADUATE READINGS IN THEORY (1-6 CR.)**
- MUS-T 508 WRITTEN THEORY REVIEW FOR GRADUATE STUDENTS (3 CR.)**
Designed to satisfy deficiencies indicated by graduate theory entrance examination. I
- MUS-T 545 INTRODUCTORY ANALYSIS OF MUSIC LITERATURE (3 CR.)**
Detailed examination of representative works from a wide variety of musical eras.
- MUS-T 591 TEACHING OF MUSIC THEORY (3 CR.)**
P: MUS-T 508 or equivalent. Comparative analysis of teaching techniques, procedures, and materials, with practical application.
- MUS-U 121 FUNDAMENTALS OF DICTION FOR SINGERS (2 CR.)**
Comparative diction in English, French, German, and Italian, approached through the International Phonetic Alphabet.
- MUS-U 122 ADVANCED DICTION FOR SINGERS (2 CR.)**
Continuation of MUS-U 121.
- MUS-U 310 PERFORMANCE LABORATORY (0 CR.)**
Performance experience for applied music majors and concentrations enrolled in studio courses. Each student performs several times per semester, receiving commentary from faculty and students.
- MUS-U 320 SEMINAR (1-3 CR.)**
Special topics of study in music and related subjects. Variable topics course.
- MUS-U 357 MUSIC IN SPECIAL EDUCATION (3 CR.)**
P: MUS-X 297. Introduction to teaching music to special needs students including those with cognitive, physical, behavioral, and emotional disabilities. Development of skills in planning and structuring experiences to facilitate appropriate participation of students in the K-12 classroom. Overview of various disabilities and historical, cultural, and ethical issues.
- MUS-U 396 INTRODUCTION TO MIDI AND COMPUTER MUSIC (3 CR.)**
P: Modest working knowledge of personal computers. Course designed to teach the basics of the MIDI (Musical Instrument Digital Interface) system, its software and hardware. Includes MIDI sequencing, digital sampling, principles of digital synthesis, digital audio editing.
- MUS-V 100 VOICE ELECTIVE/SECONDARY (1-4 CR.)**
Individual voice lessons for non-music majors. Time scheduled with instructor.
- MUS-V 200 VOICE (1-2 CR.)**
Individual voice lessons at the concentration level. Time scheduled with instructor.
- MUS-V 201 VOICE CLASS (1 CR.)**
Group instruction in vocal fundamentals for elective and secondary students.
- MUS-V 202 VOICE CLASS II (2 CR.)**
Group instruction in vocal fundamentals for elective and secondary students.
- MUS-V 211 SINGING FOR ACTORS I (2 CR.)**
The course teaches basic voice production to theatre majors to strengthen the speaking voice and develop singing ability for more effective participation in musicals. Some easier songs from musicals are studied.
- MUS-V 212 SINGING FOR ACTORS II (2 CR.)**
The course teaches basic voice production to theatre majors to strengthen the speaking voice and develop singing ability for more effective participation in musicals. Some easier songs from musicals are studied.
- MUS-V 400 VOICE UNDERGRADUATE MAJOR (1-6 CR.)**
Advanced individual voice lessons at the concentration level. Time scheduled with instructor.
- MUS-W 440 BASSOON UNDERGRAD MAJOR (1-6 CR.)**
P: Consent of instructor. Applied music studies for undergraduate bassoon majors.
- MUS-X 002 PIANO ACCOMPANYING (1-2 CR.)**
Qualified graduate and undergraduate students may be assigned to studio accompanying for a specified number of hours per week in lieu of ensemble. Admission by consent of the academic advisor.

- MUS-X 003 GRADUATE MUSIC ENSEMBLE (0 CR.)**
Graduate students enroll in MUS-X 003 for the number of semesters required to fulfill their ensemble requirements.
- MUS-X 040 UNIVERSITY INSTRUMENTAL ENSEMBLES (1-2 CR.)**
P: Audition. Open to all students. Various mixed instrumental ensembles including bands and orchestra. Placement may be judged by audition.
- MUS-X 070 UNIVERSITY CHORAL ENSEMBLES (1-2 CR.)**
P: Audition. The South Bend Symphonic Choir: performances each year of major choral literature, including a concert with the South Bend Symphony Orchestra. Participation in operatic productions.
- MUS-X 296 APPLIED MUSIC UPPER-DIVISIONAL JURY EXAMINATION (0 CR.)**
P: Enrollment in or successful completion of MUS-T 214, MUS-T 216, MUS-M 202, and the fourth semester of applied music at the 300- or 400-level on the same instrument. A fifteen-minute performance of literature selected by the applied music instructor and presented for the applied music instructor and the resident faculty. Successful completion of MUS-X 296 is required to begin preparation for a recital.
- MUS-X 297 MUSIC EDUCATION UPPER-DIVISIONAL SKILLS EXAMINATION (0 CR.)**
P: MUS-M 236, MUS-T 214, MUS-T 216, MUS-W 200, MUS-W 313, MUS-X 296, and mathematics requirement. An oral examination of knowledge and professional development for the purpose of evaluating progress toward the Bachelor of Music Education. I
- MUS-X 350 JAZZ ENSEMBLES (0 CR.)**
P: Audition. Study of playing techniques and contemporary popular musical styles and literature.
- MUS-X 420 SMALL ENSEMBLES (0 CR.)**
P: Consent of instructor.
- MUS-X 423 CHAMBER MUSIC (1 CR.)**
P: Consent of instructor. Performance and analysis of selected chamber works for keyboard, strings, and winds. Faculty coaching.
- MUS-X 430 ELECTRONIC MUSIC ENSEMBLE (1 CR.)**
P: Consent of instructor.
- MUS-_____ APPLIED MUSIC COURSES (SEE CHART ON PAGE 365)**
- For further information and requirements see the Department of Music Student Handbook. I



APPLIED MUSIC COURSES

For all music courses, letter prefixes indicate subject fields as follows:

B–Brass, C–Church Music, D–Percussion, E–Music Education, F–Techniques, G–Conducting, H–Harp, J–Ballet, K–Composition and Electronic Music, L–Guitar, M–Music History, P–Piano, Q–Organ, R–Opera, S–Strings, T–Theory, U–Unclassified (piano tuning, language, etc.), V–Voice, W–Woodwinds, X–Ensembles, Y–Historical Instruments, Z–Honors

In applied music (see chart), the letter and second digit indicate the instrument (except in piano, organ, guitar, percussion, harpsichord, harp, ballet, and voice), according to the class and position in orchestral scores. Brass: B1, French horn; B2, trumpet; B3, trombone; B4, baritone; B5, tuba. Strings: S1, violin; S2, viola; S3, cello;

S4, string bass. Woodwinds: W1, flute and piccolo; W2, oboe and English horn; W3, clarinet; W4, bassoon; W5, saxophone. Historical Instruments: Y1, recorder; Y3, Renaissance-Baroque double reeds; Y6, lute; and Y8, viola da gamba.

The first digit indicates the function in the student's curriculum: 1, elective; 2, secondary; 3, concentration; 4, major; 5, advanced instrumental techniques; 6, graduate recital; 7, graduate elective (except P701); 8, graduate concentration; 9, graduate major. For example: MUS B110 French Horn, undergraduate elective; MUS D200 Percussion, secondary; MUS W330 Clarinet, concentration; MUS P400 Piano, major; MUS S710 Violin, graduate elective; MUS V800 Voice, graduate concentration; MUS P900 Piano, graduate major.

Course numbers for studio lessons		Course numbers for recitals			
Instrument	Senior (Concentration)	Junior (Major)	Senior (Major)	Master's (Major and Concentration)	
B110-B910	French horn	B311	B411	B412	B610
B120-B920	Trumpet and cornet	B321	B421	B422	B620
B130-B930	Trombone	B331	B431	B432	B630
B140-B840	Baritone horn	B341	B441/443	B442/444	B640
B150-B950	Tuba	B351	B451	B452	B650
D100-D900	Percussion	D301	D401	D402	D600
H100-H900	Harp	H301	H401	H402	H600/900
J100-J200	Ballet				
K110-K410	Composition			K402	K600
L100-L900	Guitar	L301	L401	L402	L600
P100-P900	Piano	P301	P401	P402	P600
Q100-Q900	Organ	Q301	Q401	Q402	Q600
S110-S910	Violin	S311	S411	S412	S610
S120-S920	Viola	S321	S421	S422	S620
S130-S930	Cello	S331	S431	S432	S630
S140-S940	String Bass	S341	S441	S442	S640
V100-V900	Voice	V301	V401	V402	V600
W110-W910	Flute and piccolo	W311	W411	W412	W610
W120-W920	Oboe and English horn	W321	W421	W422	W620
W130-W930	Clarinet	W331	W431	W432	W630
W140-W940	Bassoon	W341	W441	W442	W640
W150-W950	Saxophone	W351	W451	W452	W650
Y110-Y410	Recorder	Y311	Y411	Y412	Y610
Y130-Y230	Ren./Baroque double reeds				
Y160-Y960	Harpsichord	Y361	Y461	Y462	Y660
Y170-Y270	Lute				
Y180-Y280	Viola da gamba				

NURS: NURSING**NURS-B 105 MEDICAL TERMINOLOGY (1 CR.)**

This course, taught via a unique audiovisual instruction and interactive approach, teaches the student to easily remember, pronounce, and apply 350 prefixes, roots, and suffixes that combine to form over 11,000 medical terms. This approach is used to teach complex medical terms to ensure maximum retention. I, S

NURS-B 108 PERSONAL HEALTH AND WELLNESS (1-3 CR.)

Students will learn and apply a holistic approach to achieve an improved level of wellness. Physical, psychological, social, intellectual, and environmental wellness will be explored. Both traditional western and alternative views of health will be presented. This course will help students evaluate their personal level of health, examine successful strategies for changing health behaviors, and develop a plan for improving health based upon personal health risk. I, II, S

NURS-B 216 PHARMACOLOGY (2-3 CR.)

P: PHYS-P 262. The physiologic action of drugs and their therapeutic use, the nurse's role in administering drugs, and the need for continuous study of drug therapy. I, II, S

NURS-B 230 DEVELOPMENTAL ISSUES AND HEALTH (4 CR.)

This course focuses on the theoretical perspectives of growth and development, family theories and family adaptation at different stages, and usual patterns of aging. Students will make assessments and observations of individuals in various stages of growth and development.

NURS-B 231 COMMUNICATION SKILLS FOR HEALTH PROFESSIONALS (3 CR.)

Students in this course will focus on basic communication skills essential for working with clients of various ages and health care professionals. Content includes interpersonal communications and group dynamics. Students will practice communication skills with individuals, within groups, and through electronic media.

NURS-B 232 INTRODUCTION TO DISCIPLINE (2-3 CR.)

P: Admission to B.S.N. degree program. This course focuses on core theoretical concepts of nursing practice: health, wellness, illness, holism, caring, environment, self-care, uniqueness of persons, interpersonal relationships, and decision making. This course helps the student understand nursing's unique

contribution to meeting societal needs through integrating theory, research, and practice. I, II, S

NURS-B 233 HEALTH AND WELLNESS (3-4 CR.)**NURS-B 244 COMPREHENSIVE HEALTH ASSESSMENT (2-3 CR.)**

P: PHSL-P 261, PHSL-P 262, PSY-P 103, SOC-S 161, or ANTH-E 105. C: NURS-B 245. This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data is addressed. I, II, S (R.N. I only)

NURS-B 245 HEALTH ASSESSMENT: PRACTICUM (1-2 CR.)

C: NURS-B 244. Students have the opportunity to use interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments. I, II, S

NURS-B 248 SCIENCE AND TECHNOLOGY OF NURSING (2-3 CR.)

P: PHSL-P 261, PHSL-P 262, MICR-M 250, MICR-M 255. C: NURS-B 249. P or C: NURS-B 245. This course focuses on the fundamentals of nursing from a theoretical research base. It provides an opportunity for basic care nursing skills development. Students are challenged to use critical thinking and problem solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the life span. I, II, S

NURS-B 249 SCIENCE AND TECHNOLOGY OF NURSING: PRACTICUM (1-2 CR.)

C: NURS-B 248. Students have the opportunity to demonstrate fundamental nursing skills in the application of nursing care for clients across the life span. I, II, S

NURS-B 251 FUNDAMENTALS OF NURSING CLINICAL (1 CR.)

P: NURS-P 261, NURS-P 262, NURS-M 250, NURS-M 252. C: NURS-B 232, NURS-B 244, NURS-B 245, NURS-B 248, NURS-B 249. Students will have the opportunity to demonstrate fundamental nursing skills in a structured setting while safely caring for patients. Emphasis is also on basic professional communication skills and caring for the elderly. High fidelity simulations are introduced in this course. I, II

- NURS-B 304 PROFESSIONAL NURSING SEMINAR 1: HEALTH POLICY (3 CR.)**
P: R.N.-B.S.N. student. 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 are 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 complete a needs assessment as part of this course. I
- NURS-B 403 GERONTOLOGICAL NURSING (3 CR.) (NURSING ELECTIVE)**
P: Sophomore-level courses. This course is designed to promote a holistic approach to persons in the later years of life, focusing on the continued development of older adults and the normal aging process. Within the nursing process there is emphasis on health promotion, maintenance, and restoration. The course includes special assignments with older adults.
- NURS-B 404 PROFESSIONAL NURSING SEMINAR 2: INFORMATICS (2-3 CR.)**
P: NURS-B 304. 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 explore the ethical, legal, and moral implications of treatment options and identify tactics to maximize nursing's effectiveness in facilitating individuals and families through the health care system. Students complete a scholarly analysis as part of their practicum experience. II
- NURS-F 570 ASSESSMENT OF INDIVIDUALS, FAMILIES, AND COMMUNITIES (3 CR.)**
This course enables students to develop advanced practice nursing skills in individual health assessment of infants, children, adults, and aging people. In addition, students develop skills in family and community assessment. S
- NURS-F 572 PRIMARY HEALTH CARE NURSING-CHILDREN (2-3 CR.)**
Enables students to develop a knowledge base for clinical decision making in assessment and provision of primary health-care nursing for children and families. Topics include health promotion/maintenance, disease prevention, diagnosis, and treatment of common acute and stable chronic illnesses in children. Minimum of 105 clinical hours/semester. II
- NURS-F 574 PRIMARY HEALTH CARE NURSING-ADULTS (2-3 CR.)**
Enables students to develop a knowledge base for clinical decision making in the assessment and management of primary health-care for adults and families. Topics include health promotion and maintenance, disease prevention, diagnosis, and treatment of common acute and stable chronic illnesses in adults. Minimum of 105 clinical hours/semester. I
- NURS-F 576 PRIMARY HEALTH CARE NURSING OF WOMEN (2-3 CR.)**
Enables students to develop a knowledge base for clinical decision making in the assessment and provision of primary health care for women and families. Topics include health promotion and maintenance, disease prevention, diagnosis, and treatment of common acute and stable chronic illnesses in women. Minimum of 105 clinical hours/semester. S
- NURS-F 578 PRIMARY HEALTH CARE NURSING-FAMILIES (5 CR.)**
Enables the F.N.P. 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. Minimum of 2 clinical hours/semester. I
- NURS-H 351 ALTERATIONS IN NEURO-PSYCHOLOGICAL HEALTH (3 CR.)**
P: SPCH-S 121 and all sophomore-level courses. C: NURS-H 352. This course focuses on individuals and small groups experiencing acute and chronic neuropsychological disorders. Content includes the effect of the brain-body disturbances on health functioning. Other content areas are growth and development, stress, mental status, nurse-client relationships, psychopharmacology, and nursing approaches for clients experiencing DSM-IV neuropsychological disorders. I, II

NURS-H 352 ALTERATIONS IN NEURO-PSYCHOLOGICAL: PRACTICUM (2 CR.)

C: NURS-H 351. Students provide nursing care to individuals and small groups who are experiencing acute and chronic neuropsychological disturbances related to psychiatric disorders. Student experiences are with individuals and small groups in supervised settings such as acute care, community-based, transitional, and/or the home. I, II

NURS-H 353 ALTERATIONS IN HEALTH I (3 CR.)

P: SPCH-S 121 and all sophomore-level courses. C: NURS-H 354. This course focuses on the pathophysiology and holistic nursing care management of clients experiencing acute and chronic problems. Students use critical thinking and problem-solving skills to plan interventions appropriate to health care needs. I, II, S

NURS-H 354 ALTERATIONS IN HEALTH I: PRACTICUM (2 CR.)

C: NURS-H 353. Students apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students engage clients in a variety of settings to address alterations in health functioning, identify health care needs, and determine the effectiveness of interventions, given expected care outcomes. I, II, S

NURS-H 355 DATA ANALYSIS/PRACTICE AND RESEARCH (3 CR.)

P: MATH-M 107 or R.N. license. This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health care practice. Principles of measurement, data summarization and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real world situations in health care. I, II, S

NURS-H 361 ALTERATIONS IN HEALTH II (3 CR.)

P: NURS-H 353, NURS-H 354, all sophomore-level courses. C: NURS-H 362. This course builds on NURS-H 353 Alterations in Health I and continues to focus on pathophysiology and holistic nursing care management of the associated needs of clients experiencing acute and chronic health problems. I, II

NURS-H 362 ALTERATIONS IN HEALTH II: PRACTICUM (2 CR.)

C: NURS-H 361. Students continue to apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students engage clients in a variety of settings to address alterations in health functioning. I, II

NURS-H 365 NURSING RESEARCH (2-3 CR.)

P: NURS-H 353, NURS-H 354, and statistics (MATH-K 300, NURS-H 355, PSY-P 354, or SOC-S 351, or equivalent). This course focuses on development of students' skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of nursing and nursing-related research studies is emphasized in identifying applicability to nursing practice. I, II, S

NURS-H 366 NURSING CARE OF CHILDREN AND THEIR FAMILIES (3 CR.)

P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354. C: NURS-H 361, NURS-H 362, NURS-H 367, NURS-H 368, NURS-H 369. This course presents theory and knowledge related to the nursing care of children (ages birth through adolescence) and their families. Emphasis is placed on health promotion in relation to child development as well as common alterations to health experienced by children in the United States.

NURS-H 367 NURSING CARE OF CHILDREN AND THEIR FAMILIES: CLINICAL (1-2 CR.)

P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354. C: NURS-H 361, NURS-H 362, NURS-H 366, NURS-H 368, NURS-H 369. Application of theory and knowledge to family centered nursing care of children and their families. Emphasis is on care in acute care settings and assisting the child to achieve optimal health.

NURS-H 368 NURSING CARE OF CHILDBEARING FAMILIES (2 CR.)

P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354. C: NURS-H 361, NURS-H 362, NURS-H 366, NURS-H 367, NURS-H 369. This course focuses on family centered nursing care of childbearing women and newborns. It includes an overview of various health issues related to the female from puberty to menopause, pregnancy care, labor and birth, and postpartum care (normal and complicated pregnancies) as well as health issues of newborns.

- NURS-H 369 NURSING CARE OF CHILDBEARING FAMILIES: CLINICAL (1-2 CR.)**
P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354. C: NURS-H 361, NURS-H 362, NURS-H 366, NURS-H 367, NURS-H 368. Clinical component of nursing care for the pregnant, labor, and birthing women and newborn with focus on family centered care.
- NURS-J 360 OPERATING ROOM NURSING (1-6 CR.)**
P: Sophomore-year courses, or consent of the instructor. The course is designed to provide further opportunities for students to meet objectives of the Indiana University School of Nursing. Learning opportunities are available so students can increase knowledge about, and add to their ability to, provide nursing care for patients undergoing the stress of surgery. (nursing elective)
- NURS-K 192 TOPICS IN NURSING (0.5-3 CR.)**
Topics and seminars covering current nursing subjects including pharmacology, informatics, leadership, clinical updates and skills. Topics and credit hours vary. May be repeated for credit if topic differs. S/F graded.
- NURS-K 300 TRANSCULTURAL HEALTH CARE (3 CR.)**
This course allows students to explore how culture affects health care decision making and how the health care system integrates culture in its delivery of care.
- NURS-K 301 COMPLEMENTARY HEALTH THERAPIES (3 CR.)**
This survey course is designed to introduce the student to non-mainstream health care therapies. Students critically examine and explore the origins and practice of each therapy. The course serves as an introduction to a variety of therapies, including healing touch, guided imagery, hypnosis, acupuncture, aroma therapy, reflexology, and massage, to name a few.
- NURS-K 302 GERIATRIC PHARMACOLOGY (2 CR.)**
This course examines numerous factors (e.g., poly-pharmacy, drug-to-drug interactions, developmental issues) that impact absorption, distribution, metabolism, and elimination of pharmaco-therapeutic agents in elderly persons. Students are challenged to develop primary and secondary strategies to detect and resolve problems associated with use of these agents.
- NURS-K 304 NURSING SPECIALTY ELECTIVE (3 CR.)**
- NURS-K 305 NEW INNOVATIONS IN HEALTH AND HEALTH CARE (3 CR.)**
P: R.N.-B.S.N. student. This course explores emergent trends in health and health care, including technological advances in health care, developing approaches to care based on new knowledge and/ or research findings, and trends in health care delivery in a themed, survey or independent study format.
- NURS-K 401 INTEGRATIVE HEALTH (3 CR.)**
Blending the traditional and nontraditional integrative health. This course focuses on the integration of complementary health care with the traditional western medicine approach to disease and illness. Complementary therapies are critically examined in light of their ability to alleviate pain and suffering and improve quality of life in a variety of disease and illness states.
- NURS-K 421 AMERICAN HEALTH CARE: INTERNATIONAL EXPERIENCE (2-3 CR.)**
P: Junior-level courses completed. This course provides students from the United States with a chance to live and study in Northern Ireland and provides students from the United Kingdom with a similar experience. This exchange enhances the students' awareness of the cultural, economic, and political factors in determining the health/illness perspective of a nation. It aims to enable students to develop a wider, more global perspective on the key concepts of personal and societal health issues.
- NURS-K 486 TRANSFORMING NEGATIVE ENVIRONMENTS (3 CR.)**
This upper-division elective assists each student establish a connection between changes in social, political, and economic conditions to their lived experience. Health care policies/practices founded on patriarchal values and models are critiqued. Students are challenged to transform traditional health care organizations into systems characterized by power-sharing, consensus-building, self-governance, and empowerment. (nursing elective)
- NURS-K 490 CI ELECTIVE (1-6 CR.)**
P: Consent of instructor. S/F grading only. Planned and supervised clinical experiences in an area of concentration.
- NURS-K 492 NURSING ELECTIVE (1-6 CR.)**
P: Consent of instructor. Opportunity for the student to pursue study in an area of interest.

- NURS-K 499 GENETICS AND GENOMICS (3 CR.)**
P: R.N.-B.S.N. student or sophomore-level. 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.
- NURS-N 502 THEORY I (3 CR.)**
Focus is on evaluating the factors and issues influencing the development of theory in nursing. Theoretical terminology and criteria for the evaluation of theories are examined. Linkages applied between theory, practice, and research are explored. II
- NURS-N 504 LEADERSHIP FOR ADVANCED NURSING PRACTICE (3 CR.)**
Course addresses core competencies as leadership, role, health care economics, policy, and the law and ethics that are essential to all advanced nursing practice roles and health care in complex systems. I
- NURS-R 500 NURSING RESEARCH METHODS I (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. I
- NURS-R 590 SCHOLARLY PROJECT (1-3 CR.)**
P: NURS-R 500 A guided experience in identifying a researchable nursing problem and in developing and implementing a research proposal. S
- NURS-S 470 RESTORATIVE HEALTH FOR SYSTEMS (3 CR.)**
P: All junior-level courses. C: NURS-S 471. This course focuses on the pathophysiology and nursing care management of clients experiencing multi-symptom alterations in health status. Correlations among complex system alterations and nursing interventions to maximize health potential are emphasized. I, II
- NURS-S 471 RESTORATIVE HEALTH RELATED TO MULTI-SYSTEM FAILURES: THE PRACTICUM (2 CR.)**
C: NURS-S 470. The students apply the nursing process to the care of clients experiencing acute multi-system alterations in health. I, II
- NURS-S 472 A MULTI-SYSTEM APPROACH TO THE HEALTH OF THE COMMUNITY BY R.N.-B.S.N. (3 CR.)**
P: All junior-level courses. C: NURS-S 473. This course focuses on the complexity and diversity of groups or aggregates within communities and their corresponding health care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political issues in local and global communities, the student can determine effective interventions for community-centered care. I, II
- NURS-S 473 HEALTH OF THE COMMUNITY: PRACTICUM (2 CR.)**
C: NURS-S 472. Students have the opportunity to apply the concepts of community assessment, program planning, prevention, and epidemiology to implement and evaluate interventions for community-centered care to groups or aggregates. Professional nursing is practiced in collaboration with diverse groups within a community. I, II
- NURS-S 474 APPLIED HEALTH CARE ETHICS (3 CR.)**
This course is designed to introduce the student to major ethical theory, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health-care practice.
- NURS-S 475 A MULTISYSTEM APPROACH TO THE HEALTH OF THE COMMUNITY R.N.-B.S.N. (3 CR.)**
P: R.N.-B.S.N. student. Basic epidemiological principles and community health nursing models are applied in collaboration with diverse groups. Disease prevention strategies are applied to individuals and populations to promote health. Students apply the concepts of community assessment, disease prevention, and health promotion to plan, implement, and evaluate interventions for populations in the community.
- NURS-S 481 NURSING MANAGEMENT (2-3 CR.)**
P: All first semester senior-level courses and all general education requirements except one 3 credit hour course. C: NURS-S 482. This course focuses on the development of management skills assumed by professional nurses, including delegation, networking, facilitating groups, conflict resolution, leadership and collaboration. Concepts addressed include patient safety, clinical judgment, complexity, change, managing quality

and performance, workplace diversity, budgeting/resource allocation, delivery systems, and informatics applications for today's nurse. I, II, S

NURS-S 482 NURSING MANAGEMENT: PRACTICUM (2-3 CR.)

C: NURS-S 481. Students have the opportunity to apply professional management skills in a variety of nursing leadership roles. I, II, S

NURS-S 483 CLINICAL NURSING PRACTICE CAPSTONE (3 CR.)

P: R.N.-B.S.N. student in final term of program. Students have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner. I, II, S

NURS-S 485 PROFESSIONAL GROWTH AND EMPOWERMENT (2-3 CR.)

P: All junior-level courses. This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Students discuss factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to life-long learning. I, II, S

NURS-S 487 NURSING MANAGEMENT R.N.-B.S.N. (3 CR.)

NURS-W 221 NATIVE USES OF HERBS (1 CR.)

A field experience course on native uses of herbs with required readings and hands-on work with plants.

NURS-W 402 SEMINAR: WOMEN AS AGENTS OF CHANGE (3 CR.)

Variable topics course. This course focuses on issues and controversies in the new scholarship on women. Recently taught as Women as Agents of Change with an emphasis placed on theories of change and women's role in creating change in America.

NURS-Y 515 PATHOPHYSIOLOGY (4 CR.)

Provides advanced knowledge of pathophysiology as the foundation for nursing management in the health care of adults. I

NURS-Y 535 DYNAMICS OF FAMILY HEALTH CARE (3 CR.)
Provides students with opportunities to study families within the community context. Consideration is given to theories of family functioning and roles in family health care, using family assessment tools and other nursing intervention strategies. S

NURS-Y 612 PHARMACOLOGY PRIMARY CARE NURSE PRACTITIONERS (3 CR.)

This course provides a basis for understanding the use of pharmacotherapeutic agents for clients across the life span. The course builds upon the pharmacologic knowledge base acquired at the bachelor's-level in nursing. II

NURS-Y 620 ADVANCED PRIMARY CARE AND OFFICE MANAGEMENT PROCEDURES (3 CR.)

This course introduces students to advanced practice concepts and procedures related to the care of clients in the primary care setting. In addition, students are introduced to documentation and professional relationship building skills necessary for advanced practice nurses (APNs) in the primary care setting.

NURS-Z 490 CLINICAL EXPERIENCE IN NURSING (1-6 CR.)

P: Consent of instructor. S/F grading only. Planned and supervised clinical experiences in the area of the student's major interest.

NURS-Z 492 INDIVIDUAL STUDY IN NURSING (0.5-6 CR.)

P: Consent of instructor. Opportunity for the nurse to pursue independent study of topics in nursing under the guidance of a selected faculty member.

OVST: OVERSEAS STUDY

OVST-U 396 OVERSEAS STUDY IN ULSTER (1-15 CR.)

Used as an administrative number to enroll students accepted to study in Ulster. I, II

OVST-X 498 OVERSEAS STUDY AT TOULON, FRANCE (3-15 CR.)

Used as an administrative number to enroll students accepted to study at the University of Toulon in France. I, II

OVST-Y 496 OVERSEAS STUDY/NON-INDIANA UNIVERSITY PROGRAM (0 CR.)

Used as an administrative number to enroll students in a non-Indiana University overseas program. I, II

OVST-Z 498 OVERSEAS STUDY AT EICHSTAETT, GERMANY (3-15 CR.)
Used as an administrative number to enroll students accepted to study at Kath University, Eichstaett, Germany. I, II

PHIL: PHILOSOPHY

PHIL-P 100 INTRODUCTION TO PHILOSOPHY (3 CR.)
Perennial problems of philosophy, including problems in ethics, epistemology, metaphysics, and the philosophy of religion. Readings in selected writings of philosophers from Plato to the present.

PHIL-P 105 THINKING AND REASONING (3 CR.)
Basic rules of correct reasoning, roles of definitions and of language in thinking; roles of observation, hypothesis, and theory in knowledge; basic techniques for gathering information, testing beliefs for truth, and problem solving.

PHIL-P 110 INTRODUCTION TO PHILOSOPHY (3 CR.)
An introductory study of such philosophical concerns as existence, knowledge, meaning, and morality. At IU South Bend, has special focus on critical thinking.

PHIL-P 135 INTRODUCTION TO EXISTENTIALISM (3 CR.)
Existentialism as a project of describing human experience is studied in relation to existential themes such as being-in-the-world, authenticity, individualism, commitment and responsibility. Philosophers studied may include Husserl, Kierkegaard, Heidegger, Buber, Sartre, and Camus.

PHIL-P 140 INTRODUCTION TO ETHICS (3 CR.)
Important philosophical answers to such ethical questions as the nature of good and evil, the relation of duty to self-interest, and the objectivity of moral judgements. Specific ethical issues addressed may include individual needs and public policy, lying, abortion, euthanasia, and punishment.

PHIL-P 150 ELEMENTARY LOGIC (3 CR.)
Study of basic concepts of deductive and inductive logic, including practical applications of these concepts in the critical evaluation of informal arguments.

PHIL-P 200 PROBLEMS OF PHILOSOPHY (1-3 CR.)
Selected writings of philosophers concerning important philosophical problems. May be repeated for credit under new subtitle.

PHIL-P 201 ANCIENT GREEK PHILOSOPHY (3 CR.)
P: Three credit hours of philosophy or consent of instructor. Selective survey of ancient Greek philosophy (pre-Socratics, Plato, Aristotle).

PHIL-P 202 MEDIEVAL TO MODERN PHILOSOPHY (3 CR.)
P: Three credit hours of philosophy or consent of instructor. Selective survey of medieval philosophy.

PHIL-P 207 INFORMATION AND COMPUTER ETHICS (3 CR.)
P: CSCI-A 106 or equivalent. Examines the ethical implications of computer and information technology for society.

PHIL-P 214 MODERN PHILOSOPHY (3 CR.)
P: Three credit hours of philosophy or consent of instructor. A survey of Western philosophy from 1600 to 1900. An examination of the breakdown of the medieval world view and the rise and revision of Cartesianism.

PHIL-P 250 INTRODUCTORY SYMBOLIC LOGIC (3 CR.)
P: MATH-M 014 or Level 3 on the mathematics placement examination. Study of, and extensive practice with, the concepts and techniques of formal deductive logic.

PHIL-P 283 NON-WESTERN PHILOSOPHY (3 CR.)
P: Three credit hours of philosophy or consent of instructor. Selective survey of major philosophical systems from the Far East and India. Possible topics include Taoism, Confucianism, Upanishads, Samkhya, Buddhism, Vedanta, Sri Aurobindo, Zen.

PHIL-P 303 THE BRITISH EMPIRICISTS AND KANT (3 CR.)
P: Three credit hours of philosophy or consent of instructor. Selective survey of Continental Rationalism, British Empiricism, and Kant.

PHIL-P 304 NINETEENTH CENTURY PHILOSOPHY (3 CR.)
P: Three credit hours of philosophy or consent of instructor. Selected survey of post-Kantian philosophy.

PHIL-P 306 BUSINESS ETHICS (3 CR.)
A philosophical examination of ethical issues which arise in the context of business. Moral theory is applied to such problems as the ethical evaluation of corporations, what constitutes fair profit, and truth in advertising.

PHIL-P 310 TOPICS IN METAPHYSICS (3 CR.)
P: Three credit hours of philosophy or consent of instructor. Topics such as existence, individuation, contingency, universals and particulars; monism-pluralism, Platonism-nominalism, idealism-realism.

- PHIL-P 311 METAPHYSICS OF PHYSICAL NATURE (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. Topics such as space, time, causality, determinism, events and change, relation of the mental and the physical, personal identity.
- PHIL-P 312 TOPICS IN THEORY OF KNOWLEDGE (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. Topics such as various theories of perceptual realism, sense-datum theories, theories of appearing, phenomenalism, the nature of knowledge, the relation between knowledge and belief, relation between knowledge and evidence, and the problem of skepticism.
- PHIL-P 313 THEORIES OF KNOWLEDGE (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. Topics such as the nature of knowledge, the relation of knowledge and belief, knowledge and evidence, knowledge and certainty, and the problem of skepticism.
- PHIL-P 320 PHILOSOPHY AND LANGUAGE (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. A study of selected philosophical problems concerning language and their bearing on traditional problems in philosophy.
- PHIL-P 325 SOCIAL PHILOSOPHY (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. Concentrated study of one or more major problems, positions, or authors. May be repeated for credit.
- PHIL-P 335 PHENOMENOLOGY AND EXISTENTIALISM (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. A study of Edmund Husserl's philosophy and its extension and criticism in the works of such existential phenomenologists as Heidegger, Sartre, and Merleau-Ponty. Topics include the nature of consciousness, intentionality, freedom, intersubjectivity.
- PHIL-P 340 CLASSICS IN ETHICS (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. Selected readings from authors such as Plato, Aristotle, Stoics, Epicureans, Augustine, Aquinas, covering such topics as the relation of virtue and human nature, duty and self-interest, pleasure and the good.
- PHIL-P 341 ETHICAL CLASSICS 2 (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. Selected readings from authors such as Spinoza, Hume, Butler, Kant, Mill, Nietzsche, covering such topics as the role of reason in ethics, the role of the emotions in ethics, the objectivity of moral principles, the relation of religion to ethics.
- PHIL-P 342 PROBLEMS OF ETHICS (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. May concentrate on a single large problem, e.g., whether utilitarianism is an adequate ethical theory, or several more or less independent problems, e.g., the nature of goodness, the relation of good to ought, the objectivity of moral judgements.
- PHIL-P 343 CLASSICS IN SOCIAL AND POLITICAL PHILOSOPHY (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. Selected readings from ancient and medieval sources such as Plato, Aristotle, Augustine, Aquinas, focusing on such topics as metaphysical commitments and political theory, the ideal state, the nature and proper ends of the state, natural law, and natural rights.
- PHIL-P 344 CLASSICS IN SOCIAL AND POLITICAL PHILOSOPHY 2 (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. Selected readings from seventeenth to nineteenth century sources, such as Machiavelli, Bodin, Hobbes, Locke, Rousseau, Bentham, Mill, Marx, focusing on such topics as the ones mentioned in PHIL-P 343 and such additional topics as the social contract theory of the state and the notion of community.
- PHIL-P 345 PROBLEMS IN SOCIAL AND POLITICAL PHILOSOPHY (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. Problems of contemporary relevance: justice and economic distribution, participatory democracy, conscience and authority, law and morality.
- PHIL-P 346 CLASSICS IN PHILOSOPHY OF ART (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. Selected philosophical problems concerning art and art criticism. Topics such as the definition of art, expression, representation, style, form and content, the aesthetic and the cognitive.

- PHIL-P 358 AMERICAN PHILOSOPHY (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. This course is devoted to consideration of pragmatism as a distinctly American philosophy. Pragmatism is examined as a continuation of the Western philosophical tradition and as an attempt to overcome that tradition.
- PHIL-P 360 INTRODUCTION TO PHILOSOPHY OF MIND (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. Selected topics from among the following: the nature of mental phenomena (e.g., thinking, volition, perception, emotion); the mind-body problem (e.g., dualism, behaviorism, materialism).
- PHIL-P 366 PHILOSOPHY OF ACTION (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. The nature of human and rational action: the structure of intentions and practical consciousness; the role of the self in action; volitions; the connections of desires, needs, and purposes to intentions and doings; causation and motivation; freedom.
- PHIL-P 371 PHILOSOPHY OF RELIGION (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. The nature of religion and religious experience, the status of religious knowledge claims, the nature and existence of God.
- PHIL-P 374 EARLY CHINESE PHILOSOPHY (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. Origins of Chinese philosophical traditions in the classical schools of Confucianism, Taoism, Mohism, and Legalism. Explores contrasting agendas of early Chinese and Western traditions.
- PHIL-P 381 RELIGION AND HUMAN EXPERIENCE (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. Topics such as the phenomenology of religious experience, spirituality and human nature, selfhood and transcendence, spirituality and gender, and religious experience and human relationship.
- PHIL-P 383 TOPICS IN PHILOSOPHY (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. An advanced study of special, experimental, or timely topics drawn from the full range of philosophical discussion and designed to pursue interests unmet in the regular curriculum. May be repeated for credit under new subtitle.

- PHIL-P 393 BIOMEDICAL ETHICS (3 CR.)**
P: 3 credit hours of philosophy or consent of instructor. A philosophical consideration of ethical problems that arise in current biomedical practice, e.g., with regard to abortion, euthanasia, determination of death, consent to treatment, and professional responsibilities in connection with research, experimentation, and health care delivery.
- PHIL-P 394 FEMINIST PHILOSOPHY (3 CR.)**
P: Three credit hours of philosophy or consent of instructor. Study of contemporary feminist philosophy in the United States and Europe.
- PHIL-P 495 SENIOR PROSEMINAR IN PHILOSOPHY (1-4 CR.)**
For students in their junior or senior years of study. The proseminar concentrates on a problem and/or figure selected by students and faculty involved. May be repeated for a maximum of 4 credit hours.
- PHIL-T 190 LITERARY AND INTELLECTUAL TRADITIONS (3 CR.)**
Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing-intensive, discussion-focused.
- PHIL-T 390 LITERARY AND INTELLECTUAL TRADITIONS (3 CR.)**
Interdisciplinary exploration of a humanistic tradition of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, and conflict. Course is writing intensive and discussion focused with attention paid to primary texts and research materials.

PHSL: PHYSIOLOGY

See ANAT, BIOL, MICR, and PLSC for additional biological sciences courses.

- PHSL-P 130 HUMAN BIOLOGY (3-4 CR.)**
For non-science majors. Credit allowed for only one of BIOL-L 100, BIOL-L 104, BIOL-T 100, and PHSL-P 130. Credit not allowed toward a biology major. Basic concepts of human biology: reproduction, development, heredity, and physiological regulation. I, II, S

- PHSL-P 204 ELEMENTARY HUMAN PHYSIOLOGY (3-5 CR.)**
P: ANAT-A 210. R: One college-level biology course; one college-level chemistry course or one year high school chemistry. Lectures on blood, circulation, respiration, digestion, metabolism, excretion, endocrine system, muscle, nervous system, and special senses. For dental hygiene majors; credit not allowed toward a biology major. II
- PHSL-P 261 HUMAN ANATOMY AND PHYSIOLOGY 1 (4-5 CR.)**
P: BIOL-L 102, CHEM-C 102, or PHSL-P 130. Introduction to basic structure and function of the human body including laboratory studies in gross anatomy, histology, and physiology. Topics are cellular anatomy and physiology, body tissues and integument, and the skeletal, muscle, endocrine, and nervous systems. Credit not allowed toward a biology major. I, II
- PHSL-P 262 HUMAN ANATOMY AND PHYSIOLOGY 2 (4-5 CR.)**
P: PHSL-P 261. The continuation of PHSL-P 261. Topics are the circulatory, respiratory, urinary, digestive, and reproductive systems; fluid and electrolyte balance; and acid-base balance. II, S

PHYS: PHYSICS

- PHYS-N 190 THE NATURAL WORLD (3-5 CR.)**
Introduces students to the methods and logic of science, and helps them understand the importance of science to the development of civilization and the contemporary world. Provides a context within which to evaluate the important scientific and technological issues of modern society. Interdisciplinary elements. I, II
- PHYS-P 201 GENERAL PHYSICS I (3-5 CR.)**
P: MATH-M 115 or equivalent. First semester of a two-semester, algebra-based, sequence. Newtonian mechanics, wave motion, heat and thermodynamics. Application of physical principles to related scientific disciplines including life sciences. Lectures, one hour recitation, and one two-hour laboratory each week. Credit not given for both PHYS-P 201 and PHYS-P 221. S
- PHYS-P 202 GENERAL PHYSICS 2 (3-5 CR.)**
P: PHYS-P 201. Second semester of a two-semester algebra-based sequence. Electricity, magnetism, light, and an introduction to the concepts of relativity, quantum theory, and atomic and nuclear physics. Lectures, one hour recitation, and one two-hour laboratory each week. Credit not given for both PHYS-P 202 and PHYS-P 222. S
- PHYS-P 221 PHYSICS 1 (3-5 CR.)**
C: MATH-M 215. First semester of a calculus-based sequence. Newtonian mechanics, oscillations and waves, fluids, heat and thermodynamics. Lectures, one hour recitation, and one two-hour laboratory each week. Credit not given for both PHYS-P 201 and PHYS-P 221. I, II
- PHYS-P 222 PHYSICS 2 (3-5 CR.)**
P: PHYS-P 221. C: MATH-M 216. Second semester of a calculus-based sequence. Electricity, magnetism, DC and AC circuits, light, geometrical and physical optics, and introduction to modern physics. Lectures, one hour recitation, and one two-hour laboratory each week. Credit not given for both PHYS-P 202 and PHYS-P 222. I, II
- PHYS-P 281 SOLID STATE ELECTRONICS I (3 CR.)**
- PHYS-P 303 DIGITAL ELECTRONICS (1-4 CR.)**
P: MATH-M 115 or equivalent. Integrated lecture and laboratory course. Semiconductor devices; operational amplifiers; oscillators; Boolean Algebra; and digital circuits containing devices such as decoders, multiplexers, light-emitting displays, flip-flops, counters, registers, and memories. I, II
- PHYS-P 309 MODERN PHYSICS LABORATORY (2-3 CR.)**
P: MATH-M 216, PHYS-P 222. Fundamental experiments in mechanics, electricity and magnetism, thermodynamics, optics, and modern physics. Emphasis is placed upon developing basic laboratory skills and data analysis techniques, including computer reduction and analysis of data. II (even years)
- PHYS-P 321 TECHNIQUES OF THEORETICAL PHYSICS (3 CR.)**
P: MATH-M 216, PHYS-P 222. Introduction to the mathematical methods required for the general equations of theoretical physics with an emphasis on special functions, group theoretic techniques, integral transforms, and partial differential equations.

- PHYS-P 323 PHYSICS 3 (3 CR.)**
P: MATH-M 216, PHYS-P 222. Third semester of a four-semester sequence. Special relativity, introduction to quantum theory, Schroedinger equation, the hydrogen atom, many-electron atoms, statistical physics, molecules, and solids. I
- PHYS-P 324 PHYSICS 4 (3 CR.)**
P: MATH-M 216, PHYS-P 323. Fourth semester of a four-semester sequence. Conduction in metals; semiconductors; superconductivity; nuclear structure, reactions, and applications; radioactivity; elementary particles; cosmology; introduction to general relativity. II (odd years)
- PHYS-P 331 THEORY OF ELECTRICITY AND MAGNETISM (3 CR.)**
P: PHYS-P 222, MATH-M 216. Electrostatic potentials and electric fields, differential operators, Laplace and Poisson equations, dielectric materials, steady currents, power and energy, induction, magnetic fields, scalar and vector potentials, Maxwell's equations. I (odd years)
- PHYS-P 334 FUNDAMENTALS OF OPTICS (3 CR.)**
P: PHYS-P 222, MATH-M 216. Geometrical optics: matrix formulation of the laws of reflection and refraction, ray tracing with computers, aberrations. Physical optics: interference, diffraction, polarization, lasers, holography.
- PHYS-P 340 THERMODYNAMICS AND STATISTICAL MECHANICS (3 CR.)**
P: MATH-M 216, PHYS-P 323. Intermediate course covering the three laws of thermodynamics, classical and quantum statistical mechanics, and some applications. II (even years)
- PHYS-P 410 COMPUTING APPLICATIONS IN PHYSICS (3 CR.)**
P: MATH-M 216, PHYS-P 222. Computing methods and techniques applied to a broad spectrum of physics problems. Emphasis on least-squares method and other curve-fitting techniques of nonlinear functions; monte-carlo methods; data manipulation, including sorting, retrieval, and display.
- PHYS-P 441 ANALYTICAL MECHANICS I (3 CR.)**
P: PHYS-P 222, MATH-M 216. C: MATH-M 343 or consent of instructor. Elementary mechanics of particles and rigid bodies treated by methods of calculus and differential equations. Hamiltonian and Lagrangian methods, continuum mechanics. I (even years)
- PHYS-P 453 INTRODUCTION TO QUANTUM MECHANICS (3 CR.)**
P: PHYS-P 323. C: MATH-M 343 or consent of instructor. The Schroedinger Equation with applications to problems such as barrier transmission, harmonic oscillation, and the hydrogen atom. Discussion of orbital and spin angular momentum, and identical particles. Introduction to perturbation theory. II (odd years)
- PHYS-P 473 INTRODUCTION TO STRING THEORY (3 CR.)**
P: MATH-M 216, PHYS-P 323. Introduction to the fundamentals of string theory and some of its current applications. Main themes include the formulation of relativistic strings in terms of the Nambu-Goto action and the quantized string state space of open and closed strings. Applications include string compactification, T-duality of open and closed strings, and D-branes.
- PHYS-S 106 CONTEMPORARY PHYSICS SEMINAR (1 CR.)**
This course provides early exposure to current and exciting topics in physics and related fields at a qualitative level. Sessions include presentations by faculty, advanced students, and visiting scientists. I, II
- PHYS-S 405 READINGS IN PHYSICS (1-3 CR.)**
P: Consent of instructor. Independent reading under supervision of a faculty member. Study in depth of a topic of interest to the student, culminating in a research paper.
- PHYS-S 406 RESEARCH PROJECT (1-6 CR.)**
P: Consent of instructor. Research participation in group or independent project under the supervision of a faculty member in department research areas; or topic agreed upon between the student and supervisor. Alternatively, internship in industry or national laboratory, arranged between the student, the student's faculty mentor, and internship supervisor.
- PHYS-T 105 PHYSICAL SCIENCE FOR ELEMENTARY TEACHERS (4 CR.)**
P: MATH-T 101. Principles of physical science with focus on elementary chemistry and physics. Laboratory, demonstration, and exploration enrich course material which develops the expertise needed for success in the elementary school classroom. Open only to elementary education majors. Does not satisfy the general-education requirement in the College of Liberal Arts and Sciences. II

PLSC: PLANT SCIENCES

See ANAT, BIOL, MICR, and PHSL for additional biological sciences courses.

- PLSC-B 101 PLANT BIOLOGY (5 CR.)**
Lecture and laboratory. Fundamental principles of biology as illustrated by plants: characteristics of living organisms, nutrition, growth, responses to environment, reproduction, basic principles of heredity. Credit not allowed toward a biology major.
- PLSC-B 364 SUMMER FLOWERING PLANTS (5 CR.)**
P: PLSC-B 101 or BIOL-L 102. A basic course in the methods of plant identification and taxonomy.

POLS: POLITICAL SCIENCE

- POLS-B 190 HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS (3 CR.)**
Develops insights into human nature, the nature of social institutions, the social processes that shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior.
- POLS-B 399 HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS (3 CR.)**
Develops insights into human nature, social institutions, and social processes that have shaped the world of the twenty-first century. Explores a specific critical problem or social science theme in a manner that takes into account perspectives from several disciplines. Attention given to ethical dilemmas as they arise in the discipline and theme of course.
- POLS-Y 103 INTRODUCTION TO AMERICAN POLITICS (3 CR.)**
Introduction to principles, institutions, and dynamics of American government and politics. Origins and development of the United States Constitution, federalism, separation of powers, major institutions of national government, political parties. Nature and problems of modern democracy. I, II, S
- POLS-Y 107 INTRODUCTION TO COMPARATIVE POLITICS (3 CR.)**
Study of political systems of Western and non-Western countries. Similarities and differences among types of political systems, stability and change in politics. I
- POLS-Y 109 INTRODUCTION TO INTERNATIONAL RELATIONS (3 CR.)**
Causes of war, nature and attributes of the state, imperialism, international law, national sovereignty, arbitration, adjudication, international organization, major international issues. I, II
- POLS-Y 115 ENVIRONMENT AND PEOPLE (3 CR.)**
An interdisciplinary analysis of the relationships between people, pollution, the environment, and society.
- POLS-Y 120 PUBLIC AFFAIRS (3 CR.)**
Introduction to public affairs through inquiry into government structures and policy processes at the international, federal, state and local level.
- POLS-Y 200 CONTEMPORARY POLITICAL TOPICS (1-6 CR.)**
This course is designed to transform students from spectators to participants in our political system. The course provides hands-on civic engagement training, equipping students with the knowledge and skills they need to directly engage in democracy and shape campus, local, state, and national policies. One of the biggest roadblocks to participation in democracy is the perception that it isn't possible. Students will read case studies that show what a single person or a group of people can accomplish and will select a policy area, interacting directly with decision-makers to encourage them to respond to their hopes and concerns.
- POLS-Y 201 CONTROVERSIES IN UNITED STATES POLITICS (3 CR.)**
A critical examination of multiple perspectives on contemporary political issues. Students develop critical thinking and oral examination skills through lively class debate and dialogue regarding some of the most controversial issues in United States domestic and foreign policy. Topics updated each semester. Argumentative essays required.
- POLS-Y 211 INTRODUCTION TO LAW (3 CR.)**
A survey of the legal system, including substantive principles relating to court jurisdiction, contracts, commercial law, property, negligence, intentional torts and criminal law. (For paralegal students only.)

- POLS-Y 214 COMPUTER-AIDED LEGAL RESEARCH (2 CR.)**
This course is designed to introduce students to legal research online. It will give students hands-on experience in Internet research of legal data bases and secondary sources.
- POLS-Y 221 LEGAL RESEARCH AND WRITING FOR PARALEGAL STUDIES (3 CR.)**
P: POLS-Y 211. Development of research and communication skills special to the area of law. Includes methods of organizing and conducting legal research, resources available for legal research, presentation of findings in memoranda and briefs, and other forms of legal writing.
- POLS-Y 222 LITIGATION FOR PARALEGAL STUDIES I (3 CR.)**
P: ENG-W 131, ENG-W 233, POLS-Y 211, POLS-Y 214, POLS-Y 234. An overview of pre-trial case preparation, the right of subrogation, the duty to defend and insurance coverage disputes; an examination of the various discovery procedures, including depositions and interrogatories; summons and notice requirements; collection of judgments; and an overview of divorce and adoption proceedings, residency and jurisdiction.
- POLS-Y 234 LEGAL RESEARCH (2 CR.)**
This course will focus on legal research using printed texts. It will also focus on how to find answers to legal questions within the context of using printed materials.
- POLS-Y 235 INTRODUCTION TO PUBLIC MANAGEMENT (3 CR.)**
The management process in public organizations. Focus is especially on external influences on public managers, the effects of the intergovernmental environment and problems of management in a democratic, limited government system.
- POLS-Y 301 POLITICAL PARTIES AND INTEREST GROUPS (3 CR.)**
Theories of American party activity; behavior of political parties, interest groups, and social movements; membership in groups; organization and structure; evaluation and relationship to the process of representation.
- POLS-Y 304 CONSTITUTIONAL LAW (3 CR.)**
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 of a democratic polity; how can demands for national security be reconciled with democratic practices and values? The war powers of the United States government: roles of the presidency, Congress and public opinion. American national security policy since World War II.
- POLS-Y 316 PUBLIC OPINION AND POLITICAL PARTICIPATION (3 CR.)**
The nature of public opinion on major domestic and foreign policy issues, mass political ideology, voting behavior and other forms of political participation, political culture, and the impact of public opinion on political systems.
- POLS-Y 317 VOTING, ELECTIONS, AND PUBLIC OPINION (3 CR.)**
Determinants of voting behavior in elections. The nature of public opinion regarding major domestic and foreign policy issues; development of political ideology; other influences on the voting choices of individuals and the outcomes of elections; relationships among public opinion, elections, and the development of public policy.
- POLS-Y 318 THE AMERICAN PRESIDENCY (3 CR.)**
Development of the presidency and its relationship to the political system; problems of the contemporary presidency; personality and presidential roles, with emphasis on political leadership.
- POLS-Y 319 THE UNITED STATES CONGRESS (3 CR.)**
Origins and development of Congress and its place in modern American politics; congressional committees, parties, leadership, and policies; congressional-executive relations; members' relationships with their constituencies; voters and elections; public opinion and interest groups; international comparisons of legislatures.
- POLS-Y 324 WOMEN AND POLITICS (3 CR.)**
An analysis of women and power. Feminist critiques of the state, power, and citizenship. Diverse cultural understandings of gender roles are explored.
- POLS-Y 327 GENDER POLITICS IN THE UNITED STATES (3 CR.)**
This course seeks to analyze issues of power and politics from the perspective of gender within the United States cultural

context. It considers the impact of women in traditional areas of politics as well as revised theoretical understandings of power, the political, and the public/private debate.

- POLS-Y 329 RACIAL AND ETHNIC POLITICS IN THE UNITED STATES (3 CR.)**
A survey of minority group politics in the United States. The course examines the socio-economic position and political history of various demographic groups and highlights key public policy debates central to the future of ethnic politics and race relations in the United States.
- POLS-Y 330 CENTRAL AMERICAN POLITICS (3 CR.)**
An analysis of contemporary political change in Central America. Emphasis on reformist and revolutionary paths to political, social, and economic transformations. The legacy of United States intervention in the region is highlighted.
- POLS-Y 335 WESTERN EUROPEAN POLITICS (3 CR.)**
Development, structure, and functioning of political systems, primarily in Britain, France, Italy, and Germany. Political dynamics of European integration.
- POLS-Y 337 LATIN AMERICAN POLITICS (3 CR.)**
An analysis of contemporary political change in Latin America. Emphasis on problems of economic development, militarism, and redemocratization. The importance of religion, gender, race, and ethnicity are considered.
- POLS-Y 343 THE POLITICS OF INTERNATIONAL DEVELOPMENT (3 CR.)**
An overview of contemporary politics in Third World societies. Major theories of political development are emphasized along with an analysis of issues concerning militarism, political participation, appropriate technology, and resource allocation. North-south relations are highlighted.
- POLS-Y 350 POLITICS OF THE EUROPEAN UNION (3 CR.)**
Study of the politics of the European Union. Assesses the process and dynamics of economic and political integration in Western Europe, the structure and work of European Union institutions, and public policies.
- POLS-Y 357 INTRODUCTION TO NONPROFIT MANAGEMENT (3 CR.)**
The management practices of nonprofit organizations.
- POLS-Y 358 HUMAN BEHAVIOR AND PUBLIC ORGANIZATIONS (3 CR.)**
Increase self awareness regarding the importance of human and organization behavior in public agencies.
- POLS-Y 359 ECONOMICS AND PUBLIC MANAGEMENT (3 CR.)**
The application of economics to public policy, and to public management: theories of market failures, economic stabilization, redistribution, the evaluation of public expenditures, and fiscal federalism.
- POLS-Y 362 INTERNATIONAL POLITICS IN SELECTED REGIONS (3 CR.)**
How are authoritarian governments different from democratic governments like the United States? How do some authoritarian regimes become democratic and what determines whether they remain democratic or revert to authoritarianism? These are some of the questions this course seeks to answer as it explores the recent worldwide revolutions to democracy.
- POLS-Y 371 WORKSHOP IN INTERNATIONAL TOPICS (3 CR.)**
VT: TERRORISM AND POLITICAL VIOLENCE
What is terrorism? How is it different from war and other forms of political violence? What drives people to become terrorists or to join terrorist causes? This course explores terrorism and political violence in their international dimensions. It analyzes theories of terrorism by looking at specific cases of terrorists and terrorist groups.
- POLS-Y 376 INTERNATIONAL POLITICAL ECONOMY (3 CR.)**
Theories about the interaction between the international economic and political systems are the subject of this course. Works from each of the main traditions—liberal, Marxist, and statist—are assigned. Specific topics covered include (among others) the politics of trade, aid, foreign investment, and international monetary affairs; theories of dependency and imperialism; the politics of international competition in specific industries; the stability or instability of international economic regimes.
- POLS-Y 380 SELECTED TOPICS OF DEMOCRATIC GOVERNMENT (3 CR.)**
Topics vary from semester to semester and are described by political science advisors. May be repeated more than once for credit.

382 ◀ **IU SOUTH BEND COURSE DESCRIPTIONS**

- POLS-Y 381 HISTORY OF POLITICAL THEORY I (3 CR.)**
An exposition and critical analysis of the major political philosophers and philosophical schools from Plato to Machiavelli.
- POLS-Y 382 HISTORY OF POLITICAL THEORY II (3 CR.)**
An exposition and critical analysis of the major philosophers and philosophical schools from Machiavelli to the present. It is not necessary for the student to have taken POLS-Y 381.
- POLS-Y 383 AMERICAN POLITICAL IDEAS 1 (3 CR.)**
American political ideas from the Colonial period to the Civil War.
- POLS-Y 384 DEVELOPMENTS IN AMERICAN POLITICAL THOUGHT 2 (3 CR.)**
American political ideas from the Civil War through the twentieth century.
- POLS-Y 425 PUBLIC SECTOR LABOR RELATIONS (3 CR.)**
The development, practice, and extent of the collective bargaining process and administration of the labor agreement by state and local governments.
- POLS-Y 430 INTRODUCTION TO PUBLIC POLICY (3 CR.)**
The theory and practice of the formulation and the implementation of public policy. Topics include the factors of public demand on the political system, decision making in the public sector, tools and techniques for implementation and evaluation, and the import for future planning.
- POLS-Y 480 UNDERGRADUATE READINGS IN POLITICAL SCIENCE (1-6)**
Individual readings and research. May be taken only with the consent of the department chairperson. No more than 6 credit hours may be counted for the major requirement.
- POLS-Y 481 FIELD EXPERIENCE IN POLITICAL SCIENCE (1-6 CR.)**
Directed readings, field research, research papers. May be taken only with the consent of the department chairperson.
- POLS-Y 488 STUDY ABROAD IN POLITICAL SCIENCE (3 CR.)**
P: In some cases there may be a language prerequisite. The European Union. This course takes students to Europe (Belgium, Luxembourg, and France) to explore the rich mosaic of culture, language, and religion of the European Union while coming to understand the new era of political and economic union. S
- POLS-Y 490 SENIOR SEMINAR IN POLITICAL SCIENCE (3 CR.)**
Readings and discussions of selected problems; research paper ordinarily required. May be repeated once for credit. Open to juniors and seniors.
- POLS-Y 501 FUNDAMENTALS OF PUBLIC MANAGEMENT (3 CR.)**
Theory and practice of managing public organizations. Problems of planning, organization, staffing, directing, coordination, and reporting are considered.
- POLS-Y 502 HEALTH CARE DELIVERY POLICY ISSUES (3 CR.)**
Acquaints students with the main characteristics of health care policy. Explores the complexities of the United States health care delivery system and its policy perspectives.
- POLS-Y 503 STATISTICS FOR PUBLIC MANAGEMENT (3 CR.)**
The fundamental logic of statistical inference, from description through to regression analysis.
- POLS-Y 504 POLITICS OF MANAGING HEALTH SERVICES ORGANIZATIONS (3 CR.)**
An overview of the governance, organization, and operational management of major institutions of health care delivery.
- POLS-Y 505 PERSONNEL MANAGEMENT IN PUBLIC ORGANIZATIONS (3 CR.)**
Analysis of public personnel systems.
- POLS-Y 506 POLITICS OF HEALTH CARE FINANCE (3 CR.)**
Designed to discuss financial planning and analysis in managerial control and decision making in various types of health care organizations.
- POLS-Y 507 PUBLIC LAW (3 CR.)**
Law and its application to public policy and public organizations.
- POLS-Y 509 INTERNATIONAL PUBLIC AFFAIRS (3 CR.)**
Give administrators a more nuanced understanding of the contemporary world, and its impact on public and nonprofit organizations, through analysis of the promises and challenges posed by globalization.
- POLS-Y 511 PUBLIC ECONOMICS (3 CR.)**
Application of micro- and macro-economics to the public sector. The fiscal role of government in a mixed economy, sources of public revenue and credit. Administrative, political, and institutional aspects of the budget and the budgetary process.

- POLS-Y 513 PUBLIC POLICY (3 CR.)**
The dynamics of public policy, with an emphasis on actors, stages, analytical challenges, politics, and reconciling often contradictory goals.
- POLS-Y 514 POLITICAL ECONOMY OF HEALTH CARE (3 CR.)**
Course will focus on the economics of health care with attention to the role of government in health care policy debates and decisions.
- POLS-Y 515 NONPROFIT MANAGEMENT (3 CR.)**
The theory and practice of the management of nonprofit organizations, as well as their role in society.
- POLS-Y 516 LEGAL ASPECTS OF HEALTH CARE DELIVERY (3 CR.)**
Problem-focused survey of the impact of legislation and case law on the delivery of health care in the United States.
- POLS-Y 517 CIVIC GROUPS AND PUBLIC POLICY (3 CR.)**
The interaction of government and nonprofit organizations in public policy.
- POLS-Y 518 NONPROFIT FINANCIAL MANAGEMENT POLICY (3 CR.)**
This course reviews financial, budgetary, and accounting principles related to nonprofit management and policy making.
- POLS-Y 519 RESOURCE DEVELOPMENT FOR NONPROFIT ORGANIZATIONS (3 CR.)**
The management of financial and volunteer resources in nonprofit organizations.
- POLS-Y 520 LEADERSHIP AND MANAGERIAL DECISION-MAKING IN ORGANIZATIONS (3 CR.)**
This course analyzes models for decision-making among managers to promote effective leadership in organizations. Various theories of bureaucratic decision-making will be highlighted.
- POLS-Y 521 COMPARATIVE PUBLIC MANAGEMENT AND AFFAIRS (3 CR.)**
Encourage a better understanding of the world, and an outward-looking approach to innovation, through analysis of organizations and policy processes in a range of countries.
- POLS-Y 594 DIRECTED READINGS IN PUBLIC AFFAIRS (1-3 CR.)**
P: Written permission of instructor required. Directed readings and research on selected topics in public affairs. Student(s) and instructor agree to a set of readings and requirements based on credit hours.

- POLS-Y 615 CAPSTONE IN PUBLIC AFFAIRS (3 CR.)**
Application of program courses specifically to program evaluation, and more generally to thinking about the responsibilities of the public manager in contemporary society.

- POLS-Y 625 TOPICS IN PUBLIC AFFAIRS (3 CR.)**
Research and discussion of topics and issues in public affairs. Topics will vary from semester to semester.

- POLS-Y 635 TOPICS IN NONPROFIT MANAGEMENT (3 CR.)**
Research and discussion of topics and issues in nonprofit management. Topics will vary from semester to semester.

PSY: PSYCHOLOGY

- PSY-B 190 HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS (3 CR.)**
Develops insights into human nature, the nature of social institutions, the social processes that have shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior. I, II, S

- PSY-B 399 HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS (3 CR.)**
Develops insights into human nature, the nature of social institutions, the social processes that have shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior. I, II

PSY-B 190 and PSY-B 399 Human Behavior and Social Institutions do not count toward the psychology major or minor, nor do they substitute for PSY-P 103 General Psychology as a prerequisite for any other psychology courses.

- PSY-P 103 GENERAL PSYCHOLOGY (3 CR.)**
Introduction to psychology: its methods, data, and theoretical interpretations in areas of learning, sensory psychology, psychophysiology, individual differences, personality, development, abnormal, and social psychology. May not be taken by students who have previously taken PSY-P 101/PSY-P 102. I, II, S

- PSY-P 106 GENERAL PSYCHOLOGY–HONORS (4 CR.)**
P: Consent of instructor. Intensive introduction to psychology, combining lectures, discussions, and laboratory demonstrations. May not be taken by students who have had PSY-P 103 or PSY-P 101/PSY-P 102. I
- PSY-P 190 APPLYING PSYCHOLOGY (3 CR.)**
Current theory and applications of psychology covering personality, social, learning, cognition, and clinical topics. Applications of psychology to real-world problems and issues. Specific topics vary across semesters.
- PSY-P 205 UNDERSTANDING RESEARCH IN PSYCHOLOGY (3 CR.)**
P: PSY-P103 or PSY-P106 and Level 3 on mathematics placement examination. A combination of experimental research methods and statistics for non-majors. This course offers instruction in critical thinking, different research designs, execution of simple experiments, interpretation of statistical outcomes, and understanding research reports. I, II
- PSY-P 211 METHODS OF EXPERIMENTAL PSYCHOLOGY (3 CR.)**
P: COAS-Q 110, ENG-W 131, and PSY-P 103 or PSY-P 106. Design and execution of simple experiments, treatment of results, search of the literature, and preparation of experimental reports. I, II, S
- PSY-P 216 LIFE SPAN DEVELOPMENTAL PSYCHOLOGY (3 CR.)**
P: PSY-P 103 or PSY-P 106. A survey course which 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 given for both PSY-P 216 and PSY-P 316. I, II
- PSY-P 220 DRUGS AND BEHAVIOR (3 CR.)**
P: PSY-P 103 or PSY-P 106. An introduction to drug use and misuse. The use of psychoactive drugs is considered from a biopsychosocial perspective. The effects of drugs on the nervous system and the behavioral adaptations that support drug use are reviewed. The therapeutic uses of drugs to treat mental illness and programs of drug education/prevention are considered. I, II
- PSY-P 233 INDUSTRIAL PSYCHOLOGY (3 CR.)**
P: PSY-P 103, PSY-P 106, or consent of instructor. Application of psychological principles and research techniques to industrial and personnel problems, including selection, training, organizational processes, equipment design, and consumer behavior. I
- PSY-P 241 FUNCTIONAL ANALYSIS OF BEHAVIOR 1 (3 CR.)**
P: PSY-P 103 or PSY-P 106. Basic concepts and procedures in the experimental analysis and control of behavior. II
- PSY-P 303 HEALTH PSYCHOLOGY (3 CR.)**
P: PSY-P 103 or PSY-P 106. Focuses on the role of psychological factors in health and illness. Modes of intervention covered include health education/promotion, risk factor reduction, and behavioral medicine. Topics include stages of change theory, medical decision making, pain management, stress management, addiction, smoking cessation, weight control, physician-patient interaction.
- PSY-P 316 PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE (3 CR.)**
P: PSY-P 103 or PSY-P 106. Development of behavior in infancy, childhood, and youth; factors which influence behavior. Credit not given for both PSY-P 216 and PSY-P 316. I, II
- PSY-P 319 THE PSYCHOLOGY OF PERSONALITY (3 CR.)**
P: PSY-P 103 or PSY-P 106. Theories of personality: methods and results of scientific study of personality. Basic concepts of personality traits and their measurements, developmental influences, and problems of integration. I, II
- PSY-P 320 SOCIAL PSYCHOLOGY (3 CR.)**
P: PSY-P 103 or PSY-P 106. The study of psychological theories and research dealing with social influence and social behavior, including topics such as conformity, person perception, aggression, attitudes, and group dynamics. I, II
- PSY-P 321 GROUP DYNAMICS (3 CR.)**
P: PSY-P 103 or PSY-P 106. R: PSY-P 320. Study of group process, group decision, group relations, group development, and interrelations with individuals, other groups, and larger institutions.
- PSY-P 324 ABNORMAL PSYCHOLOGY (3 CR.)**
P: PSY-P 103 or PSY-P 106. A first course in abnormal psychology, with emphasis on forms of abnormal behavior, etiology, development, interpretation, prevention, and therapy. I, II, S

- PSY-P 325 THE PSYCHOLOGY OF LEARNING (3 CR.)**
P: PSY-P 103 or PSY-P 106. Principles of human and animal learning and memory, especially as treated in theories attempting to provide a framework for understanding what learning is and how it occurs. Focus is on variables that affect human learning and memory. I
- PSY-P 326 BEHAVIORAL NEUROSCIENCE (3 CR.)**
P: PSY-P 103 or PSY-P 106. The biological bases of behavior is examined. The role of genetic, neural, and hormonal factors in a wide range of behaviors is considered. Brain processes underlying sensation, perception, learning, motivation, and other basic behaviors are discussed. II
- PSY-P 327 THE PSYCHOLOGY OF MOTIVATION (3 CR.)**
P: PSY-P 103 or PSY-P 106. How needs, desires, and incentives influence behavior; research on motivational processes in human and animal behavior, including ways in which motives change and develop.
- PSY-P 329 SENSATION AND PERCEPTION (3 CR.)**
P: PSY-P 103 or PSY-P 106. Basic data, theories, psychophysics, illusions, and other topics fundamental to understanding sensory and perceptual processes.
- PSY-P 331 PSYCHOLOGY OF AGING (3 CR.)**
P: PSY-P 103 or PSY-P 106. This course focuses on the psychological aspects of aging, including psychological theories of development, learning, memory, cognition, personality, sensation and perception, intelligence, psychopathology and its treatment. I
- PSY-P 333 SOCIAL PSYCHOLOGY OF MUSIC (3 CR.)**
P: Twelve credit hours of psychology and music; with at least one course in each area, or permission of instructor. Introduction to evaluation of musical events from the perspective of social psychology, including aspects of perception, cognition, development, emotions, preferences, and culture. Credit not given for PSY-P 333 and MUS-L 418 or MUS-E 490.
- PSY-P 335 COGNITIVE PSYCHOLOGY (3 CR.)**
P: PSY-P 103 or PSY-P 106. Introduction to human cognitive processes including attention and perception, memory, psycholinguistics, problem solving, and thinking. II
- PSY-P 336 PSYCHOLOGICAL TESTS AND INDIVIDUAL DIFFERENCES (3 CR.)**
P: PSY-P 103 or PSY-P 106. R: PSY-P 354. Principles of psychological testing. Representative tests and their uses for evaluation and prediction. Emphasis on concepts of reliability, validity, standardization, norms, and item analysis.
- PSY-P 354 STATISTICAL ANALYSIS IN PSYCHOLOGY (3 CR.)**
P: PSY-P 103 or PSY-P 106; MATH-M 111 or equivalent, computer literacy course. R: PSY-P 211. Introduction to statistics, including measures of central tendency and dispersion, elementary probability, and concepts of statistical inference, decision making, and hypothesis testing. Other topics covered include regression and correlation, analysis of variance and nonparametric methods. I, II, S
- PSY-P 365 PSYCHOLOGY OF RELIGION (3 CR.)**
P: Six credit hours in either psychology or religious studies, or consent of instructor. Provides exposure to theoretical bases (e.g., behavioral, humanistic, phenomenological) and empirical research programs (e.g., biology, conversion, coping, health, human development, mental disorder, mysticism) developed by psychologists in an attempt to elucidate the role of religion in the human psychological experience.
- PSY-P 390 SPECIAL TOPICS IN PSYCHOLOGY (1-3 CR.)**
P: PSY-P 103 or PSY-P 106, consent of instructor. Studies in special topics not ordinarily covered in other departmental courses. Topics and credit vary with instructor and semester. May be repeated for credit if topic differs.
- PSY-P 391 PSYCHOLOGY OF GENDER AND ETHNICITY (3 CR.)**
P: PSY-P 103 or PSY-P 106. Explores the impact of social and political forces on psychological development and adjustment. Focus is on black women, but includes both genders and all races. Contemporary theory on race, gender, and class is examined. I

- PSY-P 403 NONEXPERIMENTAL RESEARCH METHODS IN PSYCHOLOGY (3 CR.)**
P: PSY-P 211. Provides an overview of the various nonexperimental methods used in psychology. Topics include (1) basic survey methodology including survey construction and sampling issues; (2) interviewing techniques; (3) basic correlational research including the basics of structural equation modeling; (4) secondary/archival data analysis; (5) observational data and sociometric techniques; (6) applied research techniques such as needs and program assessment; (7) participant observations; case studies. I, II
- PSY-P 420 ADVANCED LABORATORY IN COMMUNITY PSYCHOLOGY (3 CR.)**
P: PSY-P 211, PSY-P 354, PSY-P 403, PSY-P 434. An advanced laboratory in community psychology that focuses on students engaging in systems analysis, program development and evaluation, utilization review, service delivery, and similar projects while working at a community agency. A series of tasks designed as capstone experiences for each training module in the course is required and evaluated by the instructor; additional evaluation is provided by the on-site supervisor and students perform a self-evaluation. The course is restricted to psychology majors. Meets liberal arts and sciences junior/senior-level writing requirement.
- PSY-P 421 LABORATORY IN SOCIAL PSYCHOLOGY (3 CR.)**
P: PSY-P 211, PSY-P 320, PSY-P 354, PSY-P 403. Research methodology in the study of social behavior. Meets liberal arts and sciences junior/senior-level writing requirement.
- PSY-P 423 HUMAN NEUROPSYCHOLOGY (3 CR.)**
P: Nine credit hours in psychology. A critical examination of neurological functioning with respect to human and other animal behavior. The behavioral functions or neural structures and systems are assessed through understanding the behavioral consequences of brain damage and through basic experimental study.
- PSY-P 425 BEHAVIOR DISORDERS OF CHILDHOOD AND ADOLESCENCE (3 CR.)**
P: PSY-P 324. A survey of major behavior disorders, with emphasis on empirical research and clinical description relative to etiology, assessment, prognosis, and treatment.
- PSY-P 429 LABORATORY IN DEVELOPMENTAL PSYCHOLOGY (3 CR.)**
P: PSY-P 211; PSY-P 216 or PSY-P 316, or PSY-P 331, PSY-P 354, PSY-P 403. Principal research methods in developmental psychology and their application to selected problems in the development of humans. Meets liberal arts and sciences junior/senior-level writing requirement.
- PSY-P 430 BEHAVIOR MODIFICATION (3 CR.)**
P: Junior standing and 9 credit hours of psychology, including PSY-P 324 and PSY-P 325. Principles, techniques, and applications of behavior modification, including reinforcement, aversive conditioning, observational learning, desensitization, self-control, and modification of cognition. II
- PSY-P 434 COMMUNITY PSYCHOLOGY (3 CR.)**
P: Six credit hours of psychology. A social orientation to problems of mental health, social adaptation, delivery systems, and community change.
- PSY-P 435 LABORATORY: HUMAN LEARNING AND COGNITION (3 CR.)**
P: PSY-P 211, PSY-P 325 or PSY-P 335 or PSY-P 438, PSY-P 354, and PSY-P 403. Experimental studies of human learning and cognitive processes. Meets liberal arts and sciences junior/senior-level writing requirement.
- PSY-P 438 LANGUAGE AND COGNITION (3 CR.)**
P: Six credit hours of psychology. Methods, research, and theory in psycholinguistics. Examination of speech perception, speech production, psychological studies of syntax and semantics, language development, cognitive basis of linguistic theory, neurology of language, and language comprehension and thought.
- PSY-P 443 COGNITIVE DEVELOPMENT (3 CR.)**
P: PSY-P 216 or PSY-P 316. Human cognitive development. Topics may include language, problem solving, conceptual growth, perception, and cultural influences.
- PSY-P 445 PREVENTATIVE PSYCHOLOGY (3 CR.)**
P: Six credit hours of psychology or consent of instructor. Survey of literature on the prevention of human psychopathology; including consideration of existing preventive methods; goals of prevention; and social, psychological, and political issues in the development of preventive psychology.

PSY-P 459 HISTORY AND SYSTEMS OF PSYCHOLOGY (3 CR.)

P: Twelve credit hours of psychology. Historical background and critical evaluation of major theoretical systems of modern psychology: structuralism, functionalism, associationism, behaviorism, Gestalt psychology, and psychoanalysis. Methodological problems of theory construction and system making. Emphasizes integration of recent trends. I, II

PSY-P 460 THE PSYCHOLOGY OF WOMEN (3 CR.)

P: Twelve credit hours psychology, or 3 credit hours psychology, and 3 in women's studies. Basic data and theories about the development and maintenance of gender differences in behavior and personality. II

PSY-P 481 LABORATORY IN CLINICAL PSYCHOLOGY (3 CR.)

P: PSY-P 101 and PSY-P 102, PSY-P 103, PSY-P 106, PSY-P 211, PSY-P 324, PSY-P 354, PSY-P 403. Principal research methods in clinical psychology and applied research for understanding development and treatment process for mental illness. Meets liberal arts and sciences junior/senior-level writing requirement.

PSY-P 495 READINGS AND RESEARCH IN PSYCHOLOGY (1-3 CR.)

P: Consent of instructor. Without special consent of the departmental chairperson, a student may enroll in only one PSY-P 495 independent study section during a given semester.

PSY-P 495 READINGS AND RESEARCH IN PSYCHOLOGY (1-3 CR.)**VT: PROFESSIONAL PRACTICE PROGRAM INTERNSHIP**

P: Consent of instructor. Participation in a practicum in an applied area. The applied areas focus on problems in the community, such as problems of the mentally retarded, children, aged, family relations, industrial relations, and mental health. Students must register through the professional practice program as well as have approval of the psychology instructor.

PSY-P 495 READINGS AND RESEARCH IN PSYCHOLOGY (1-3 CR.)**VT: SUPERVISED RESEARCH**

Active participation in research. An independent experiment of modest size; participation in ongoing research in a single laboratory.

PSY-P 499 HONORS THESIS RESEARCH (1-12 CR.)

P: Approval of departmental Honors Committee. May be substituted for advanced laboratory requirement in the program for major (with approval of departmental chairperson).

PSY-P 537 PROGRAM EVALUATION (3 CR.)

A maximum of 15 credit hours in independent study courses (PSY-P 495 and PSY-P 499) may be counted toward graduation except as authorized by the student's advisor, the instructor concerned, and the departmental chairperson.

REL: RELIGIOUS STUDIES**REL-R 152 JEWS, CHRISTIANS, AND MUSLIMS (3 CR.)**

Patterns of religious life and thought in the West: continuities, changes, and contemporary issues.

REL-R 153 RELIGIONS OF ASIA (3 CR.)

Modes of thinking, views of the world and the sacred, the human predicament and paths to freedom, human ideals and value systems in the religions of India, China, and Japan.

REL-R 160 RELIGION AND AMERICAN CULTURE (3 CR.)

Traditional patterns of encounter with the sacred. Secularization of Western culture. Religious elements in contemporary American culture.

REL-R 210 INTRODUCTION TO THE OLD TESTAMENT/ HEBREW BIBLE (3 CR.)

Development of its beliefs, practices, and institutions from the Patriarchs to the Maccabean period. Introduction to the biblical literature and other ancient Near East documents.

REL-R 220 INTRODUCTION TO THE NEW TESTAMENT (3 CR.)

Origins of the Christian movement and development of its beliefs, practices, and institutions in the first century. Primary source is the New Testament, with due attention to non-Christian sources from the same environment.

REL-R 335 RELIGION IN THE UNITED STATES, 1600-1850 (3 CR.)

European background of American religious history, Puritanism, Pietism, religious aspects of the Enlightenment, religious experiences and ideas of African Americans and Native Americans, religion in the American Revolution, the impact of immigration on religion in the early nineteenth century, and the role of religion in the Civil War.

REL-R 336 RELIGION IN THE UNITED STATES, 1850-PRESENT (3 CR.)
Rise of liberalism, modernism, fundamentalism, and pentecostalism; Catholic and Jewish developments, especially the impact of immigration on those traditions; and the state of American religion since World War II.

SCS: SCHOOL OF CONTINUING STUDIES: GENERAL STUDIES

SCS-G 203 INTRODUCTION TO GENERAL STUDIES (THRESHOLD SEMINAR) (1-3 CR.)
Identification and assessment of goals for a university degree. Development of a written academic and strategic plan to complete the degree.

SCS-G 299 SELF-ACQUIRED COMPETENCY (1-30 CR.)
Credit hours granted for college-level learning on the basis of prior learning portfolio. S/F graded.

SCS-G 400 GENERAL STUDIES SENIOR CAPSTONE SEMINAR (1-3 CR.)
Assessment by each student of his/her Bachelor of General Studies academic program in the light of university requirements and the personal and professional goals for a degree. Development of a plan for life-long learning in the achievement of the student's personal and professional objectives.

SCS-G 481 PROFESSIONAL INTERNSHIP (1-6 CR.)
P: Consent of instructor. Field experience in a setting appropriate to the student's career objectives, under supervision of a qualified professional. May be repeated for credit up to a maximum of 12 credits.

SCS-G 499 SELF-ACQUIRED COMPETENCY (1-30 CR.)
Credit hours granted for college-level learning on the basis of prior learning portfolio. S/F graded.

SOC: SOCIOLOGY

SOC-B 190 HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS (3 CR.)
Develops insights into human nature, the nature of social institutions, the social processes that shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior. I, II, S

SOC-B 399 HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS (3 CR.)
Develops insights into human nature, the nature of social institutions, the social processes that have shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior.

SOC-S 161 PRINCIPLES OF SOCIOLOGY (3 CR.)
A general introduction to sociology, its perspectives, concepts, theories and findings. Multiple-section departmental course. Credit not given for more than one of the following courses: HON-H 100, SOC-H 100, SOC-R 100, SOC-S 100, SOC-S 161. I, II, S

SOC-S 163 SOCIAL PROBLEMS (3 CR.)
A survey of major social problems, including such issues as drugs, alcoholism, crime, poverty, unemployment, ecology, and housing. I, II, S

SOC-S 164 MARITAL RELATIONS AND SEXUALITY (3 CR.)
Analysis of courtship, marriage and its alternatives, and the basic issues of human sexuality, with an emphasis on contemporary American society. II, S

SOC-S 230 SOCIETY AND THE INDIVIDUAL (3 CR.)
P: ANTH-E 105, SOC-S 161, or SOC-S 163. An introduction to social psychology, analyzing the reciprocal relations between individuals and their social environments with emphasis on interpersonal relations and symbolic interaction.

SOC-S 240 SOCIAL INFORMATICS (3 CR.)
Introduction to key social research perspectives and literatures on the use of information and communication technologies. Discusses current topics such as information ethics, relevant legal frameworks, popular and controversial uses of technology (for example, peer-to-peer file sharing), digital divides, etc. outlines research methodologies for social informatics.

SOC-S 258 ELEMENTARY SOCIAL RESEARCH TECHNIQUES (3 CR.)
P: MATH-M 14 or equivalent. An introduction to quantitative techniques of data gathering and analysis used in sociological research. Required for sociology majors. I

- SOC-S 268 SEMINAR IN APPLIED SOCIAL RESEARCH (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. An introduction to qualitative techniques of data gathering and analysis used in sociological research. Required for sociology majors. I, II
- SOC-S 306 URBAN SOCIETY (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. A study of cities and urbanization in the modern world; special consideration of ecological patterning, urban lifestyles, and urban problems. S
- SOC-S 310 THE SOCIOLOGY OF WOMEN IN AMERICA (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. The study of the situation of women in America today—its definition, changes, and consequences. Specific issues may include spousal abuse, rape, the role of homemaker, being different, feminism.
- SOC-S 313 RELIGION AND SOCIETY (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. An examination of the social aspects of religious value systems, including the nature of religion and religiosity, the functional significance of religion for individuals and societies, and the relationship of religious phenomena to other aspects of human social life.
- SOC-S 314 SOCIAL ASPECTS OF HEALTH AND MEDICINE (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. An examination of the social aspects of health and illness; utilization of health services; the role of hospitals and health care professionals, including medical care systems in cross-cultural contexts.
- SOC-S 315 WORK AND OCCUPATIONS (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. Survey of the changing nature of work, especially in the United States, with a focus on the distribution of employment, specialization and the division of labor, careers and life cycles, professionalization, leisure, dissatisfaction with work.
- SOC-S 316 THE FAMILY (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. Analysis of the structures and processes of the family in modern and traditional societies from various theoretical perspectives. Focus on relationships of the family to other social subsystems and on interaction within the family in connection with these interrelationships.
- SOC-S 317 SOCIAL STRATIFICATION (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. Consideration of classical and contemporary theories of social stratification and inequality. Issues include wealth and poverty, the historical development of social classes, family and stratification, social mobility, sexual and racial stratification.
- SOC-S 319 SCIENCE, TECHNOLOGY, AND SOCIETY (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. Examines issues such as the development and structure of the scientific community; normative structure of science; cooperation, competition, and communication among scientists; scientists' productivity, careers, and rewards; development of scientific specialties; and relationship between science and society.
- SOC-S 324 MENTAL ILLNESS (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. Social factors in mental illness: incidence and prevalence by social and cultural categories, variations in societal reaction, social organization of treatment institutions.
- SOC-S 328 JUVENILE DELINQUENCY (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. A study of the nature, incidence, causes, control, and theories of juvenile delinquency in modern societies.
- SOC-S 331 SOCIOLOGY OF AGING (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. Examination of theoretical issues and practical problems associated with aging. Emphasis on social and social-psychological dimensions, with some treatment of the demographic, political, economic, and familial aspects of old age, including, for example, self-concept, sexuality, medical care, housing, victimization, and death. II
- SOC-S 335 RACE AND ETHNIC RELATIONS (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. A study of racial and ethnic groups and relations in the United States and worldwide, focusing on identity, interaction, conflict, and social stratification.
- SOC-S 338 GENDER ROLES (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. Examines the causes, correlates, and consequences of current gender role definitions, and considers personal and institutional barriers to equality of women and men resulting from socialization (e.g. education, media, language), discrimination, and other structural arrangements (e.g. family, work).

- SOC-S 341 SOCIOLOGY OF MEN/MASCULINITIES (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. Study of what it means to be a man in modern society. Focus on historical contexts, differences among men, social institutions (e.g., families, religion, economy, politics, sports) and social construction of masculinities.
- SOC-S 348 INTRODUCTION TO SOCIOLOGICAL THEORY (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. An intensive examination of the classic tradition in sociological theory, i.e., Durkheim, Marx, Mead, Summel, Weber, etc. Attention is paid to basic concepts, substantive themes, and methods of social analysis. I, II
- SOC-S 349 TOPICS IN CONTEMPORARY SOCIAL THEORY (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163, or an approved theory course. Topics announced in the Schedule of Classes. An in-depth analysis of one or two key areas or trends in contemporary sociology. Examples include American theory, deconstruction, critical theory, feminist theory, hermeneutics, neoMarxism, postmodernism. May be repeated for credit with a different topic. Approved as a junior/senior-level writing course in liberal arts and sciences. I, II
- SOC-S 351 SOCIAL STATISTICS (3 CR.)**
P: MATH-M14 or equivalent. Introduction to statistics, including measures of central tendency and dispersion, probability, statistical inference and hypothesis testing, regression and correlation, and analysis of variance. A general introduction to computers with a special emphasis on the use of computers for statistical analysis. Computers are used throughout this course. I, II
- SOC-S 353 QUALITATIVE RESEARCH METHODS (3 CR.)**
This course guides students through major steps of qualitative research. These steps include choosing a topic, developing research questions, and collecting data. Students will be introduced to participant observation, interviewing, archival research, and artifact analysis. They will learn how to analyze and interpret qualitative data and how to write ethnography.
- SOC-S 354 QUANTITATIVE RESEARCH METHODS (3 CR.)**
This course guides students through the major steps of quantitative research. These steps include choosing a topic,
- developing propositions, operationalizing concepts, proposing hypotheses, and collecting data. Students will be introduced to quantitative data analysis and will learn how to interpret the results from such analyses.
- SOC-S 360 TOPICS IN SOCIAL POLICY (3 CR.)**
P: SOC-S 161 or ANTH-E 105 or SOC-S 163. Topics announced in the Schedule of Classes. Examples include environmental affairs, poverty, regulation of science and technology, urban problems, population control, affirmative action, housing. May be repeated for credit with a different topic.
- SOC-S 362 WORLD SOCIETIES AND CULTURES (3-6 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. Topics announced in the Schedule of Classes. An analysis of the social, cultural, political, and historical foundations of societies and cultures from around the world. Can be conducted in the field or on campus. May be repeated for credit with a different topic. S
- SOC-S 395 SELECTED TOPICS IN SOCIOLOGY (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. Specific topics announced in the Schedule of Classes, e.g., conflict resolution and mediation or sociological practice in the community.
- SOC-S 405 SELECTED SOCIAL INSTITUTIONS (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. Seminar. Topics announced in the Schedule of Classes. Systematic examination of a particular social institution (e.g., modern science, education, the legal system, the mass media, the federal government, sports) from the perspective of current sociology. May be repeated for credit with a different topic.
- SOC-S 410 ADVANCED TOPICS IN SOCIAL ORGANIZATION (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. Seminar. Topics announced in the Schedule of Classes. Examples include social stratification, power and domination, social change, community organizing, urban social organization, biosociology. May be repeated for credit with a different topic.
- SOC-S 422 CONSTRUCTING SEXUALITY (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. A sociological examination of a variety of forms of human sexuality from the perspectives of social constructionism and politics of sexuality.

- SOC-S 431 TOPICS IN SOCIAL PSYCHOLOGY (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. Seminar. Topics announced in the Schedule of Classes. Examples include socialization, identity formation, public opinion, language and social behavior, symbolic interaction, the sociology of everyday life. May be repeated for credit with a different topic.
- SOC-S 441 TOPICS IN SOCIAL THEORY (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. Seminar. Topics announced in the Schedule of Classes. Systematic examination of a particular theoretical tradition or issue. May be repeated for credit with a different topic.
- SOC-S 444 RESEARCH CONFERENCE PRACTICUM (1 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163 and prior consent of the instructor. An independent research project, formulated and conducted in consultation with a faculty sponsor, culminating in an analytical paper. May be repeated for credit, up to a maximum of 9 credit hours, although only 3 credit hours may be applied to a major or a minor in sociology. This course cannot substitute for the 400-level seminars required of majors and minors. II
- SOC-S 457 WRITING FOR SOCIAL SCIENTISTS (3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163. This course will expose students to different types of writing, help students understand the relationship between research and writing, and increase students' confidence in their writing. Students will learn strategies for writing an effective research paper, grant application, conference presentation, and personal essay.
- SOC-S 460 TOPICS IN NON-WESTERN CULTURES (3 CR.)**
This variable topics course will analyze different aspects of non-western cultures. It will be organized as a seminar and require significant writing and research. The readings will expose students to different theoretical perspectives and empirical approaches. Topics will be announced in the Schedule of Classes.
- SOC-S 468 RESEARCH PROBLEMS IN SOCIOLOGY (1-3 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163; SOC-S 258 or SOC-S 268; and prior consent of instructor. An independent research project, formulated and conducted in consultation with a faculty sponsor, culminating in an analytical paper. May be repeated for credit, up to a maximum of 9 credit hours, although only 3 credit hours may be applied to a major or a minor in sociology. This course cannot substitute for the 400-level seminars required of majors and minors. I, II, S
- SOC-S 494 FIELD EXPERIENCE IN SOCIOLOGY (1-6 CR.)**
P: ANTH-E 105, SOC-S 161, or SOC-S 163, and two other courses at the 200-level or above, and prior consent of instructor. Involves placement in a field setting appropriate to sociology and to the student's career objectives, under the supervision of a qualified professional. May be repeated for credit, up to a maximum of 6 credit hours, although only 3 credit hours may be applied to a major or minor in sociology. This course can substitute for one of the 400-level seminars required of majors and minors. I, II
- SOC-S 495 INDIVIDUAL READINGS/RESEARCH IN SOCIOLOGY (1-6 CR.)**
P: Prior consent of instructor. Independent study arrangement involving systematic schedule of readings sponsored and supervised by a faculty member in sociology. May be repeated for credit, up to a maximum of 9 credit hours, although only 3 credit hours may be applied to a major or a minor in sociology. This course cannot substitute for the 400-level seminars required of majors and minors. I, II, S

SPAN:SPANISH

All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center.

- SPAN-S 101 ELEMENTARY SPANISH I (3-5 CR.)**
Introduction to contemporary Spanish and the Spanish-speaking world through study of basic structural patterns and functional vocabulary.
- SPAN-S 102 ELEMENTARY SPANISH 2 (3-5 CR.)**
P: SPAN-S 101 or equivalent. Introduction to contemporary Spanish and the Spanish-speaking world through study of basic structural patterns and functional vocabulary.
- SPAN-S 116 ELEMENTARY SPANISH 2 WITH REVIEW (4 CR.)**
P: SPAN-S 101 or equivalent. Introduction to contemporary Spanish and the Spanish-speaking world through study of basic structural patterns and functional vocabulary. Includes review of essential first semester skills. S

- SPAN-S 160 SPANISH FOR HEALTH CARE PERSONNEL (2-3 CR.)**
P: SPAN-S 101 or equivalent. R: SPAN-S 102 or equivalent. Study of basic structural patterns and specialized vocabulary for health care settings including first aid, diet, and common medical procedures. Conducted online.
- SPAN-S 203 SECOND-YEAR SPANISH 1 (3-4 CR.)**
P: SPAN-S 102 or equivalent. Intermediate structure and vocabulary, coordinated with literary and cultural readings. Practice in composition and conversation.
- SPAN-S 204 SECOND-YEAR SPANISH 2 (3-4 CR.)**
P: SPAN-S 203 or equivalent. Intermediate structure and vocabulary, coordinated with discussion in Spanish of contemporary Hispanic literature and Spanish civilization. Practice in composition and conversation.
- SPAN-S 275 HISPANIC CULTURE AND CONVERSATION (3 CR.)**
P: SPAN-S 203 or equivalent or consent of instructor. Practice of language skills through reading and discussion of Hispanic culture. Treats facets of popular culture, diversity of the Spanish-speaking world, and themes of social and political importance. Conducted in Spanish.
- SPAN-S 284 WOMEN IN HISPANIC CULTURE (3 CR.)**
Traditional vision of women in the societies of both Spain and Latin America. The modification of this vision during the nineteenth century. Present status of women in the Hispanic world (Spain and Latin America).
- SPAN-S 298 SECOND-YEAR SPANISH (3-6 CR.)**
A student who places at the third-year level on the language placement examination and completes a course at the third-year level is eligible for 6 credit hours of special credit in SPAN-S 298. A student who places in the second semester of the second year and completes a course at the second-semester, second-year level is eligible for 3 credit hours of special credit in SPAN-S 298. If the grade earned is A, the student receives the grade A for special credit; if the grade earned is B, the student receives the grade S for special credit. No special credit is given if the grade earned is less than B.
- SPAN-S 302 THE HISPANIC WORLD 2 (3 CR.)**
P: SPAN-S 204 or equivalent. R: SPAN-S 313 or SPAN-S 314. Study of Hispanic literature and culture through the analysis and discussion of representative works from Spanish America. Includes an introduction to narrative, poetry, and theater. Taught in Spanish.
- SPAN-S 303 THE HISPANIC WORLD (3 CR.)**
A variable topics course which has examined the use of the essay form in Octavio Paz's writings and considered the Spanish/Amerindian encounter. The course is meant as an immersion experience, meeting four hours a day for two weeks during the first summer session. Students may take the course two times for credit. S
- SPAN-S 305 MASTERPIECES OF SPANISH LITERATURE 1 (3 CR.)**
P: SPAN-S 204 or equivalent. Texts selected from the eighteenth, nineteenth, and twentieth centuries. Historical background, literary movements, authors.
- SPAN-S 306 MASTERPIECES OF SPANISH LITERATURE 2 (3 CR.)**
P: SPAN-S 204 or equivalent. Texts selected from Middle Ages to 1700, with emphasis on Golden Age. Historical background, literary movements, authors.
- SPAN-S 313 WRITING SPANISH 1 (2-3 CR.)**
P: SPAN-S 204 or equivalent. Grammar review, composition, and conversation in Spanish. Comparison of written language to spoken language.
- SPAN-S 314 WRITING SPANISH 2 (2-3 CR.)**
P: SPAN-S 313 or equivalent. Grammar review, composition, and composition in Spanish. Comparison of written language to spoken language.
- SPAN-S 317 SPANISH CONVERSATION AND DICTION (3 CR.)**
P: SPAN-S 204 or equivalent. International study in Cuernavaca, Mexico.
- SPAN-S 325 SPANISH FOR TEACHERS (3-4 CR.)**
P: SPAN-S 204. Intermediate conversation for formal and informal settings. Intensive practice in pronunciation and diction, with individual corrective work in language laboratory. Intermediate grammar review coordinated with cultural themes.
- SPAN-S 363 INTRODUCCIÓN A LA CULTURA HISPÁNICA (3 CR.)**
P: SPAN-S 204 or equivalent. Introduction to the cultural history of Spanish-speaking countries, with literary, artistic, social, economic, and political emphases.

- SPAN-S 411 SPAIN: THE CULTURAL CONTEXT (3 CR.)**
P: SPAN-S 313 or equivalent. A course to integrate historical, social, political, and cultural information about Spain.
- SPAN-S 412 SPANISH AMERICA: THE CULTURAL CONTEXT (3 CR.)**
P: SPAN-S 313, SPAN-S 314, or equivalent. A course to integrate historical, social, political, and cultural information about Spanish America.
- SPAN-S 416 MODERN HISPANIC POETRY (3 CR.)**
P: SPAN-S 305 or SPAN-S 306. Major movements and directions in Hispanic poetry from Modernism, Generation of 1898, Vanguardismo, Generation of 1927, to the present. Close study of selected poets such as Dario, Machado, Neruda, Lorca, Salinas, Paz. Literary relations between Latin America and Spain.
- SPAN-S 418 HISPANIC DRAMA (3 CR.)**
P: SPAN-S 305 or SPAN-S 306. Forms, traditions, themes, and periods of Hispanic drama from the Renaissance to the present.
- SPAN-S 450 DON QUIJOTE (3 CR.)**
P: SPAN-S 305 or SPAN-S 306. Detailed analysis of Cervantes' novel. Life and times of the author. Importance of the work to the development of the novel as an art form.
- SPAN-S 477 TWENTIETH CENTURY SPANISH AMERICAN PROSE FICTION (3 CR.)**
P: SPAN-S 305, SPAN-S 306, or equivalent. Close readings of representative novelists and short story writers including established authors (Borges, Asturias, Arreola, Carpentier) and promising young writers.
- SPAN-S 478 MODERN SPANISH NOVEL (3 CR.)**
P: SPAN-S 305 or SPAN-S 306. The Spanish novel from the beginning of Realism, around 1850, through post-Civil War novels of the twentieth century.
- SPAN-S 494 INDIVIDUAL READINGS IN HISPANIC STUDIES (1-3 CR.)**
P: Consent of department. May be repeated. Not more than 3 credit hours can be applied toward major requirements.
- SPAN-S 495 HISPANIC COLLOQUIUM (1-3 CR.)**
P: Consent of the department. Topic and credit vary. May be taken twice for credit as long as topic is different.
- SPAN-S 496 FOREIGN STUDY IN SPANISH (3-8 CR.)**
See department.

SPCH:SPEECH COMMUNICATION

- SPCH-S 121 PUBLIC SPEAKING (3 CR.)**
Theory and practice of public speaking; training in thought processes necessary to organize speech content; analysis of components of effective delivery and language.
- SPCH-S 122 INTERPERSONAL COMMUNICATION (3 CR.)**
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 160 SPEECH CORRECTION FOR CLASSROOM TEACHING (3 CR.)**
Classification and methods of therapy for speech and hearing disorders; emphasis on rehabilitation that can be given by teacher to children in classroom situations. Primarily for education majors.
- SPCH-S 205 INTRODUCTION TO SPEECH COMMUNICATION (3 CR.)**
P: SPCH-S 121. Overview of fundamental theoretical and methodological issues involved in the social scientific and critical study of human communication. Analyzes influences on, and impact of, communication in dyadic, group, public, and mediated contexts.
- SPCH-S 223 BUSINESS AND PROFESSIONAL COMMUNICATION (3 CR.)**
P: SPCH-S 121. Preparation and presentation of types of speeches and oral reports appropriate to group discussion. Recommended for business majors.
- SPCH-S 228 ARGUMENTATION AND DEBATE (3 CR.)**
P: SPCH-S 121. Evidence and argument in persuasive discourse; practice in argumentative speaking and critical thinking.
- SPCH-S 229 DISCUSSION AND GROUP METHODS (3 CR.)**
P: SPCH-S 121. Leadership and participation in group, committee, conference, and public discussion; logical and psychological aspects of group process.
- SPCH-S 321 RHETORIC AND MODERN DISCOURSE (3 CR.)**
P: SPCH-S 121 or SPCH-S 205. Theories of rhetoric from the Greco-Roman period through Medieval and Renaissance periods and into the twenty-first century.

- SPCH-S 322 ADVANCED INTERPERSONAL COMMUNICATION (3 CR.)**
P: SPCH-S 121, SPCH-S 122. Extensive research and analysis of interpersonal communication strategies affecting persons in relationships, work, social settings, and in public groups.
- SPCH-S 324 PERSUASIVE SPEAKING (3 CR.)**
P: SPCH-S 121 or SPCH-S 205. Rhetorical/theoretical and experimental theories of persuasion; persuasion as a social force.
- SPCH-S 336 CURRENT TOPICS IN COMMUNICATION (3 CR.)**
P: SPCH-S 121 or SPCH-S 205. Extensive analysis of selected problems in contemporary speech communication. Topics vary each semester and are listed in the Schedule of Classes. May be repeated once for credit.
- SPCH-S 380 NONVERBAL COMMUNICATION (3 CR.)**
P: SPCH-S 121 or SPCH-S 205. Provides a conceptual and theoretical foundation for understanding how nonverbal communication influences perceptions of others and the ways in which nonverbal communication reflects emotions, status, sex roles, etc. The course explores how nonverbal communication facilitates retention, comprehension, and persuasiveness of verbal information, including the ability to detect deceptive communication.
- SPCH-S 398 INDEPENDENT STUDY IN SPEECH COMMUNICATION (1-3 CR.)**
P: SPCH-S 121 or SPCH-S 205, junior standing and approval of instructor. Independent study or practicum experience. Projects must be approved by faculty member before enrolling. May be repeated up to a total of 6 credit hours.
- SPCH-S 400 SENIOR SEMINAR IN SPEECH (3 CR.)**
P: SPCH-S 205. The capstone course in speech communication. Students produce scholarly research.
- SPCH-S 405 HUMAN COMMUNICATION THEORY (3 CR.)**
P: SPCH-S 121, SPCH-S 205, or consent of instructor. Survey of contemporary theories of human communication with emphasis on the nature of theory construction and contributions of allied disciplines to communication theory.
- SPCH-S 421 SPEECH CRITICISM (3 CR.)**
P: SPCH-S 121 or SPCH-S 205. Rhetorical criticism exemplified by selected studies, ancient and modern; development of contemporary standards and methods of appraisal.
- SPCH-S 427 CROSS CULTURAL COMMUNICATION (3 CR.)**
P: SPCH-S 121 or SPCH-S 205. Survey of national, cultural, and cross-cultural persuasion in theory and practice. Examines the role that communication plays across cultures, including ethnicity, language, race, media, religion, age, gender identification, and sexual orientation. Utilizes three approaches to intercultural communication: social-psychological, interpretive, and critical.
- SPCH-S 440 ORGANIZATIONAL COMMUNICATION (3 CR.)**
P: SPCH-S 121 or SPCH-S 205. Examination of internal and external communication in business and other professional organizations, with emphasis on theory, techniques, practices, goals, and the social environment in which such communication exists.
- SPCH-S 444 POLITICAL COMMUNICATION (3 CR.)**
P: SPCH-S 121 or SPCH-S 205. Processes, modes, and effects of public communication by political campaigns, interest groups, and individuals attempting to influence public opinion and political action through election campaigns, legislative sessions, and the public dialogue.
- SPCH-S 450 GENDER AND COMMUNICATION (3 CR.)**
P: SPCH-S 121 or SPCH-S 205. Examines the extent to which biological sex and gender role orientation and stereotypes influence the process of communication. Focuses on gender differences in decoding and encoding verbal and nonverbal behavior, development of sex roles, cultural assumption, and stereotypes regarding gender differences in communication. Analyses of how the media present, influence, and reinforce gender stereotypes.
- SPCH-S 490 PROFESSIONAL PRACTICE INTERNSHIP (3 CR.)**
P: SPCH-S 205, JOUR-C 200, and two courses from within track. Supervised professional experience in speech communication.

SUST: SUSTAINABILITY STUDIES

- SUST-S 201 FOUNDATIONS OF SUSTAINABILITY (3 CR.)**
This course is designed to provide an interdisciplinary framework within which students can study the foundations of sustainability, and learn how to apply this knowledge to the development and implementation of sustainable values, practices, technologies, and strategies. It emphasizes interconnections between environment, economy, and society. I, II

- SUST-S 360 TOPICS IN SUSTAINABILITY STUDIES (3 CR.)**
Topics announced in Schedule of Classes. An examination of topics and issues of special interest to sustainability studies not covered under the regular curriculum. May be repeated for credit with a different topic.
- SUST-S 361 SUSTAINABILITY ABROAD: COSTA RICA (1-6 CR.)**
P: SUST-S 201. Topics announced in the Schedule of Classes. An analysis of how sustainability is being incorporated into societies and cultures around the world. Can be conducted in the field or on campus. May be repeated for credit with a different topic. I, II, S
- SUST-S 490 SUSTAINABILITY PRACTICUM (3 CR.)**
P: SUST-S 201 and two other courses from the minor in Sustainability Studies. Students apply concepts and strategies of sustainability to develop a sustainability action plan for a local business, not-for-profit agency, or governmental unit. This is a classroom-based course. II
- SUST-S 491 INTERNSHIP IN SUSTAINABILITY (3 CR.)**
P: SUST-S 201 and two other courses from the minor in Sustainability Studies, and prior consent from the instructor. Involves placement in a business, not-for-profit agency, or governmental unit to give student hands-on experience working with sustainability in a practical setting. I, II, S
- SUST-S 495 DIRECTED READINGS IN SUSTAINABILITY (1-3 CR.)**
P: SUST-S 201 and two other courses from the minor in Sustainability Studies, and prior consent of instructor. Independent study involving systematic schedule of readings contracted with and supervised by a faculty member. I, II, S
- SUST-S 496 RESEARCH IN SUSTAINABILITY (1-3 CR.)**
P: SUST-S 201 and two other courses from the minor in Sustainability Studies, and prior consent of instructor. Independent study involving systematic schedule of readings contracted with and supervised by a faculty member. I, II, S
- SWK-S 501 PROFESSIONAL SOCIAL WORK AT THE MASTER'S LEVEL: AN IMMERSION (3 CR.)**
An overview of social work providing basic orientation to available resources and expectations of graduate education in the Master of Social Work program. The overview also includes the definition, scope, history, ethics, and values of the profession.
- SWK-S 502 RESEARCH I (3 CR.)**
Introduces students to the knowledge and skills needed to evaluate their own practice and the effectiveness of social service programs within which they work. I
- SWK-S 503 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I (3 CR.)**
Focuses on individual development and functioning at all system levels with particular emphasis on the interplay of individual, family, and group system needs and resources over time. Special attention is given to issues of values and ethics and to the impact of inequality, discrimination, and differential access to opportunity within society on the development and functioning of both the individual and the family systems. I
- SWK-S 504 PROFESSIONAL PRACTICE SKILLS I (3 CR.)**
Introduces students to knowledge, values, and skills for generalist social work practice. The course prepares students to enhance the well-being of people and to ameliorate environmental conditions that affect them adversely. Includes laboratory experiences to provide opportunities for students to develop basic social work skills through experiential and simulation activities. Focus is on core interactional skills of social work practitioner differentially applied at all system levels and with diverse populations. II
- SWK-S 505 SOCIAL POLICY ANALYSIS AND PRACTICE (3 CR.)**
Examines the political and legislative processes as these influence the development of social policy and services. Included are legislative and political processes, models of policy analysis, service delivery, and policy implementation. The effects of these on people are considered from global, political, economic, and social policy perspectives. I

SWK: SOCIAL WORK

- SWK-S 141 INTRODUCTION TO SOCIAL WORK (3 CR.)**
Overall introduction to the field of social services emphasizing functions, characteristics, and ideological perspectives of agencies. May not be used to satisfy major or minor requirements in sociology. II

- SWK-S 513 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II (3 CR.)**
Presents theoretical frameworks for understanding organizations, communities, and society as both targets and instruments of change, focusing on the ways that organizational, community, and societal structures and processes enhance or inhibit the well-being of people. Course content includes selected social problems. Special attention is given to the impact of inequality, discrimination, and differential access to opportunity on the larger systems, as well as on individuals and groups within them. S
- SWK-S 514 PRACTICE WITH INDIVIDUALS AND FAMILIES I (3 CR.)**
Focuses on generalist social work practice with individuals, families, and groups. I
- SWK-S 515 SOCIAL POLICY AND SERVICES II (3 CR.)**
Provide intensive study of a specific field of service delivery and to provide an opportunity for syntheses and application of learning in the specific policy area. The content of the specialized social policy course will build on the history, mission, and philosophy of the social work profession towards practice in this service delivery field.
- SWK-S 516 SOCIAL WORK PRACTICE II: ORGANIZATIONS, COMMUNITIES, AND SOCIETY (3 CR.)**
This course is concerned with helping communities and other social units empower themselves and eradicate oppressive situations and practices through networking, political participation, leadership development, mobilization, utilization of resources, and other strategies and techniques. II
- SWK-S 517 ASSESSMENT IN MENTAL HEALTH AND ADDICTIONS (3 CR.)**
Recognizing the social, political, legal, and ethical implications of assessment. Students critically examine various conceptual frameworks, apply bio-psychosocial and strengths perspectives to understand its multidimensional aspects. I
- SWK-S 555 SOCIAL WORK PRACTICUM I (3 CR.)**
This course is an educationally directed practice experience in social work practice settings with approved field instructors. II
- SWK-S 600 SEMINAR IN SOCIAL WORK (1-10 CR.)**
These courses are chosen from electives offered by the Social Work department on various subjects, or taken at a graduate-level in a related field, as approved by the program director. (elective)
- SWK-S 618 SOCIAL POLICIES AND SERVICES (3 CR.)**
A group of courses covering topics or content including social problems, special populations, particular social service areas, and social indicators that predict areas of future social policy transformation. (Student selects one course.) I
- SWK-S 623 PRACTICE RESEARCH INTEGRATIVE SEMINAR I (3 CR.)**
Provides content from various research methodologies, including qualitative and quantitative designs, to support advanced interpersonal social work practice. I
- SWK-S 651 SOCIAL WORK PRACTICUM II (4 CR.)**
Agency-based field experience for interpersonal practice concentration students. 257 clock hours. Concurrent with SWK-S 643, SWK-S 644, or SWK-S 645. I
- SWK-S 652 SOCIAL WORK PRACTICUM III (1-5 CR.)**
Agency-based field experience for interpersonal practice concentration students. 386 clock hours. Concurrent with SWK-S 643, SWK-S 644, or SWK-S 645. II
- SWK-S 661 EXECUTIVE LEADERSHIP PRACTICE (3 CR.)**
Addresses administrative, management, leadership, and supervisory skills necessary for leadership practice. S
- SWK-S 682 ASSESSMENT IN MENTAL HEALTH AND ADDICTIONS (3 CR.)**
Recognizing the social, political, legal, and ethical implications of assessment. Students will critically examine various conceptual frameworks and apply bio-psychosocial and strengths perspectives to understand its multidimensional aspects.
- SWK-S 683 COMMUNITY BASED PRACTICE IN MENTAL HEALTH AND ADDICTIONS (3 CR.)**
Provides knowledge and skills relevant to various aspects of social work practice in revention, intervention, and treatment of selected addictions.
- SWK-S 684 MENTAL HEALTH AND ADDICTION PRACTICE WITH GROUPS (3 CR.)**
One of three social work practice method courses in the interpersonal practice concentration. This course focuses on client groups in social work practice, particularly in relation to the student's field practicum experience.

- SWK-S 685 MENTAL HEALTH AND ADDICTION PRACTICE WITH INDIVIDUALS OR FAMILIES (3 CR.)**
Students enrolled in this course develop knowledge, values and ethics, skills, and judgment necessary for competent application of selected evidence based, best practice, approaches for service to and for children, youth, adults, and families affected by mental health and addiction issues. II
- SWK-S 686 SOCIAL WORK PRACTICE: ADDICTIONS (3 CR.)**
Focuses on theory and skills needed for advanced social work practice with, and on behalf of, families. II
- SWK-S 687 MENTAL HEALTH AND ADDICTION PRACTICE WITH GROUPS (3 CR.)**
Students enrolled in this course develop professional knowledge and skills for group work services to and for persons affected by mental health and addictions issues. The phases of group development and intervention during the various group work stages provide a conceptual framework for the course. S

TEL: TELECOMMUNICATIONS

- TEL-R 205 BROADCAST PERFORMANCE (3 CR.)**
Field and studio performance techniques for announcers, news anchors, reporters, and other radio/television/cable on-air personnel.
- TEL-R 208 AUDIO PRODUCTION (3 CR.)**
P: JOUR-C 200 and consent of instructor. Practice and principles in concepts of communication via audio for radio and television.
- TEL-R 287 PROCESS AND EFFECTS OF MASS COMMUNICATIONS (3 CR.)**
An introduction to 1) communication strategies and processes in print, radio, television, film, and the Internet; and 2) psychological and social effects of these processes on various audiences in various situations.
- TEL-R 404 TOPICAL SEMINAR IN TELECOMMUNICATIONS (1-3 CR.)**
P: Senior status or consent of instructor. Exploration of problems and issues of telecommunications in contemporary society. May be taken three times for credit with different topics.
- TEL-R 408 ADVANCED AUDIO PRODUCTION (3 CR.)**
P: TEL-T 283; and demonstrated fluency with Macintosh and PC platforms. Advanced digital and analog audio production techniques for film, radio, video, and multimedia. Topics include digitizing, formats, synthesis, filtering, and effects via digital and analog outboard techniques. Particular emphasis is placed on audio for film and video, combined audio/MIDI techniques, and production strategies for effective communication in audio.
- TEL-R 411 NONFICTION TELEVISION (3 CR.)**
P: Junior or senior status. Critical viewing and analysis course exploring major nonfiction film and television genres in history and present-day practice.
- TEL-T 211 WRITING FOR THE ELECTRONIC MEDIA (3 CR.)**
P: ENG-W 131. Working seminar stressing principles of writing for the electronic media. Topics include writing television and radio commercials; corporate, educational, and instructional projects; and the documentary. Emphasis on development of information gathering, organization, story ideas, and effective presentation of material for the various electronic media.
- TEL-T 273 MEDIA PROGRAM DESIGN (3 CR.)**
Provides a conceptual framework for writing, designing, and evaluating a variety of media products. Media program design is not a hands-on production course, but does offer an overview of the production process. Topics include script writing, production design, visualization, composition, editing styles, and others. This course is a prerequisite for some advanced-level courses in the design/production area.
- TEL-T 283 INTRODUCTION TO PRODUCTION TECHNIQUES AND PRACTICES (3 CR.)**
Introduction to the production process in the studio and in the field.
- TEL-T 313 COMPARATIVE MEDIA SYSTEMS (3 CR.)**
P: TEL-C 200. A comparative study of the ways in which various countries deal with fundamental questions of media organization, control, financial support, program, philosophy, and social responsibility.
- TEL-T 331 SCRIPT WRITING (3 CR.)**
P: ENG-W 131. Covers format, structure, and writing of dramatic and nondramatic scripts.

- TEL-T 336 DIGITAL VIDEO PRODUCTION (3 CR.)**
P: TEL-T 283; and demonstrated fluency with Macintosh and PC platforms. Digitizing, A/V import, editing, video and audio effects, NTSC and compressed output, and other topics related to video finishing in major nonlinear editing software. Applications include broadcast television, video art, commercial and industrial work, the Web, and platform-based interactive multimedia.
- TEL-T 416 PROGRAM ANALYSIS AND CRITICISM (3 CR.)**
P: TEL-C 200. Critical analysis of the form, production and performance elements of program genres including drama, comedy, talk, and game shows, documentaries, news, and emerging or experimental types of mass media content. Explores the relationships between programming, the media industries, and American culture.
- TEL-T 430 TOPICAL SEMINAR IN DESIGN AND PRODUCTION (1-3 CR.)**
P: TEL-T 336, TEL-T 273, or permission from instructor. Student-proposed and executed projects in interactive multimedia.
- TEL-T 434 ADVANCED PRODUCTION WORKSHOP (3 CR.)**
P: TEL-T 336; and demonstrated fluency with Macintosh and PC platforms. Production of student-designed and produced work for broadcast, cable, Internet, multimedia or fine arts venues. Production problems and topics are pursued with the instructor acting as coach, mentor, and production consultant.
- TEL-T 446 TELECOMMUNICATIONS MANAGEMENT (3 CR.)**
P: TEL-T 283. Introductory study of the skills, processes, and attitudes required for effective management and leadership at all levels in telecommunications operations.
- TEL-T 452 TOPICAL SEMINAR IN DESIGN AND PRODUCTION (3 CR.)**
P: ENG-W 131. Exploration of design or production problems and issues in telecommunications. Topics vary. May not be repeated for credit.
- TEL-T 498 PROJECTS IN TELECOMMUNICATIONS (1-3 CR.)**
P: Advance approval of a project by instructor. Individual projects in the area of telecommunication. May be repeated.

THTR: THEATRE AND DANCE

- THTR-A 190 ART, AESTHETICS, AND CREATIVITY (3 CR.)**
Explores artistic disciplines and associated forms, materials, and practices. Develops students' making, looking, and listening skills. Through the creative process, students explore relationships to other individuals and cultures, and review the implications of their learning for their personal, academic, and professional pursuits. I, II, S
- THTR-A 399 ART, AESTHETICS, AND CREATIVITY (3 CR.)**
- THTR-D 110 SOCIAL DANCE (2 CR.)**
An introduction to the most commonly encountered social dances. To provide the beginning student with increased confidence on the dance floor in social situations. Emphasis on body placement and alignment, coordination, and imagination. Special emphasis placed on the cultural aspects of the development of the dances. I
- THTR-D 111 INTRODUCTION TO LATIN DANCE (2 CR.)**
This course will introduce and develop competence in the basic steps of salsa, merengue, bachata, and cha cha to develop a solid repertoire of dance movements. Stretches and exercises will help the student develop greater body awareness and agility as well as learning a social dance form that will help them maintain a healthy life style. I, II, S
- THTR-D 115 MODERN DANCE I (2 CR.)**
Modern dance technique for beginners. This course emphasizes body alignment, movement dynamics, spatial awareness, emotional intension of various movements, and an understanding of kinesthetic concepts. Also, Laban's theory of effort/shape is studied and applied to movement.
- THTR-D 120 BALLET I (2 CR.)**
Beginning ballet technique with emphasis on body alignment while developing body awareness, flexibility, strength, coordination, and imagination.
- THTR-D 130 FLAMENCO I (2 CR.)**
The basic elements of Spanish flamenco dance; footwork, arm movements and turns to six, eight and twelve count rhythms are covered. Emphasis on body placement and alignment, as well as coordination and imagination is also included.

- THTR-D 140 JAZZ DANCE I (2 CR.)**
Beginning jazz dance technique with emphasis on body placement, basic steps, rhythmic qualities, movement isolations, and improvisations characteristic of the jazz idiom.
- THTR-D 150 MIDDLE EASTERN DANCE I (2 CR.)**
Beginning Middle Eastern dance technique with emphasis on body placement and alignment and development of body awareness, flexibility, coordination, and imagination.
- THTR-D 205 CHOREOGRAPHY (3 CR.)**
P: Four credit hours of dance technique classes. This course will teach students to acquire, analyze, and apply the basic elements that are essential for a practical theory of choreography. Students will learn to create choreography for solos and group pieces performed on stage and in other spaces. I
- THTR-D 215 MODERN DANCE II (2 CR.)**
Modern dance technique that applies the principles of Modern Dance I and also progresses to a higher level of proficiency. Dance sequences comprise more contrasting movement dynamics with spatial complexity. Laban's theory is explored further as efforts are combined to create new movements.
- THTR-D 220 BALLET II (2 CR.)**
P: THTR-D 100 or permission of instructor. Continued work in ballet emphasizing improvement in strength and flexibility. Previous skills are applied in learning of new jumps, turns, poses, and adagio.
- THTR-D 230 FLAMENCO DANCE II (2 CR.)**
A continuation of Flamenco Dance I, emphasizing a greater degree of complexity in the footwork, arm movements, turns, steps, and castanet work. Also, articulation, as well as speed of rhythmic footwork, palmas and castanet playing is expected. II
- THTR-D 240 JAZZ DANCE II (2 CR.)**
A continuation of Jazz Dance I. This course progresses to a higher level of skill concerning the application of balance, coordination, and strength to movement patterns. Complex jazz dance combinations are executed with an understanding of movement qualities such as lyrical and percussive. I
- THTR-D 250 MIDDLE EASTERN DANCE 2 (2 CR.)**
P: THTR-D 103 or permission of instructor. Continued exploration of Middle Eastern dance movement, Egyptian style. Continued work with required isolations for performance of the techniques necessary for this dance style. Combines isolation and technique, with exploration of choreography as it applies to the discipline. Performance opportunities available.
- THTR-D 300 DANCE HISTORY: AN AMERICAN PERSPECTIVE (3 CR.)**
This course will trace the history of ballet, modern dance, jazz, tap, social dance, flamenco, and Middle Eastern dance and explain how each became embraced by American audiences. Included will be the merging of dance forms in musical theatre and in film. II
- THTR-T 115 ORAL INTERPRETATION 1 (3 CR.)**
Basic principles and practices; analysis and reading of selections from prose, poetry, and drama.
- THTR-T 120 ACTING I: FUNDAMENTALS OF ACTING (3 CR.)**
Fundamentals of acting techniques through improvisational approach. Beginning scene study. Laboratory required. I, II
- THTR-T 150 FUNDAMENTALS OF PLAY STRUCTURE AND ANALYSIS (3 CR.)**
Dramatic structure, methods of play analysis for actors, directors, designers, and students of dramatic literature.
- THTR-T 190 LITERARY AND INTELLECTUAL TRADITIONS (3 CR.)**
Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, ideas of truth, ideas of beauty, ideas of community, ideas of nature, ideas of conflict. Writing-intensive, discussion-focused.
- THTR-T 220 ACTING II: SCENE STUDY (3 CR.)**
P: THTR-T 120. Study of major theories and aims of acting in conjunction with practice in techniques of the art of acting. Laboratory required.
- THTR-T 223 VOCAL AND PHYSICAL PREPARATION I (3 CR.)**
Vocal and physical preparation for acting. Designed to develop awareness of the voice and body as instruments of communication in the study of acting.

400 ◀ IU SOUTH BEND COURSE DESCRIPTIONS

- THTR-T 224 VOCAL AND PHYSICAL PREPARATION II (3 CR.)**
Continued vocal and physical preparation for acting. Designed to develop awareness of the voice and body as instruments of communication in the study of acting.
- THTR-T 225 STAGECRAFT 1 (3 CR.)**
Fundamentals of stagecraft, scenic construction, rigging techniques, and mechanical drawing for stagecraft. Laboratory required.
- THTR-T 228 DESIGN FOR THE THEATRE (3 CR.)**
An overview of design principles and practices in all areas of the theatre. Emphasis on those aspects of design which are common to work in scenery, costumes, lighting, and makeup.
- THTR-T 230 COSTUME DESIGN AND TECHNOLOGY I (3 CR.)**
Basic costume construction, fabric selection, and an introduction to patterns and pattern drafting. Laboratory required.
- THTR-T 290 HISTORY AND DESIGN OF STAGE MAKEUP (3 CR.)**
Study of the history, principles, and practice of stage makeup design. Through lecture, demonstrations, and laboratory, students have the opportunity to create makeup designs for characters from dramatic literature.
- THTR-T 300 MUSICAL THEATRE WORKSHOP (3 CR.)**
Performance course designed to gain experience in auditioning for and performing in musical theatre. May be repeated for a total of 9 credit hours.
- THTR-T 320 ACTING III: SHAKESPEARE (3 CR.)**
P: THTR-T 220. Study and practice of acting techniques.
- THTR-T 326 INTRODUCTION TO SCENIC DESIGN (3 CR.)**
P: THTR-T 228. An introduction to scene design, elementary composition, sketch rendering, scene painting, production styles.
- THTR-T 327 PERIOD STYLES (3 CR.)**
P: Consent of instructor. Chronological survey of the history of architecture, decorative arts, and furniture and its application to theatre production. Offered annually.
- THTR-T 330 RENDERING (3 CR.)**
P: Consent of instructor. Examines methods and procedures for effective communication and realization of visual concepts by learning basic sketching and rendering techniques in a variety of media. Offered annually.
- THTR-T 332 SCENE PAINTING (3 CR.)**
P: Consent of instructor. Fundamental techniques of scene painting: emphasis on a variety of techniques and methods utilized in modern scenic art for the stage to create specialized effects and artistic focus applied to practical projects. Offered annually.
- THTR-T 335 STAGE LIGHTING DESIGN (3 CR.)**
P: THTR-T 225. Lighting the play, basic instrumentation and optics, color theory, electricity, and an introduction to the drafting of light plots. Laboratory required.
- THTR-T 340 DIRECTING I: FUNDAMENTALS OF DIRECTING (3 CR.)**
P: THTR-T 120, THTR-T 150, THTR-T 225, THTR-T 228, Junior or senior standing. Introduction to theories, methodology, and skills: play analysis, work with actors, basic elements of stage composition.
- THTR-T 345 THEATRE FOR CHILDREN (3 CR.)**
Studies in the special problems of staging plays for young audiences. Introduction to theories of children's theatre and related means of expression. Participation in performance laboratory required.
- THTR-T 349 THEATRE PRACTICUM (1-3 CR.)**
P: Minimum sophomore standing; approval of area coordinator of theatre and dance. Directed projects for performance, technical production, and arts management work on cocurricular production, and other related activities.
- THTR-T 390 CREATIVE WORK IN SUMMER THEATRE (1-3 CR.)**
Practical experience in mounting a production in an intensive workshop setting. Participation in performance laboratory required.
- THTR-T 392 THEATRE INTERNSHIP (3 CR.)**
P: Consent of instructor. Training and practice at a professional theatre or venue approved by the theatre faculty. I, II, S
- THTR-T 400 ARTS MANAGEMENT (3 CR.)**
Business theory and practice in contemporary arts organizations, both profit and not-for-profit. Emphasis on practical application. Laboratory required.

- THTR-T 405 STAGE MANAGEMENT (3 CR.)**
P: Consent of instructor. Explores the role and function of the stage manager in theatrical production. Provide the basic skills to begin work in the field of stage management. Emphasis on organization, documentation, and dissemination of information. Offered annually.
- THTR-T 420 ACTING IV: REALISM (3 CR.)**
P: THTR-T 220, THTR-T 223, THTR-T 224, THTR-T 320, or consent of instructor. Advanced problems in acting. Advanced scene study.
- THTR-T 423 ACTING V: PERIOD COMEDY (3 CR.)**
P: THTR-T 223, THTR-T 224, THTR-T 420 or consent of instructor. Continued advanced problems in acting. Advanced scene study.
- THTR-T 424 STAGECRAFT 2 (3 CR.)**
P: THTR-T 225. History of stagecraft; stage mechanics and perspective drawings. Laboratory required.
- THTR-T 425 STAGECRAFT III (3 CR.)**
P: THTR-T 225 or consent of instructor. Topics may include (but not limited to) advanced rigging techniques, electronic controls, pneumatics, hydraulics, structural design for the stage, CAD, and other state-of-the-art technologies. Laboratory required.
- THTR-T 426 FUNDAMENTALS OF SCENE DESIGN II (3 CR.)**
P: THTR-T 326. Work in line, color, and composition using historical conventions as basis for contemporary scenic statements. Emphasis on period style and presentational forms.
- THTR-T 427 DESIGN STUDIO (3 CR.)**
P: Consent of instructor. Principles and techniques of various performance methods involved in acting on the camera. Work to include directed exercises and scenes. I, II, S
- THTR-T 430 COSTUME TECHNOLOGY II (3 CR.)**
P: THTR-T 230. Advanced studies in stage costuming, pattern drafting, and special construction problems. Laboratory required.
- THTR-T 431 ON-CAMERA TECHNIQUES (3 CR.)**
P: Consent of instructor. Principles and techniques of various performance methods involved in acting on the camera. Work to include directed exercises and scenes. Offered annually.
- THTR-T 433 COSTUME DESIGN II (3 CR.)**
P: THTR-T 228. An introduction to costume design and sketch rendering with an emphasis on the relationship of costume to character. Includes an introduction to production styles.
- THTR-T 434 HISTORIC COSTUMES FOR THE STAGE (3 CR.)**
Survey of representative dress from Egyptian to modern times in context of the political, social, economic, and aesthetic concerns of each period.
- THTR-T 438 ADVANCED STAGE LIGHTING DESIGN (3 CR.)**
P: THTR-T 228, THTR-T 335. Stage lighting design, advanced techniques in lighting, styles of production, and equipment and materials. Laboratory required.
- THTR-T 439 TECHNICAL DRAWING (3 CR.)**
P: Consent of instructor. Studies in drafting and perspective drawing. Offered annually.
- THTR-T 442 DIRECTING II: ADVANCED DIRECTING (3 CR.)**
P: THTR-T 340. Problems and functions of director, from selection of script through performance. Lecture and practical projects.
- THTR-T 453 PLAYWRITING I (3 CR.)**
P: Consent of instructor. Introduction to principles of dramatic structure. Conferences and peer evaluations. Focus is on the creation and revision of a one-act play. Offered annually.
- THTR-T 470 HISTORY OF THE THEATRE 1 (3 CR.)**
P: Junior/senior standing. Significant factors in primary periods of theatre history and their effect on contemporary theatre. Review of representative plays of each period to illustrate theatrical use of dramatic literature.
- THTR-T 471 HISTORY OF THE THEATRE 2 (3 CR.)**
P: Junior/senior standing. Significant factors in primary periods of theatre history and their effect on contemporary theatre. Review of representative plays of each period to illustrate theatrical use of dramatic literature.
- THTR-T 479 PROBLEMS IN PERFORMANCE (3 CR.)**
P: Consent of instructor. Designed to address, in greater detail, specific performance problems that confront the contemporary actor. Subjects to include: speaking Shakespeare, Mamet, and Pinter; the Greeks; farce; etc. Offered annually.

THTR-T 483 TOPICS IN THEATRE AND DRAMA (1-3 CR.)
P: Junior/senior standing. Studies in special topics not ordinarily covered in other area courses. May be repeated once for credit if topic differs.

THTR-T 485 CAPSTONE PROJECT (1 CR.)
P: Theatre major; senior standing; approval of area coordinator of theatre and dance area. Performance, directing, or design project. Projects aimed to draw together the student's talent and experiences. This course is intended as a final assessment for theatre majors in the Bachelor of Fine Arts degree programs.

THTR-T 490 INDEPENDENT STUDY IN THEATRE AND DRAMA (1-6 CR.)
P: Consent of instructor. Advanced study in performance, production, reading, or research.

WGS: WOMEN'S AND GENDER STUDIES

WGS courses were formerly listed as WOST courses.

WGS-B 260 WOMEN, MEN, AND SOCIETY IN MODERN EUROPE (3 CR.)
Overview of the development of gender roles in Europe since the French Revolution; development of the private and public spheres, political ideology, and women's roles in society; the Industrial Revolution's impact on concepts of femininity and masculinity; Darwinism, imperialism, and gender roles; Victorian morality and sexuality; nationalism and masculinity; communism and gender equality; consumer culture and women's role in the home; feminism and the sexual revolution. (joint-listed course)

WGS-B 342 WOMEN IN MEDIEVAL SOCIETY (3 CR.)
An overview of the history of women in the medieval west. The situation of women will be addressed according to their position in society - whether it be noblewomen, queen, peasant, saint or prostitute. Both primary and secondary sources will be examined. Attention will also be paid to medieval theories about women and prevailing attitudes toward women, as expressed in both learned and popular circles. Methodological and epistemological problems will be highlighted. (joint-listed course)

WGS-B 399 HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS (3 CR.)
Develops insight into human nature, the nature of social institutions, the social processes that have shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior.

WGS-E 391 WOMEN IN DEVELOPING COUNTRIES (3 CR.)
This course explores the nature of women's roles in developing countries. Particular emphasis is placed on examining how development and cultural change affect the lives of women. (joint-listed course) S

WGS-H 260 HISTORY OF AMERICAN WOMEN (3 CR.)
Covers American women from 1607 to the present. Focuses on the changes in the lives of American women over the centuries; family, health, education, work, etc. It also shows the significance of women's lives and their contributions to America. (joint-listed course) II

WGS-L 207 WOMEN AND LITERATURE (3 CR.)
A variable-topics course that focuses either on the North American experience (with units on black writers, nineteenth century writers, major new voices, and lesbian writers) or on England and the continent (with units on renaissance woman, manners, and rebellion, nineteenth century male views of women, and twentieth century female views of women). (joint-listed course) I

WGS-N 200 THE BIOLOGY OF WOMEN (3 CR.)
This course examines the biological basis for bodily functions and changes that take place throughout the life of females. (joint-listed course) II

WGS-P 391 PSYCHOLOGY OF GENDER, RACE, AND ETHNICITY (3 CR.)
Explores the impact of social and political forces on psychological development and adjustment. Focus on black women, but includes both genders and all races. Contemporary theory on race, gender, and class is examined. (joint-listed course) I

WGS-P 394 FEMINIST PHILOSOPHY (3 CR.)
Study of contemporary feminist philosophy in the United States and Europe. (joint-listed course) I, II

WGS-P 460 WOMEN: A PSYCHOLOGICAL PERSPECTIVE (3 CR.)
Basic data and theories about the development and maintenance of gender differences in behavior and personality. (joint-listed course) II

- WGS-S 310 SOCIOLOGY OF WOMEN IN AMERICA (3 CR.)**
The study of the situation of women in America today—its definition, changes, and consequences. Specific issues may include spousal abuse, rape, the role of homemaker, being different, feminism. (joint-listed course) I, II
- WGS-S 338 SOCIOLOGY OF GENDER ROLES (3 CR.)**
Examines the causes, correlates, and consequences of current gender role definitions, and considers personal and institutional barriers to equality of women and men resulting from socialization (e.g., education, media, language), discrimination, and other structural arrangements. (joint-listed course) I, II, S
- WGS-S 349 TOPICS: FEMINIST THEORY (3 CR.)**
Counts as women's studies only if topic is Feminist Theory. An introduction to developments in feminist sociological theory since the 1970s, with a focus on recent theoretical innovations. (joint-listed course)
- WGS-S 410 TOPICS: GENDER INEQUALITY IN WORK (3 CR.)**
Seminar. Course topic and emphasis varies. See Schedule of Classes. (joint-listed course) I
- WGS-T 390 LITERARY AND INTELLECTUAL TRADITIONS (3 CR.)**
Interdisciplinary exploration of a humanistic tradition of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing intensive, discussion focused. Attention to primary texts and research materials.
- WGS-W 100 GENDER STUDIES (3 CR.)**
Designed primarily for first-year students, this course analyzes the concept of gender in culture and society. (core course) I, II
- WGS-W 201 WOMEN IN CULTURE-INTRODUCTION TO WOMEN'S STUDIES (3 CR.)**
An interdisciplinary exploration of women's roles, images, history, and experiences from the perspective of the arts and humanities. Considers issues of women and culture, including the areas of literature, film, art, and the mass media. (core course)
- WGS-W 220 NEW VIEWS ON GENDER (L CR.)**
A workshop focused on working to generate articles for the student journal, *New Views on Gender*. Each workshop reads and writes on a specific feminist topic to be determined by the instructors. (core course)
- WGS-W 221 NATIVE USES OF HERBS (1 CR.)**
A field experience course on Native American uses of herbs. Usually meets on Saturdays on a farm in Rochester. Students get hands-on experience working with plants. Readings cover the historical and cultural development of various herbs. (core course) I, II
- WGS-W 240 TOPICS IN FEMINISM: SOCIAL SCIENCE PERSPECTIVE (1-3 CR.)**
Variable topics course. Courses offered under this number generally explore topics of current interest in feminism. Recent course offerings have included: women in art, writing women's lives, feminist ethics, and women in the workforce. (core course)
- WGS-W 299 RESEARCH METHODS IN WOMEN'S STUDIES (3 CR.)**
An interdisciplinary course that introduces students to the approaches of the humanities and social sciences to women, gender; bibliographical tools, data gathering techniques, analytic approaches. (core course) I
- WGS-W 301 INTERNATIONAL PERSPECTIVES ON WOMEN (3 CR.)**
This course analyzes a broad range of issues dealing with global feminism. Cross-cultural and interdisciplinary perspectives focus on differing understandings of gender roles and the impact of social, economic, and political practices and institutions on Third World women. (core course)
- WGS-W 302 TOPICS IN GENDER STUDIES (1-3 CR.)**
Variable topics course. Interdisciplinary approach to selected ideas, trends, and problems in gender studies. Recent course offerings have included: Native American literature; philosophy of personal relations; and gender, race, and ethnicity. (core course) II
- WGS-W 360 FEMINIST THEORY (3 CR.)**
This course is an introduction to feminist theory. Using primary and secondary texts, this course introduces students to the main debates in feminist theory and provide students with the skills to choose and use feminist theories to interpret a wide range of sources of women's lives. (core course)

404 ◀ IU SOUTH BEND COURSE DESCRIPTIONS

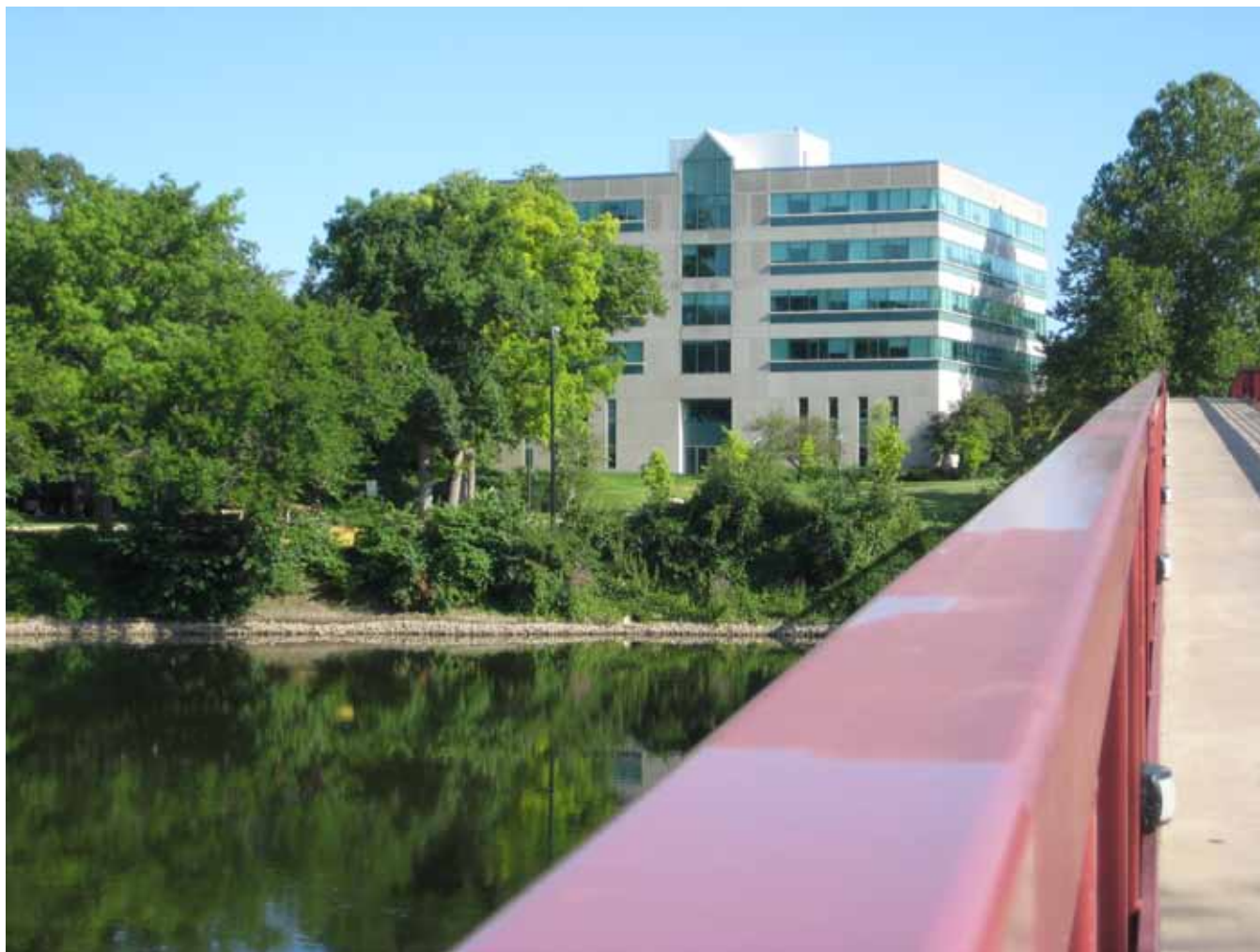
WGS-W 400 TOPICS IN WOMEN'S STUDIES (3-6 CR.)
Variable topics course. Interdisciplinary approach to selected ideas, trends, and problems in women's studies. (core course)

WGS-W 402 SEMINAR IN GENDER STUDIES (3 CR.)
Variable topics course. This course focuses on issues and controversies in the new scholarship on women. (core course)

WGS-W 480 WOMEN'S STUDIES PRACTICUM (3-6 CR.)
Field experience working for a social agency which serves women. Students intern for a social agency, do directed readings, keep a journal of their experiences, and develop a semester project based on their field experience. (core course)

WGS-W 495 READINGS AND RESEARCH IN GENDER STUDIES (1-6 CR.)
Independent readings and research done with the approval and collaboration of a faculty advisor. Students are required to get the approval of a faculty advisor before enrolling in this course. (core course)

WGS-Y 327 GENDER POLITICS (3 CR.)
Seeks to analyze issues of power and politics from the perspective of gender within the United States cultural context. It considers the impact of women in traditional areas of politics as well as revised theoretical understandings of power, the political, and the public/private debate. (joint-listed course) I, II



PURDUE UNIVERSITY COLLEGE OF TECHNOLOGY

MICHAEL D. SANDERS, DIRECTOR

PURDUE TECHNOLOGY BUILDING 107 // (574) 520-4180 // WWW.PURDUE.EDU/SOUTHBEND

Associate Professors: **Harding, Leach, Perusich, Ziolkowski**



MISSION AND GOALS

The mission of the Purdue University College of Technology is to provide excellent technical education for students with an interest in, and aptitude for, applied technologies. The college also participates in appropriate applied research and service activities. The college's goal is to produce graduates with marketable skills and the capacity for growth on the job. Its departments serve identified needs for technically trained labor within the state of Indiana.

These goals are achieved by serving students in many ways—counseling, classroom and laboratory teaching, cooperative programs, and broadly-based general education. Graduates acquire not only technical knowledge and skills but also the ability to communicate well. They are prepared for both immediate employment and continuing development as citizens and responsible human beings. Finally, the college makes every effort to help place its students in appropriate jobs after graduation.

The Purdue University College of Technology offers a two-year degree program in mechanical engineering technology (MET); four-year degree programs in electrical engineering technology (EET), engineering technology (ET), industrial technology (IT), and organizational leadership and supervision (OLS).

ADMISSION CRITERIA

Students seeking admission to Purdue University's technology programs must be admitted to the Purdue University College of Technology. Visit www.admissions.purdue.edu to apply online. After creating a login for the admissions system, a list of application options will appear. Click on Option 7 College of Technology Statewide. Admission standards are set by the Purdue University College of Technology and are summarized below.

GRADUATION

Graduation with a minimum of 15 units or credit hours from a high school accredited by a state department of public instruction or General Education Development (GED).

MEETING OR EXCEEDING MINIMUM SUBJECT-MATTER REQUIREMENTS

For admission to the freshman class of the College of Technology, your record must include: English (grammar, composition, literature, speech, and vocabulary—but not journalism, newspaper, yearbook, or theatre arts), eight semesters (four years) of academic mathematics, and four semesters of laboratory science. The record of students who have been out of high school a minimum of five years must include: six semesters of English, four semesters of academic mathematics, and two semesters of laboratory science.

Meeting Quality Requirements

Quality is determined by considering a combination of rank in class, test scores, probability of success, grade average in college preparatory subjects, grades in courses related to the degree objective, trends in achievement, completion of high school subject-matter requirements, and the strength of the college preparatory program.

Indiana applicants should demonstrate that they belong to one-half of the available pool of prospective students. This may be shown by several measurements—high school rank, test scores, and academic grade average—in combination with the other factors listed above.

Out-of-state applicants should belong to the upper one-third of the available pool, according to the achievement indices described above.

Taking Required Tests

All applicants who have not completed a full year of college work are required to take the College Entrance Examination Board (CEEB), Scholastic Aptitude Test (SAT), or the ACT® Assessment test (ACT®). Students

who desire early admission are encouraged to take the college entrance tests in the spring of their junior year. This requirement is waived for students who have been out of high school for three or more years.

NOTE: Purdue University classes are typically offered only once a year. Most required IU South Bend classes are offered every semester.

ELECTRICAL ENGINEERING TECHNOLOGY

BACHELOR OF SCIENCE

The Electrical Engineering Technology (EET) degree program combines courses in electricity, electronics, mathematics, science, the humanities, and social sciences. The basic curriculum provides EET students with sufficient education to find employment in the fields of communications electronics, industrial electronics, microwaves, military electronics, computer electronics, automation, industrial controls, electronic servicing, television, electrical power, aviation electronics, and others. A considerable amount of laboratory work is required.



PROGRAM REQUIREMENTS

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

FIRST YEAR (31 CR.)

First Semester

*ECET	10700	Introduction to Circuit Analysis (4 cr.)
*ECET	10900	Digital Fundamentals
*ECET	19600	Introduction to ECET and Projects (2 cr.)
+ENG-W	131	Elementary Composition 1
+MATH-M	125	Precalculus Mathematics

Second Semester

+CSCI-C	101	Computer Programming I (4 cr.)
*ECET	15700	Electronics Circuit Analysis (4 cr.)
*ECET	15900	Digital Applications (4 cr.)
+MATH-M	126	Trigonometric Functions (2 cr.)
+SPCH-S	121	Public Speaking

* = Purdue University course number
+ = IU South Bend course number

SECOND YEAR (34 CR.)**Third Semester**

- *ECET 20700 AC Electronics Circuit Analysis (4 cr.)
- *ECET 20900 Introduction to Microcontrollers (4 cr.)
- +MATH-M 119 Brief Survey of Calculus 1
- +PHYS-P 221 Physics 1 (5 cr.)
- +Humanities or social science elective

Fourth Semester

- *ECET 23100 Electrical Power and Control (4 cr.)
- *ECET 25700 Power and RF Electronics (4 cr.)
- *ECET 29700 Electronic Prototype Development (4 cr.)
- +MATH-M 120 Brief Survey of Calculus 2

THIRD YEAR (33 CR.)**Fifth Semester**

- *ECET 30400 Introduction to Communication Systems (4 cr.)
- *ECET 30700 Analog Network Signal Processing (4 cr.)
- *ECET elective (4 cr.)
- +Humanities or social science elective

Sixth Semester

- *ECET 39600 Project Development and Management (4 cr.)
- *ECET elective (4 cr.)
- *ECET elective (4 cr.)
- *+ Technical Report Writing
- +MATH-K 310 Statistical Techniques



* = Purdue University course number
 + = IU South Bend course number

FOURTH YEAR (28 CR.)**Seventh Semester**

- *ECET 48000 Professional Issues in ECET (1 cr.)
- *ECET 49600 Project Design and Development I (1 cr.)
- *ECET elective (4 cr.)
- +Science selective (5 cr.)
- +Selective
- +Communication selective

Eighth Semester

- *ECET 49700 Project Design and Development II (1 cr.)
- *+Selective
- *+Free elective
- *+Humanities or social science elective
- *+Humanities or social science elective
- *CAND 99100 (0 cr.)

ENGINEERING TECHNOLOGY**BACHELOR OF SCIENCE**

The Engineering Technology (ET) degree program is geared toward application of ideas and theories and innovation. It is based on the foundation of science, technology, engineering, and mathematics (STEM). This degree program provides students with a broad range of exciting experiences in: computer graphics technology; computer and information technology; electrical engineering technology; industrial technology; mechanical engineering technology; and organizational leadership and supervision.

The United States Department of Education recognizes ET as a field that is primarily focused on engineering values and ideas, along with the technical skills necessary for typical engineering development projects. ET involves functions for research, production, operations, and programs that are designed for specific engineering fields.

Engineering technologists can use their education and application of STEM, for example, to help make and/or manage the production and related processes of roads/bridges, buildings, power distribution systems, racing teams, computers, software, electronic instruments, environment, and transportation systems that are used daily.

The ET graduate is prepared to immediately begin technical assignments, since many technology programs stress current industrial practices and design procedures. The ET graduate can apply established procedures which utilize current state-of-the-industry practice. The ET graduate is more likely to get hands-on jobs in technical sales, as a team leader, working in a laboratory, or field position.

Graduates work for companies across the technological, construction, distribution, health care, and engineering spectrum; but they are best suited to areas that deal with application, production, implementation, engineering operation, sales, and distribution, as opposed to the conceptual design and research functions performed by typical engineering graduates.

Entry-level positions in product design, testing, development, systems engineering, field engineering or production, technical operations, and quality control are all common positions for ET graduates. Graduates are eligible to become registered professional engineers in most states, with wide variation in the qualification requirements.

PROGRAM REQUIREMENTS

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

FIRST YEAR (32 CR.)

First Semester

*TECH	10500	Introduction to Engineering Technology
*CGT	11000	Technical Graphics Communications
+MATH-M	115	Precalculus and Trigonometry (5 cr.)
*OLS	25200	Human Behavior in Organizations

Select one of the following:

*MET	14300	Materials and Processes I
*MET	14400	Materials and Processes II

Second Semester

+ENG-W	131	Elementary Composition 1
+SPCH-S	121	Public Speaking
+MATH-M	119	Brief Survey of Calculus 1
*MET	11100	Applied Statics
*CNIT	15500	Introduction to Object-Oriented Programming

SECOND YEAR (35 CR.)

Third Semester

*CNIT	17600	Information Technology Architecture
*CGT	22600	Introduction to Constraint-Based Modeling
*MET	24500	Manufacturing Systems
+PHYS-P	221	Physics 1 (5 cr.)
*+Humanities or liberal arts electives		

Fourth Semester

*IT	21400	Introduction to Lean Manufacturing
*ECET core selective		
*+Economics		
+Laboratory Science selective (5 cr.)		
*Technical selective		

THIRD YEAR (30 CR.)

Fifth Semester

*+COMM selective		
*ECET Core selective		
*IT	34200	Introduction to Statistical Quality
*+Humanities or liberal arts electives		
*Technical elective		

Sixth Semester

*IT	44600	Six Sigma Quality
*+Technical Report Writing		
*OLS	28400	Leadership Principles
*+Free elective		
*Technical selective		

FOURTH YEAR (31 CR.)

Seventh Semester

*IT	45000	Production Cost Analysis
*OLS	45000	Project Management for Organizational and Human Resource Development
*TECH	49600	Senior Design Project Proposal (1 cr.)
*+Free elective		
*Technical selective		

Eighth Semester

*TECH	49700	Senior Design Project (2 cr.)
*Technical selective		
*Technical selective		
*+Humanities or liberal arts electives		
*+Free elective		
*CAND	99100	(0 cr.)

INDUSTRIAL TECHNOLOGY

BACHELOR OF SCIENCE

Industrial Technology (IT) is an academic discipline that integrates technological and managerial sciences. As such, the IT curriculum is a management-oriented technical curriculum built upon a balanced program of studies drawn from a variety of disciplines related to manufacturing technology. Included is a sound knowledge and understanding of materials and production processes, supply chain management, physical sciences, mathematics, statistics, automation, lean concepts, communications, and other relevant technical skills that permit the graduate to resolve technical-managerial and manufacturing production problems.

Given the high concentration of manufacturing companies and related employment opportunities in Michiana, local delivery of Purdue's IT degree helps to fill the area's demand for educated technologists. Entry-level position titles include: facilities planner, industrial engineer, industrial trainer, manufacturing

engineer, product manager, production supervisor, quality assurance engineer, safety systems specialist, sales engineer, statistical process control specialist, and technical manager.

In addition to the technical core, the program contains several technical and general electives. This flexibility makes the program very accommodating to individuals with some college or an associate degree wishing to earn a Purdue University degree in technology. Students with no prior postsecondary experience find the broad treatment of technical topics appealing.

PROGRAM REQUIREMENTS

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

FIRST YEAR (32 CR.)

First Semester

*IT	10400	Industrial Organization
*CGT	11000	Technical Graphics Communications
*MET	14300	Materials and Processes I
+ENG-W	131	Elementary Composition 1
+MATH-M	115	Precalculus and Trigonometry (5 cr.)

Second Semester

*IT	21400	Introduction to Lean Manufacturing
*CNIT	13600	Personal Computing Technology and Applications
*+Mathematics or computing selective		
+SPCH-S	121	Public Speaking

Select one of the following:

*+Technical Report Writing		
+ENG-W	231	Professional Writing Skills

SECOND YEAR (32 CR.)

Third Semester

*MET	24500	Manufacturing Systems
+Humanities or social science elective		
*ECET	21400	Electricity Fundamentals
*PHYS-P	221	General Physics 1 (5 cr.)

Select one of the following:

*IT	28100	Industrial Safety
*IT	35100	Advanced Industrial Safety and Health Management

Fourth Semester

*IT	23000	Industrial Supply Chain Management
*Technical elective		
*+General elective		

Select one of the following:

+ECON-E	103	Introduction to Microeconomics
+ECON-E	104	Introduction to Macroeconomics
*+General elective		

THIRD YEAR (31 CR.)

Fifth Semester

*IT	34200	Introduction to Statistical Quality
*MFET	30000	Application of Automation in Manufacturing
*Technical elective		
*Technical elective		
+Communications elective		

Sixth Semester

*IT	38500	Industrial Ergonomics
*Technical elective (300-level or above)		
*Technical elective (300-level or above)		
+Science selective (3-5 cr.)		
*+General elective		

FOURTH YEAR (30 CR.)

Seventh Semester

*IT	44200	Production Planning
*IT	45000	Production Cost Analysis
*Technical elective (300-level or above)		
+Science selective (3-5 cr.)		
*+General elective		

Eighth Semester

*IT	48300	Facility Design for Lean Manufacturing
*CAND	99100	Candidate
*Technical elective (300-level or above)		
*Technical elective (300-level or above)		
*+General elective		
*+Mathematics or computing selective		

CERTIFICATE

Students may complete the certificate program by satisfactorily completing all courses listed with a grade of C or higher. Transfer credit applied to the certificate is limited to no more than 6 credit hours.

Foundation (6 cr.)

*IT	10400	Industrial Organization
*IT	21400	Introduction to Lean Manufacturing

Broadening (6 cr.)

*IT	23000	Industrial Supply Chain Management
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Select one of the following:

*IT	28100	Industrial Safety
*IT	35100	Advanced Industrial Safety and Health Management

Specialization (6 cr.)

*IT	33000	Industrial Sales and Sales Management
*IT	33200	Purchasing, Inventory, and Warehouse Management
*IT	34500	Automatic Identification and Data Capture
*IT	38100	Total Productive Maintenance
*IT	38500	Industrial Ergonomics
*CAND	99100	Candidate (0 cr. hr.)

MECHANICAL ENGINEERING TECHNOLOGY**ASSOCIATE OF SCIENCE**

Mechanical Engineering Technology (MET) concerns the generation, transmission, and utilization of mechanical and fluid energy, knowledge of materials, and the design and production of tools and machines and their products.

The purpose of the MET degree program is to produce graduates qualified to accept jobs such as laboratory technicians, engineering aides, plant maintenance people, layout persons, production assistants, and technical salespersons. With additional experience, promotion to positions such as industrial supervisors, machine and tool designers, technical buyers, production expeditors, and cost estimators is possible. Courses in the MET degree program are also very valuable in the upgrade or retraining of adults now in the work force. Students who complete an associate degree in MET may continue for a Bachelor of Science in Industrial Technology (IT) or Engineering Technology (ET) at the South Bend location.

PROGRAM REQUIREMENTS

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

FIRST YEAR (34 CR.)**First Semester**

*CGT	11000	Technical Graphics Communications
*MET	14300	Materials and Processes
*MET	16000	Analytical and Computational Tools in MET
+ENG-W	131	Elementary Composition 1
+MATH-M	115	Precalculus and Trigonometry (5 cr.)

Second Semester

*MET	10200	Production Design and Specifications
*MET	11100	Applied Statistics

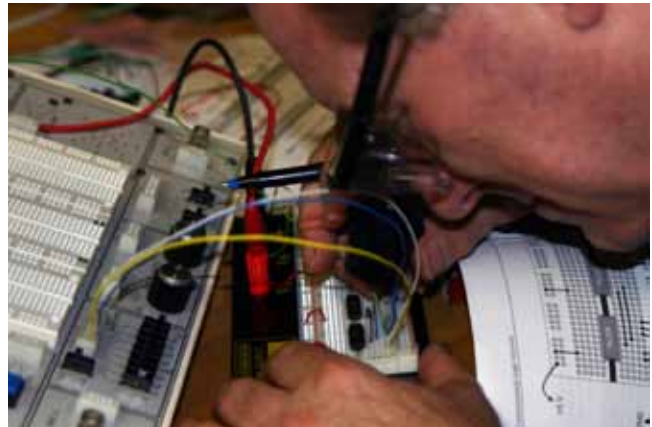
*MET	14400	Materials and Processes II
+MATH-M	119	Brief Survey of Calculus 1
+PHYS-P	221	Physics 1 (5 cr.)

SECOND YEAR (32 CR.)**Third Semester**

*ECET	21400	Electricity Fundamentals
*MET	21100	Applied Strength of Materials (4 cr.)
*MET	21300	Dynamics
*MET	24500	Manufacturing Systems
+PHYS-P	222	Physics 2 (5 cr.)

Fourth Semester

*MET	21400	Machine Elements
*MET	22000	Heat and Power
*MET	23000	Fluid Power
*+Humanities or social science elective		
+SPCH-S	121	Public Speaking
*CAND	99100	Candidate (0 cr.)

**ORGANIZATIONAL LEADERSHIP AND SUPERVISION**

The primary objective of the Organizational Leadership and Supervision (OLS) degree program is the education and development of graduates who are career-ready for leadership roles in business, industry, and service agencies. It is a highly individualized, practical, people-oriented approach to the practice of supervision. The curriculum is designed to provide the necessary supervisory skills with a broad range of technical knowledge. This enables students to acquire the expertise they need to function effectively in a high-technology society.

Graduates are employed in various leadership positions in areas such as supervision, production control, quality control, process engineering, customer service, training and development, human resources management, technical sales, general management, and the military services.

CERTIFICATE

The OLS certificate consists of nine courses, 27 credit hours, selected from the list below. The certificate program is only available through registration at one of the statewide College of Technology sites. Courses completed for the certificate can be counted toward the associate and bachelor's degrees.

Phase I—Foundation (required courses)

*OLS	25200	Human Behavior in Organizations
*OLS	27400	Applied Leadership
*OLS	28400	Leadership Principles
+ENG-W	131	Elementary Composition 1

Phase II—Core

Select two of the following:

*OLS	32500	Meeting Management
*OLS	34500	Critical Thinking in Organizations
*OLS	37600	Human Resource Issues
*OLS	38600	Leadership for Organizational Change
*OLS	38800	Leadership Through Teams

Phase III—Specialty

Select three of the following:

*OLS	44000	Leading with Integrity
*OLS	45000	Project Management for Organizational and Human Resource Development



*OLS	45400	Gender and Diversity in Management
*OLS	45600	Leadership in a Global Environment
*OLS	48400	Leadership Strategies for Quality and Productivity
*CAND	99100	Candidate (0 cr.)

BACHELOR OF SCIENCE

The Bachelor of Science degree program is designed to fill the needs for further education for the following: those who have the associate degree; those who want to advance their knowledge and skills in the field of supervision; and those who desire academic work in supervision to make them more employable. This program is designed to prepare students for careers in supervisory management, personnel work, and employee training and development.

PROGRAM REQUIREMENTS

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

FIRST YEAR (32 CR.)

First Semester

*OLS	25200	Human Behavior in Organizations
*+Free elective		
+ENG-W	131	Elementary Composition 1
+MATH-M	115	Precalculus and Trigonometry (5 cr.)
+SPCH-S	121	Public Speaking

Second Semester

*OLS	27400	Applied Leadership
*OLS	28400	Leadership Principles
*OLS	32500	Meeting Management
*CNIT	13600	Personal Computing Technology and Applications
*+PSY-P	103	General Psychology

SOPHOMORE YEAR (30 CR.)

Third Semester

*OLS	38600	Leadership for Organizational Change
+Laboratory science elective (5 cr.)		
+SOC-S	161	Principles of Sociology
*OLS	38800	Leadership Through Teams

Select one of the following:

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

Fourth Semester

- *OLS 34500 Critical Thinking in Organizations
- *OLS 37600 Human Resource Issues

Select one of the following:

- +PSY-P 354 Statistical Analysis in Psychology
- +SOC-S 351 Social Statistics
- * Statistics
- *+Free elective
- *Technical elective

JUNIOR YEAR (30 CR.)**Fifth Semester**

- *OLS 47700 Conflict Management
- *OLS selective
- *OLS experiential requirement
- *Technical elective

- +BUS-A 201 Introduction to Financial Accounting

Sixth Semester

- *OLS 48400 Leadership Strategies for Quality and Productivity
- +BUS-A 202 Introduction to Managerial Accounting

- *+Communications selective
- *Technical elective
- *OLS selective

SENIOR YEAR (30 CR.)**Seventh Semester**

- *OLS 45600 Leadership in a Global Environment
- *OLS 45000 Project Management for Organizational and Human Resource Development

- *+Free elective
- +English selective

Select one of the following:

- +PHIL-P 105 Thinking and Reasoning
- *+HIST selective
- *+POLS selective

Eighth Semester

- *OLS 44000 Leading with Integrity
- *OLS selective
- *+ Technical Report Writing
- *Technical elective
- *Technical elective
- *CAND 99100 Candidate (0 cr.)



PURDUE UNIVERSITY COLLEGE OF TECHNOLOGY

COURSE DESCRIPTIONS

CGT: COMPUTER GRAPHICS TECHNOLOGY

CGT 11000 TECHNICAL GRAPHICS COMMUNICATIONS (3 CR.)

This course is an introduction to the graphic language used to communicate design ideas using CAD. Topics include: sketching, multiview drawings, auxiliary views, pictorial views, working drawings, dimensioning practices, and section views. I

CGT 22600 INTRODUCTION TO CONSTRAINT-BASED MODELING (3 CR.)

Introduction to 2D and 3D geometry and construction techniques used in the construction of constraint-based models. Emphasis is on the downstream applications of 3D solid modeling databases.

CNIT: COMPUTER AND INFORMATION TECHNOLOGY

CNIT 13600 PERSONAL COMPUTING TECHNOLOGY AND APPLICATIONS (3 CR.)

This course provides intermediate coverage of PC technology and problem solving. Topics include computer hardware, operations and ethics, and operating systems and environments. Students gain hands-on skills with applications such as desktop and file management; word processing; spreadsheets; presentation graphics; electronic mail; personal information management; and Internet browsing, searching, and publishing. II

CNIT 15500 INTRODUCTION TO OBJECT-ORIENTED PROGRAMMING (3 CR.)

This course introduces fundamental computer programming concepts. Topics include: problem solving and algorithm development, programming standards, variables, data types, operators, decisions, repetitive structures, modularity, arrays, sequential files, user interface construction, software testing and debugging, all within an object-oriented programming framework. The concepts and skills learned in this course are transferable to a wide variety of

contemporary programming languages and software development tools. PC literacy required.

CNIT 17600 INFORMATION TECHNOLOGY ARCHITECTURE (3 CR.)

A conceptual and technological survey of information technology architectures inclusive of operating systems, network operating systems, distributed systems architectures, and distributed application architectures. Interoperability between these architectural components is explored. Current technology and trends in each architectural element are reviewed. PC literacy required.

ECET: ELECTRICAL AND COMPUTER ENGINEERING TECHNOLOGY

ECET 10700 INTRODUCTION TO CIRCUIT ANALYSIS (4 CR.)

C: MA 15300 or MATH-M 125. Voltage, current, resistance, Ohm's law, Kirchhoff's laws, resistance combinations and Thevenin's, Norton's and superposition theorems are studied. DC and AC circuits are studied and utilized, with basic AC terminology described. The performance of ideal transformers, capacitors and inductors, and first order RLC circuits are investigated. Fundamental analog circuits are utilized in the laboratory to enhance the understanding of basic laws and theorems. I

ECET 10900 DIGITAL FUNDAMENTALS (3 CR.)

Introduces basic gate and flip-flop logic devices and their application in combinational and sequential digital circuits. Topics include decoders, displays, encoders, multiplexers, demultiplexers, registers, and counters. Logic circuit analysis, implementation of circuits using standard IC chips or programmable logic devices, circuit testing, and troubleshooting are emphasized. I

ECET 15700 ELECTRONICS CIRCUIT ANALYSIS (4 CR.)

P: ECET 10700 and MA 15300, or MATH-M 125. Capacitors, inductors, switching circuits, transformers, rectifiers, linear regulators, dependent sources, operational amplifiers, BJT- and MOSFET-based small signal amplifiers, waveform generation, and programmable analog devices are studied. Circuit fundamentals such as Kirchhoff's laws are utilized in analysis and design of circuits. Computer simulation is used. II

- ECET 15900 DIGITAL APPLICATIONS (4 CR.)**
P: ECET 10700 and ECET 10900. This course continues the study of combinational and sequential digital applications using programmable and standard logic devices. The input and output characteristics of the various common logic families, the appropriate signal conditioning techniques for on/off power interfacing, digital and analog signal interfacing techniques, and memory devices and systems are discussed. II
- ECET 19600 INTRODUCTION TO ECET AND PROJECTS (2 CR.)**
This course introduces ECET projects and the ECET program. Included are topics about ECET projects, options and electives in the ECET curriculum, university services, study techniques, and student employment and career opportunities. Also introduced are techniques for proper and safe use of basic hand and machine tools, and the processes of fabricating, assembling, and testing printed circuit boards. I
- ECET 20700 AC ELECTRONICS CIRCUIT ANALYSIS (4 CR.)**
P: ECET 15700, MA 15400 or MATH-M 126. AC circuits including the j operator, phasors, reactance, and impedance are studied. Circuit laws, network theorems, and the fundamental concepts of Fourier analysis are applied and used in the study of topics such as passive filters, IC filters, amplifiers, resonant circuits, single- and three-phase circuits, and elementary magnetic circuits. I
- ECET 20900 INTRODUCTION TO MICROCONTROLLERS (4 CR.)**
P: ECET 15900. This course is an introduction to microprocessor hardware and software, focusing on embedded control applications. Interconnections of components, peripheral devices, bus timing relationships, structured C-language programming, debugging, input/output techniques, and the use of PC-based software development tools are studied.
- ECET 21400 ELECTRICITY FUNDAMENTALS (3 CR.)**
P: MA 15900 or MATH-M 115. An introduction to elemental electrical components and their characteristics; basic electrical circuit theory; and use of basic laboratory test equipment, electrical motors, and industrial motor controls. Not open to ECET students. I
- ECET 23100 ELECTRICAL POWER AND CONTROL (4 CR.)**
P: MA 22100 or MATH-M 119, PHYS-P 221. C: ECET 20700. This course introduces magnetic material and properties; followed by analysis of transformers and power conditioning equipment, induction motors, and single- and three-phase power systems. Motor control devices, programmable logic controllers, PLC input and output devices, and power systems communications and monitoring are introduced. II
- ECET 23300 ELECTRON INDUSTRIAL CONTROL (3 CR.)**
P: ECET 21400. Familiarization with electronics as applied to industry. Basic theory and application of electronics to controls for industrial equipment and data processing.
- ECET 25700 POWER AND RF ELECTRONICS (4 CR.)**
P: ECET 20700. This course applies circuit analysis techniques to amplifiers used in power and RF electronics. Topics introduced include bipolar- and field-effect transistors, thyristors, RF oscillators, mixers, AM/FM modulation, phase lock loops, frequency synthesis, switching power supplies, and active filters. Computer-aided analysis of circuits is used.
- ECET 29700 ELECTRONIC PROTOTYPE DEVELOPMENT (4 CR.)**
P: ECET 19600, ECET 15900, and ECET 20700. This course introduces project planning and the basic concepts in electronic design automation (EDA). The student develops a portion of an electronic system by utilization of: EDA, design for testing (DFT), surface mount technology (SMT), design for manufacturability (DFM), and component characteristic selection techniques. New construction and testing techniques are introduced. The final product is presented in a written and/or oral report. II
- ECET 30200 INTRODUCTION TO CONTROL SYSTEMS (4 CR.)**
P: ECET 23100. This first course in industrial controls is applications-oriented and includes on-off type open- and closed-loop control systems and analog-based systems. Major topics include relay and programmable controller-based systems.

- ECET 30400 INTRODUCTION TO COMMUNICATION SYSTEMS (4 CR.)**
P: ECET 25700, MA 22200, or MATH-M 119. The theory and techniques of sending information (voice, music, data, etc.) from one location to another is studied. This includes signal analysis, AM, FM, and PM, modulation techniques, transmitters, receivers, networks, filters, and antennas through the VHF frequency spectrum. In addition, transmission lines, wireless communication, digital communication, and special topics of current interest are introduced. This course also incorporates a student-based communication system design laboratory. II
- ECET 30700 ANALOG NETWORK SIGNAL PROCESSING (4 CR.)**
P: ECET 25700, MA 22200, or MATH-M 119. An advanced course in network analysis that stresses network theorems and solutions of time- and frequency-domain problems. II
- ECET 30900 ADVANCED EMBEDDED MICROCONTROLLERS (4 CR.)**
P: ECET 20900. This course emphasizes the advanced applications of embedded microcontrollers, including microcontroller architecture, use of advanced programmable counter/timer arrays, analog interfaces, serial communication, and other peripherals. A variety of microcontroller hardware is utilized.
- ECET 34500 ADVANCED DIGITAL SYSTEMS (4 CR.)**
P: ECET 15900. Digital system implementation techniques, with an emphasis on digital applications, using application-specific integrated circuits. Computer-aided engineering tools are emphasized, along with system considerations, including device selection and testability.
- ECET 35700 REAL-TIME DIGITAL SIGNAL PROCESSING (4 CR.)**
P: ECET 20900 and ECET 30700. A study of the architecture, instruction set, and hardware and software development tools associated with a fixed-point general purpose DSP VLSI processor. Fundamental principles associated with the processing of discrete time signals are also introduced, along with the implementation of some common applications, such as waveform generation, audio effects, FIR and IIR digital filtering, and DFT- and FFT-based spectral estimation.
- ECET 36800 LINEAR INTEGRATED CIRCUITS (4 CR.)**
P: ECET 25700. A study of the applications of IC analog integrated circuits. Topics include linear amplifiers, IN specifications, linear and switching voltage regulation, waveform generation, linear- and switched-capacitor active filters, Norton and operational transconductance amplifiers, and nonlinear circuit applications. Computer-aided analysis of many of these circuits also is presented.
- ECET 38500 INTRODUCTION TO AUTO ELECTRONICS (4 CR.)**
P: ECET 20700 or ECET 21400. This course is a study of automotive electronics components and systems. Main topics are sensors, actuators, engine fuel systems and ignition systems. Also covered are braking, emissions, General Motors Class II bus, and On-Board Diagnostic (OBD) systems and emerging technologies.
- ECET 39600 PROJECT DEVELOPMENT AND MANAGEMENT (4 CR.)**
P: ECET 29700, 12 credit hours of upper-division undergraduate ECET course work. This is a structured course in electronic projects with an emphasis on planning design alternatives to meet cost, performance, and user-interface goals. A software tool is utilized for project management. Students work in teams to solve problem assignments using guided design techniques. Creativity is stressed, and the different approaches taken by different teams are compared and discussed.
- ECET 48000 PROFESSIONAL ISSUES IN EET (1 CR.)**
P: ECET senior standing. This course addresses professional ethics, legal issues, professional development, technology transfer, and corporate culture as they relate to graduating ECET students. Information relating to personal job and career choices, resumes, and interviewing is included.
- ECET 49600 PROJECT DESIGN AND DEVELOPMENT I (1 CR.)**
P: ECET 39600; 8 credit hours of ECET electives, with a grade of C or higher. An extensive individual or small group design project is carried out, with guidance from a faculty advisor. Phase I includes determining customer requirements, considering design alternatives, and issuing a formal project proposal. Software scheduling tools are used extensively. The course concludes with a report and demonstration of the functionality of individual hardware and software design blocks.

ECET 49700 PROJECT DESIGN AND DEVELOPMENT II (1 CR.)

P: ECET 49600. This conclusion of the design project begun in ECET 49600 emphasizes system integration and testing. The course concludes with a formal demonstration of, and oral presentation on, the finished project; and a written report on the final design.

IT: INDUSTRIAL TECHNOLOGY**IT 10400 INDUSTRIAL ORGANIZATION (3 CR.)**

A detailed survey of organizational structures, operational, financial, marketing, and accounting activities; duties of management, planning, control, personnel, safety, wages, policy, and human factors necessary for effective management. I

IT 21400 INTRODUCTION TO LEAN MANUFACTURING (3 CR.)

Lean manufacturing is a systematic approach to eliminating non-value added activities throughout a production system. Five basic principles characterize a lean production system: value definition, value stream mapping, flow optimization, pull production, and continuous improvement.

IT 23000 INDUSTRIAL SUPPLY CHAIN MANAGEMENT (3 CR.)

A study of industrial supply chains. Emphasis is on in-plant shipping and receiving functions; modes of distribution; functions of, and services provided by supply chains. Emphasis is placed on how manufacturers, distributors and end users can provide value in the supply chain.

IT 28100 INDUSTRIAL SAFETY (3 CR.)

P: IT 10400. A course designed to develop understanding of, and insight into, the basic aspects of accident prevention and safety. Specific attention is given to (1) the psychological aspects of accident prevention; (2) the principles of accident prevention; (3) the practical aspects of planning, implementing, and maintaining a safe environment; and (4) standards, current laws, and regulations. Field trips may be required.

IT 33000 INDUSTRIAL SALES AND SALES MANAGEMENT (3 CR.)

Sales and sales management techniques for analyzing distribution challenges and providing solutions through effective communication; establishing credibility, effective questioning techniques, developing and presenting solutions, anticipating

objections and gaining a commitment, plus techniques for building, developing and compensating an effective sales organization.

IT 33200 PURCHASING, INVENTORY, AND WAREHOUSE MANAGEMENT (3 CR.)

P: IT 23000. A course designed to develop understanding of types of warehouses, methods of organizing the warehouse environment, and determining efficient inventory control procedures. Purchasing of products, storage of inventory, placement of inventory and other internal logistics management topics will be explored. Real world projects conducted in laboratory environment will be utilized.

IT 34200 INTRODUCTION TO STATISTICAL QUALITY (3 CR.)

P: MA 15900 or MATH-M 115 or MA 15900 or MATH-M 125 and MA 15400 or MATH-M 126. Basic concepts of quality systems in business and manufacturing settings are presented. Basic statistical methods, as applied to quality control, and an introduction to sampling plans are included. Field trips may be required. I

IT 34500 AUTOMATIC IDENTIFICATION AND DATA CAPTURE (3 CR.)

P: IT 21400. The course studies systems used to automate data collection and identify physical objects. Keyless data entry, biometrics, electromagnetics, magnetics, optics, smart cards, and touch input are utilized. The role of electronic data interchange (EDI) is studied. Field trips may be required.

IT 35100 ADVANCED INDUSTRIAL SAFETY AND HEALTH MANAGEMENT (3 CR.)

An introduction to OSHA and standards development for occupational health in general industry. Special emphasis is on fire protection and egress, flammable and combustible liquids, electrical, personal protective equipment, machine guarding, industrial hygiene/blood borne pathogens, ergonomics, and ISO 9000/14000 integration.

IT 38100 TOTAL PRODUCTIVE MAINTENANCE (3 CR.)

P: MA 15900 or MATH-M 115 or MA 15300 and MA 15400 or MATH-M 125 and MATH-M 126 This course is a study of the role and scope of total productive maintenance (TPM) in manufacturing. The three types of maintenance activities: corrective, preventive, predictive, and their associated quantitative techniques are studied. Reliability and queuing theory are discussed. Team projects are required. Field trips may be required.

- IT 38500 INDUSTRIAL ERGONOMICS (3 CR.)**
P: MA 15900 or MATH-M 115 or MA 15300 or MATH-M 125 and MA 15400 or MATH-M 126; first semester junior standing or higher. A course designed to focus on work design and ergonomics in manufacturing. Specific attention is focused on introducing the terminology and techniques used in work design and on the fundamental concepts embodied in industrial ergonomics. During scheduled laboratory times, exercises permit the student to apply the concepts of industrial ergonomics. Field trips may be required. II
- IT 44200 PRODUCTION PLANNING (3 CR.)**
P: IT 21400, MET 24500. A study of industrial organization and management, research and development, production, personnel, and sales. Examples of the procedures necessary to provide a product or service are included. Field trips may be required.
- IT 44500 PROBLEM-SOLVING WITH AUTOMATIC DATA COLLECTION (3 CR.)**
P: IT 34500. The problem-solving skills learned in IT 34500 are applied to manufacturing, distribution, or business data collection problems. Depending on the problem, one or more of the available data collection technologies will be used to address the issue of concern. Field trips may be required. Permission of instructor required.
- IT 44600 SIX SIGMA QUALITY (3 CR.)**
P: IT 34200. A study of the six sigma quality and process improvement methodology, using the define, measure, analyze, improve, and control (DMAIC) process. The course addresses advanced topics in statistical quality as they pertain to the six sigma methodology and provides preparation for the Green Belt Certification examination.
- IT 45000 PRODUCTION COST ANALYSIS (3 CR.)**
P: MA 15900 or MATH-M 115 or MA 15300 or MATH-M 125 and MA 15400 or MATH-M 126; first semester junior standing or higher. An introduction to financial statements and to the study of the costs of production in terms of break-even and least-cost alternatives; including present and future costs, when related to the time value of money, budgeting, labor and overhead, production, cost control, and the role of the supervisor and engineering technologist to cost control. Computer applications for determining the rate of return for complex problems are introduced.

- IT 48300 FACILITY DESIGN FOR LEAN MANUFACTURING (3 CR.)**
P: IT 44200, MET 24500. This capstone course integrates all aspects of manufacturing activities and materials handling, focusing on lean concepts. A systematic approach is used to design a manufacturing facility, integrating principles of lean production systems, and eliminating waste through continuous improvement. Computer simulation and projects are required.

MET: MECHANICAL ENGINEERING TECHNOLOGY

- MET 10200 PRODUCTION DESIGN AND SPECIFICATIONS (3 CR.)**
P: CGT 11000 and MET 16000. The design, evaluation, and documentation of engineering specifications required for manufacturability and assembly are introduced. Emphasis is on CAD-based detail assemblies, design layouts, equipment installations, and related industrial practices. II
- MET 11100 APPLIED STATICS (3 CR.)**
P: MA 15900 or MATH-M 115, MET 16000. Force systems, resultants and equilibrium, trusses, frames, beams, and shear and moments in beams are studied. II
- MET 14300 MATERIALS AND PROCESSES I (3 CR.)**
An overview of structures, properties, and applications of metals, ceramics, polymers, and composites commonly used in industry is presented. Problem solving skills are developed in the areas of materials selection, evaluation, measurement, and testing. I
- MET 14400 MATERIALS AND PROCESSES II (3 CR.)**
Basic casting, forming, and joining processes are surveyed. This course emphasizes the selection and application of various processes. II
- MET 16000 ANALYTICAL AND COMPUTATIONAL TOOLS IN MET (3 CR.)**
Credit is not granted for both MET 16200 and MET 16000. Instruction is given in analytical and computational problem-solving techniques. The electronic calculator, the factor-label method of unit conversions, and engineering graphs are used to solve technical problems in mechanical engineering technology. I

MET 21100 APPLIED STRENGTH OF MATERIALS (4 CR.)
 P: MET 11100, MET 16200, MA 22100 or MATH-M 119. The principles of strength, stiffness, and stability are introduced and applied primarily to mechanical components. I

MET 21300 DYNAMICS (3 CR.)
 P: MET 11100, MA 22100 or MATH-M 119. Kinematics and kinetics principles of rigid-body dynamics are introduced. Emphasis is on the analysis of bodies in plane motion. I

MET 21400 MACHINE ELEMENTS (3 CR.)
 P: MET 21100, MET 21300. The methods developed in statics, dynamics, and strength of materials are applied to the selection of basic machine components. The fundamental principles required for the selection of individual elements that compose a machine are developed. Selected course topics are included as computer exercises. II

MET 22000 HEAT AND POWER (3 CR.)
 P: MA 22100 or MATH-M 119, MET 16000, PHYS-P 201 or PHYS-P 221. Heat and Power is an introduction to the principles of thermodynamics and heat transfer. Basic thermodynamic processes are used to evaluate the performance of energy-based systems such as internal combustion engines, power plants, and refrigeration equipment. II

MET 23000 FLUID POWER (3 CR.)
 P: MET 11100 or PHYS-P 201 or PHYS-P 221; MET 16000, MA 22100 or MATH-M 119. This course consists of the study of compressible and incompressible fluid statics and dynamics, as applied to hydraulic and pneumatic pumps, motors, transmissions, and controls. II

MET 24500 MANUFACTURING SYSTEMS (3 CR.)
 P: MET 14300, MA 15900 or MATH-M 115. This course surveys the manufacturing processes and tools commonly used to convert cast, forged, molded, and wrought materials into finished products. It includes the basic mechanisms of material removal, measurement, quality control, assembly processes, safety, process planning, and automated manufacturing. I

MET 38200 CONTROLS AND INSTRUMENT AUTOMATION (3 CR.)
 P: MA 22100 or MATH-M 119. Study of the procedures and techniques essential to industrial measurement and

transmission of data is provided in the areas of microprocessor control, process control, and automated testing. Concepts of hysteresis, repeatability, weighted signals, span, suppression, range, and closed loop control are emphasized.

MET 45100 MANUFACTURING QUALITY CONTROL (3 CR.)
 P: STAT 30100 or MATH-K 310 Quality control practices used in manufacturing industries; management, statistical control charts, reliability, sampling plans, economics, computer methods, and test equipment are presented and applied. Credit will not be granted for both MET 45100 and MFET 45100.

MFET: MANUFACTURING ENGINEERING TECHNOLOGY

MFET 30000 APPLICATION OF AUTOMATION IN MANUFACTURING (3 CR.)
 P: ECET 21400, MET 24500. Basic introduction to automation applications in manufacturing and the impact of computer-based systems on a manufacturing company. Coverage includes practices and the various issues related to the application of computer-integrated manufacturing. Emphasis placed on CAD, CAM, CNC, robotics, industrial control elements, PLCs, and computer-based process controls.

OLS: ORGANIZATIONAL LEADERSHIP AND SUPERVISION

OLS 25200 HUMAN BEHAVIOR IN ORGANIZATIONS (3 CR.)
 A survey of the concepts which provide a foundation for the understanding of individual and group behavior in organizations of work, with special emphasis on typical interpersonal and leadership relationships. I

OLS 27400 APPLIED LEADERSHIP (3 CR.)
 P: OLS 25200, or consent of instructor. Introduction to, and overview of, the fundamental concepts of leadership and supervision. Emphasis is placed on the supervisor's major functions and essential areas of knowledge, his or her relations with others, and his or her personal development. II

- OLS 28400 LEADERSHIP PRINCIPLES (3 CR.)**
Mastery of the basic knowledge managers need to effectively lead individual employees. Includes primary measures of performance success, leadership strategies, core leadership actions, and a comprehensive theory that explains how their strategies and actions cause positive attitudes and increased performance. II
- OLS 32500 MEETING MANAGEMENT (3 CR.)**
P: SPCH-S 121. An applications-oriented course in presenting technical information and conducting problem-solving and decision-making meetings. Special emphasis on leading and facilitating interactive meetings, as well as structuring information for effective presentations.
- OLS 34500 CRITICAL THINKING IN ORGANIZATIONS (3 CR.)**
P: OLS 38600 and OLS 38800. This course focuses on systems thinking and understanding the research design and measurement theory used in solving organizational and human resource development problems. The emphasis is on applied methodology rather than on statistical issues, with the intent of the student becoming an effective consumer of information. The students learn how to report findings in a practical and influential manner. Includes the importance of knowledge management issues in organizations.
- OLS 35100 INNOVATION AND ENTREPRENEURSHIP (3 CR.)**
An in-depth study of innovation in existing organizations, as well as entrepreneurship in start-up businesses, franchises, family-owned firms, and other business formats.
- OLS 37500 TRAINING METHODS (3 CR.)**
Principles, practices, and methods of employee training. Introductions to systematic training program design, development, and evaluation. Emphasis is on the supervisor as a trainer.
- OLS 37600 HUMAN RESOURCE ISSUES (3 CR.)**
Analyses and discussion of selected case problems concerning typical leadership and human resource management situations faced by a supervisor/manager. Emphasis is directed toward developing the student's attitude, philosophy, analytical ability, and problem-solving skills within the working environment.
- OLS 37800 LABOR/MANAGEMENT RELATIONS (3 CR.)**
An introduction to, and overview of, the fundamental concepts of labor relations, collective bargaining, and dispute resolution procedures. An international comparative analysis is used to assess some of the legal, economic, and political structures of labor relations.
- OLS 38400 LEADERSHIP PROCESS (3 CR.)**
An in-depth study of a sequence of manager actions that influence employees to achieve desired performance results. How these manager actions are transformed by employers into desired performance is also covered.
- OLS 38600 LEADERSHIP FOR ORGANIZATIONAL CHANGE (3 CR.)**
A survey of the concepts that provide a foundation for the understanding of leadership and its relationship to the management of organizational change, with special emphasis on managing the human side of quality improvement.
- OLS 38800 LEADERSHIP THROUGH TEAMS (3 CR.)**
An in-depth study of self-directed work teams and team processes in the work setting, with a view to understanding team functions under varying task conditions. Especially emphasized is the leadership of teams for effective performance and maximum member satisfaction. This course deals extensively with maintenance and task behaviors of team members.
- OLS 44000 LEADING WITH INTEGRITY (3 CR.)**
An investigation of ethical problems in business practice. Topics include personal morality in profit-oriented enterprises; codes of ethics: obligations to employees and other stakeholders; truth in advertising, whistle-blowing, and company loyalty; regulation, self, and government; the logic and future of capitalism. Emphasis on business law and legal impacts on ethical decision-making.
- OLS 45000 PROJECT MANAGEMENT FOR ORGANIZATIONAL AND HUMAN RESOURCE DEVELOPMENT (3 CR.)**
An introduction to project management concepts and practices in the context of human resource development projects.

- OLS 45400 GENDER AND DIVERSITY IN MANAGEMENT (3 CR.)**
The workforce of the future represents multiple differences, including gender, race, culture, ethnicity, physical abilities, and age. Following this broad-based perspective of diversity, this course focuses on using knowledge of diversity to develop the leadership potential of individuals in organizations.
- OLS 45600 LEADERSHIP IN A GLOBAL ENVIRONMENT (3 CR.)**
Exploration of leadership strategies for organizations engaged in international business. Includes understanding cultural differences and diverse business practices, and the challenges of competing in a global marketplace.
- OLS 47600 COMPENSATION PLANNING AND MANAGEMENT (3 CR.)**
Planning and implementation of a total compensation system, including job analysis, job evaluation, salary survey and analysis, benefits and development of a structured pay system. Includes behavioral implications and legal compliance issues.
- OLS 47700 CONFLICT MANAGEMENT (3 CR.)**
A study of the methods for dealing with inner-personal, interpersonal, and political disputes by means generally outside the traditional court system. Students investigate the theoretical and practical aspects of conflict assessment, negotiation, problem solving, mediation, and arbitration.
- OLS 47900 STAFFING ORGANIZATIONS (3 CR.)**
An applications-oriented study of key concepts in staffing organizations, including principles and issues in conducting job analysis, preparing job specifications, and screening/selecting employees. Special emphasis on the design, validation, and operation of high-volume staffing systems.
- OLS 48400 LEADERSHIP STRATEGIES FOR QUALITY AND PRODUCTIVITY (3 CR.)**
A study of how organizational leaders create an environment conducive to high levels of employee self-motivation, quality, and productivity. Actual case situations are used to illustrate the application of course content.
- OLS 48700 LEADERSHIP PHILOSOPHY (3 CR.)**
P: OLS 37600 or consent of instructor. A review of current managerial education and development theories and practices; discussion of fundamental social, economic, and political changes affecting business and the art of managing; implications of these changes for individual manager development and continued growth.
- OLS 49100 INTERNSHIP PROGRAM (3 CR.)**
P: OLS majors only. A work practicum designed to combine university study with work experience directly related to the student's plan of study. To receive credit the internship must incorporate the concepts taught in the organizational leadership courses, and the job must have a leadership component to it. Approval must be obtained from the internship coordinator prior to registering for the class. (Course may be repeated for up to 6 cr.)
- OLS 49900 INDEPENDENT STUDY (3 CR.)**
P: Instructor consent and departmental approval. Supervised individual research on appropriate topics. OLS 499 is set up through the individual instructor. (Course may be repeated for up to 6 cr.)
- TECH: ENGINEERING TECHNOLOGY**
- TECH 10500 INTRODUCTION TO ENGINEERING TECHNOLOGY (3 CR.)**
Introduction to the different disciplines incorporated in engineering technology as well as the skill set needed to be a successful student in engineering technology. Focus will be on individual and professional development, problem identification, developing analytical skills, time and resource management, project planning, design, implementation and evaluation, and oral and written communication in the engineering technology profession.
- TECH 49600 SENIOR DESIGN PROJECT PROPOSAL (1 CR.)**
Capstone problem identification and solution design course demonstrating synthesis of technical, professional, and general knowledge for senior engineering technology students. Proposal presentation is required.
- TECH 49700 SENIOR DESIGN PROJECT (2 CR.)**
Teams will develop innovative solutions based on proposal outcomes in TECH 49600 for current issues in the engineering technology profession, workplace, or community. Project deliverable, presentation, and written report are required.

RESERVE OFFICERS' TRAINING CORPS PROGRAMS



IU South Bend offers the opportunity to combine the pursuit of an academic degree with earning an officer's commission. Students should check with their academic program advisors concerning applicability of Reserve Officers' Training Corps (ROTC) program credit(s) toward degree requirements. No tuition is charged for 100- and 200-level ROTC courses; regular IU South Bend tuition rates are assessed for 300- and 400-level courses. Course descriptions begin on page 421.

MILITARY SCIENCE

Professor: **Jordan (Chairperson)**
Assistant Professors: **Dukeman, Gibbs, Masapollo, Osborne, Wood**

The Army ROTC Program develops leadership ability and prepares students for the challenges and responsibilities they will face as Army officers and civilian leaders. Through a series of classroom courses and practical exercises, cadets learn self-confidence, time management and decision-making skills. The role of the professional officer in the preservation of peace and national security is emphasized, with particular attention placed on ethical conduct and the officer's responsibilities to society. The program culminates in an officer's commission as a Second Lieutenant in the Active Army, Army Reserve, or Army National Guard. Opportunities for follow-on postgraduate study also exist.

The mission of the United States Army Reserve Officer Training Corps (ROTC) Program is to prepare quality college students to assume the role of a commissioned officer in the United States Army upon graduation. Students enrolling in Military Science (Army ROTC) are under no service obligation until enrollment in the advanced course portion of the program (MIL-G 311, MIL-G 312, MIL-G 411 and MIL-G 412). After completion of the ROTC Program, the student is obligated to serve four years in the active Army, or eight years in the United States Army Reserve or Army National Guard. It should be known that junior military officers are among the highest recruited population group of people in their twenties because of their leadership, management, and interpersonal skills. The Army basic-level courses (MIL-G 111, MIL-G 112, MIL-G 211, and MIL-G 212) can be taken for credit without being an Army ROTC cadet. All reference materials and uniforms are supplied by the department.

Tuition scholarships are available to qualified students; providing for tuition, books, and fees. Upon enrollment in the advanced course (or as a scholarship student) of the program, students earn a monthly stipend of between \$250-400 per month. Interested students should contact the Notre Dame Army ROTC scholarship and enrollment officer at (574) 631-6896 or at 1-800-UND-ARMY.

ADDITIONAL ARMY ROTC CURRICULUM

Professional Military Education Requirements

In addition to the military science requirements outlined above, Army ROTC scholarship students are required to complete other specified university courses. These additional requirements are taken as a part of the student's field of study or as degree electives, depending upon the college in which the student is enrolled. Students are notified of such requirements prior to joining the Army ROTC Program, and as part of the ROTC orientation. An approved list of courses that meet the professional military education requirement is available.

STUDENT ORGANIZATIONS AND ACTIVITIES

All Army ROTC students have the opportunity to participate in a variety of activities, to include drill team, ranger challenge team, color guard; and the 'Shamrock', the Fightin' Irish Battalion's newsletter and web page. Army ROTC students also have the opportunity to attend Airborne School, Air Assault School, Northern Warfare School, and Mountain Warfare School during the summer break.

STUDENT AWARDS AND PRIZES

The Dixon Award

A \$200 cash award, presented to an outstanding senior who has displayed exceptional performance during the annual Dixon Challenge.

Veterans of Foreign Wars of the United States Sword

An Army officer's sword, presented annually to the battalion's cadet commander.

Patrick Haley Award

A Notre Dame gold wristwatch, presented annually to the cadet who attains the highest academic grade point average.

Col. William T. Brooks Award

A pair of boots and a plaque, given to the Ranger company commander during the past academic year.

Dr. Michael McKee Award

A \$100 cash award, presented each year to the outstanding member of the battalion's drill team and/or honor guard.

NAVAL SCIENCE (NURSING PROGRAM)

Professor: **Carter (Chairperson)**

Assistant Professors: **Schiller, Bennett, Panos, Peters, Reinhardt, Teuscher**

www.nd.edu/~nrotc or www.nrotc.navy.mil

The mission of the Naval Reserve Officer Training Corps (NROTC) is to educate and train officer candidates, ensuring that they possess the moral, intellectual, and

physical qualities to serve successfully as officers in the United States Navy and Marine Corps. The NROTC Program fills a vital need in preparing mature young men and women for leadership and management in an increasingly technical Navy and Marine Corps. Nursing scholarships are available for students participating in the IU South Bend Nursing Program. Depending upon the student's status (scholarship or non-scholarship) and their goals, certain courses regularly offered by other university departments are required.

Interested students should contact the University of Notre Dame NROTC Office at (574) 631-7274 or toll free at (877) 636-7682. Students can also visit the NROTC websites.

AEROSPACE STUDIES

www.nd.edu/~afrotc

The Air Force Reserve Officer Training Corps (ROTC) is an educational program designed to give men and women the opportunity to become an Air Force officer while completing a degree. The Air Force ROTC Program develops the leadership and management skills students need to become leaders in the twenty-first century. In return for challenging and rewarding work, we offer the opportunity for advancement, education and training, and the sense of pride that comes from serving our country. Upon completion of the Air Force ROTC Program students are commissioned as Second Lieutenants in the Air Force. Following commissioning, there are excellent opportunities for additional education in a wide variety of academic fields. Our mission: To produce leaders for the Air Force and build better citizens for America.

For more information, access the AFROTC website or contact the AFROTC department at (574) 631-6634.

STUDENT ORGANIZATIONS AND ACTIVITIES

The Air Force ROTC Program offers many opportunities for leadership and personal development. Cadets have the opportunity to participate in the Arnold Air Society Program, which has won Notre Dame Service Awards. Notre Dame has recognized the great contributions of this service organization several times in the past few years. Also, cadets have the chance to receive orientation flights through our affiliation with Civil Air Patrol. With base visits, hosting the Flyin' Irish basketball tournament, writing articles for our Skywriting newspaper and the Air Force ROTC Leader magazine, our cadets maintain a busy schedule while increasing their leadership and communications ability.

RESERVE OFFICER'S TRAINING CORPS COURSE DESCRIPTIONS

AERO: AEROSPACE STUDIES

The following course descriptions give the number and title of each course. Credit hours per semester are in parentheses.

Note: x11 courses are taught during the fall semester and x12 courses are taught during the spring semester.

AERO-A 111 THE FOUNDATIONS OF THE UNITED STATES AIR FORCE I (1 CR.)

A survey course designed to introduce students to the United States Air Force and Air Force ROTC. Featured topics include: mission of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills. I

AERO-A 112 THE FOUNDATIONS OF THE UNITED STATES AIR FORCE II (1 CR.)

Additional study of the organizational structure of the Air Force with emphasis on leadership and communications skills. II

**AERO-A 111L
AERO-A112L LEADERSHIP LABORATORY (0 CR.)**

A study of Air Force customs and courtesies, drill and ceremonies, and military commands. The LLAB also includes studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. I, II

AERO-A 211 EVOLUTION OF USAF AIR AND SPACE POWER I (1 CR.)

A course designed to examine the general aspects of air and space power through an historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles through the Korean War and into the Cold War era. I

AERO-A 212 EVOLUTION OF USAF AIR AND SPACE POWER II (1 CR.)

Further study from the Vietnam War to the space-age global positioning systems of the Persian Gulf War. Effective communication techniques are also emphasized. II

**AERO-A 211L
AERO-A 212L LEADERSHIP LABORATORY (0 CR.)**

Further study on Air Force customs and courtesies, drill and ceremonies, and military commands. Includes additional

emphasis on the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. I, II

AERO-A 311 AIR FORCE LEADERSHIP STUDIES I (3 CR.)

A study of leadership, management fundamentals, professional knowledge, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising the practical application of the concepts being studied. I

AERO-A 312 AIR FORCE LEADERSHIP STUDIES II (3 CR.)

Further study of the Air Force personnel and evaluation systems, leadership ethics, and additional communication skills. II

**AERO-A 311L
AERO-A 312L LEADERSHIP LABORATORY (0 CR.)**

Activities classified as leadership and management experiences involving the planning and controlling of military activities of the cadet corps, and the preparation and presentation of briefings and other oral and written communications. Also includes interviews, guidance, and information which increase the understanding, motivation, and performance of other cadets. I, II

AERO-A 411 NATIONAL SECURITY AFFAIRS I (3 CR.)

An examination of the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. I

AERO-A 412 NATIONAL SECURITY AFFAIRS (3 CR.)

Further focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. II

**AERO-A 411L
AERO-A 412L LEADERSHIP LABORATORY (0 CR.)**

Further activities classified as leadership and management experiences. They involve the planning and controlling of military activities of the cadet corps, and the preparation and presentation of briefings and other oral and written communications. Also includes interviews, guidance, and information which increase the understanding, motivation, and performance of other cadets. I, II

* Leadership Laboratory is open to student members of ROTC, or students eligible to pursue a commission, as determined by the professor of aerospace studies.

MIL: MILITARY SCIENCES

- MIL-G 111 FOUNDATIONS OF OFFICERSHIP (1 CR.)**
A study of the organization of the Army with an emphasis on understanding the implementation of officership, leadership, and Army values. Military courtesy, discipline, customs, and traditions of the service, fitness, and communication are taught and demonstrated through practical exercise. Includes a 48-hour field training exercise and a weekly two-hour laboratory emphasizing basic soldier skills such as land navigation and marksmanship. I
- MIL-G 112 BASIC MILITARY LEADERSHIP (1 CR.)**
A study of functions, duties, and responsibilities of junior leaders. Emphasizes operations of the basic military team to include an introduction to the Army's problem solving process as well as the fundamentals of time and resource management. Includes a 48-hour field training exercise and a weekly two-hour laboratory emphasizing basic soldier skills such as first aid, United States weapons, and military communication. II
- MIL-G 211 INDIVIDUAL LEADERSHIP (2 CR.)**
Study and application of map reading skills, military communications, and development of individual leadership techniques by learning the fundamentals of small-unit tactical operations. Emphasis on individual physical fitness and conducting self evaluations to facilitate growth. Includes a 48-hour field training exercise and a weekly two-hour laboratory that offers the opportunity to demonstrate learned leadership techniques, along with instruction on basic military skills of land navigation and rifle marksmanship. I
- MIL-G 212 LEADERSHIP AND TEAMWORK (2 CR.)**
Study and application of mission planning and orders with an emphasis on small unit leadership in tactical settings. Land navigation, map reading, marksmanship, and communication skills are evaluated. Students are expected to demonstrate that they have mastered basic soldier skills and leadership fundamentals. Includes a 48-hour field training exercise and a weekly two-hour laboratory that offers the opportunity to demonstrate learned leadership techniques, along with advanced instruction on military skills. II

- MIL-G 3213 LEADERSHIP TRAINING COURSE (BASIC CAMP) (5 CR.)**
Students wishing to enter this program can apply to attend the four-week summer camp at Fort Knox, Kentucky. Attendance and successful completion of the Leadership Training Course (LTC) summer camp, is substituted for the basic courses (MIL-G 111, MIL-G 112, MIL-G 211, and MIL-G 212). At the LTC, the student is trained, fed, and housed at the expense of the government. The student also receives travel pay plus a salary of approximately \$672 for the four-week program. Interested students should contact the military science department at (574) 631-6896 or 1-800-UND-ARMY for more details. Upon the successful completion of MIL-G 213, the student is eligible for enrollment in the advanced Army ROTC program at the University of Notre Dame and eligible to receive an Army ROTC two-year scholarship; which provides for tuition, books, and fees for its recipients; as well as a monthly stipend of between \$450-500 per month. S
- MIL-G 311 LEADERSHIP AND PROBLEM SOLVING (2 CR.)**
Military decision making, problem analysis, and integrated planning of platoon operations. Analysis of the components of leadership through practical exercises and historical examples. Includes one 48-hour field training exercise. I
- MIL-G 312 LEADERSHIP AND ETHICS (3 CR.)**
Advanced military decision making, problem analysis and integrated planning with synchronization of multiple assets. This is conducted on the basis of platoon operations and tactics. Includes two 48-hour field exercises. II
- MIL-G 411 THE PROFESSIONAL OFFICER (2 CR.)**
Advanced study of military leadership and management. Discusses staff organization, functions, and processes. Analyzes counseling methods and responsibilities. Examines organization climate and training management. I
- MIL-G 412 MILITARY MANAGEMENT (2 CR.)**
Study of the Law of War, Code of Conduct, personnel management, information on awards, separations, promotions, evaluations, assignments, and counseling techniques. Includes precommissioning seminars to address current military problems, trends, and customs. II

- MIL-G 414 AMERICAN MILITARY HISTORY I (1 CR.)**
This military history course is the first part of a two-semester survey course with an analysis of American military history from the early American colonial period through the current global war on terrorism. The course is designed as an exploration into the evolution of modern warfare; with special emphasis on the technological developments, organization adaptations, and doctrinal innovations that have shaped the American military, from its first conception in 1607, through the 1900s. The successful completion of MIL-G 414 and MIL-G 415 meets the military history precommissioning requirement for United States Army ROTC cadets.
- MIL-G 415 AMERICAN MILITARY HISTORY II (1 CR.)**
P: MIL-G 414. The military history course is a two-semester survey course with an analysis of American military history, from the revolutionary war, through the current global war on terrorism. The course is designed to be an exploration into the evolution of modern warfare; with special emphasis on the technological developments, organizational adaptations, and doctrinal innovations that have shaped the American military from the 1900s through the modern-day war on terrorism. Part of this course includes a field trip to the nearby First Division Museum at Cantigny in Wheaton, Illinois. The successful completion of MIL-G 414 and MIL-G 415 meets the military history requirement for United States Army ROTC cadets, prior to completion of the program.
- MIL-N 111 INTRODUCTION TO NAVAL SCIENCE (4 CR.)**
An introductory study of the United States naval customs and traditions, military courtesies, organizational structure, officer career paths, and the role of the naval service in supporting national policies. Required for all NROTC freshmen. I
- MIL-N 211 MARITIME AFFAIRS (3 CR.)**
A comprehensive study of the development of seapower throughout history, focusing on the important role played by the American navy in the formation of an independent United States. Includes analysis of the Roman and Greek navies, but focuses on the American navy from the Revolutionary War through the Global War on Terrorism. This course is required for all NROTC freshmen. II
- MIL-N 411 LEADERSHIP AND MANAGEMENT I (3 CR.)**
A comprehensive study of organizational leadership. Emphasis on motivation, planning, communication, feedback, and subordinate needs. Introduction to moral leadership. II
- MIL-N 212D DRILL/LEADERSHIP LABORATORY (0 CR.)**
C: MIL-N 212. Practical exercises in leadership, including close order drill and professional development classes. II
- MIL-N 412 LEADERSHIP AND ETHICS (3 CR.)**
A study of practical leadership skills for any manager focusing on the specific leadership and management responsibilities of a naval officer. Teaches skills needed to transition from student to manager. Explores naval ethical issues, naval law, and Navy policies and programs. II
- MIL-N 4 12D DRILL/LEADERSHIP LABORATORY (0 CR.)**
C: MIL-N 412. Practical exercises in leadership, including close order drill and professional development classes. II

* Leadership Laboratory is open to student members of ROTC, or students eligible to pursue a commission, as determined by the professor of aerospace studies.

RESIDENT FACULTY, LIBRARIANS, AND ADMINISTRATIVE STAFF

ALL TENURE TRACK FACULTY ARE GRADUATE FACULTY

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G

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- Thomas, Barbara Marie, Ed.D. (Ball State University, 2010), Assistant Professor of Elementary Education, School of Education
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- Trethewey, Patricia Lynne, M.S.N. (University of Southern Indiana, 2004), Clinical Lecturer in Nursing, School of Nursing, College of Health Sciences
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- Vaidyanathan, Ganesan, Ph.D. (Tulane University, 1989), Associate Professor of Decision Sciences, School of Business and Economics
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- Vargas, Luis Enrique, M.A. (Miami University, 1999), Lecturer in Music, Ernestine M. Raclin School of the Arts
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- Violi, Mary Anna C., M.A. (Indiana University, 1981), Director, Advance College Project, College of Liberal Arts and Sciences

- Vollrath, David A., Ph.D. (University of Illinois at Urbana—Champaign, 1984), Director, General Studies, School of Continuing Studies; and Professor of Management, School of Business and Economics
- Vrajitoru, Dana, Sc.D. (University of Neuchatel, 1997), Graduate Director, Applied Mathematics and Computer Science; and Associate Professor of Computer Science, College of Liberal Arts and Sciences
- Vukovits, Cynthia M., M.S. (Indiana University South Bend, 1988), Academic Advisor, College of Liberal Arts and Sciences

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- Walker, Heidi, A.S. (Indiana University South Bend, 2003), Clinical Coordinator and Clinical Lecturer in Radiography, College of Health Sciences
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- Walton, Andrew C., A.G.S. (Indiana University South Bend, 2009), User Support Analyst/Programmer, Department of Information Technologies
- Watson, Arnold Bruce, Ed.D. (Western Michigan University, 1995), Assistant Professor of Educational Leadership, School of Education
- Wedrychowicz, Christopher, Ph.D. (The State University of New York, Albany, 2009), Visiting Assistant Professor of Mathematics
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- Welch, Andrea D., M.A. (Ohio University, 2006), Academic Advisor, School of Education
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- White, Karen L., M.S. (Indiana University, 1976), Associate Vice Chancellor for Student Services, Student Affairs and Enrollment Management
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- White, Lori, M.Div. (Boston University, 2005), Admissions Counselor, Office of Admissions, Student Affairs and Enrollment Management
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- Wilkes, David E., Ph.D. (Purdue University, 2000), Assistant Professor of Biology, College of Liberal Arts and Sciences
- Williams, Emily Edith, Ph.D. (New Mexico State University, 2009), Assistant Professor of Special Education, School of Education

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- Wolfer, James, Ph.D. (Illinois Institute of Technology, 1993), Professor of Computer Information Sciences, College of Liberal Arts and Sciences
- Wolford, Katharine Leatrice, M.A. (Indiana University—Purdue University Fort Wayne, 1993), Senior Lecturer in English, College of Liberal Arts and Sciences
- Wolfram, Roxanne Marie, D.N.P. (Valparaiso University, 2010), Clinical Lecturer in Nursing, School of Nursing, College of Health Sciences
- Wood-Klauer, Hayley, B.S. (The Ohio State University, 2009), Visiting Clinical Lecturer in Dental Education, College of Health Sciences
- Wood-Ward, Gale, A.G.S. (Indiana University South Bend, 1996), Administrative Operations Manager, Elkhart Center, Off-Campus Programs, Extended Learning Services
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- Wright, Jeffrey M., II, Ph.D. (The University of North Carolina at Chapel Hill, 2010), Assistant Professor of Music History, Ernestine M. Raclin School of the Arts
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- Yin, Haiyan, Ph.D. (George Washington University, 2008), Assistant Professor of International Business, School of Business and Economics
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- Zarazee, Pamela, M.S.A. (University of Notre Dame, 2001), Director, CTS Center for Experiential Education; and Lecturer of Human Resources Management, School of Business and Economics
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- Zhuang, Hong, Ph.D. (University of Oregon, 2007), Assistant Professor of Economics, School of Business and Economics
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- Zwicker, Lisa F., Ph.D. (University of California, Berkeley, 2002), Assistant Professor of History, College of Liberal Arts and Sciences
- Zynda, Erika L., B.A. (Rutgers, The State University of New Jersey, 1991), Coordinator of Contracts and Grants, Academic Affairs
- Zynda, Lyle, Ph.D. (Princeton University, 1995), Chair and Associate Professor of Philosophy, College of Liberal Arts and Sciences

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- Bartholomew, Albert Wayne, Ph.D. (Cornell University, 1968), Professor Emeritus of Economics
- Barton, David K., Ph.D. (University of California Santa Barbara, 1975), Professor Emeritus of Music
- Beardsley, Christa-Maria, Ph.D. (Indiana University, 1972), Professor Emerita of German
- Beem, R. Paul, Ph.D. (University of Virginia, 1973), Associate Professor Emeritus of Mathematics
- Blodgett, James E., Ph.D. (Indiana University, 1975), Associate Professor Emeritus of English
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- Bonn, Franklyn G., Ph.D. (University of Minnesota, 1964), Associate Professor Emeritus of Political Science
- Brandewie, Ernest, Ph.D. (University of Chicago, 1966), Professor Emeritus of Anthropology

C

- Calvin, Richmond E., Ed.D. (North Texas State University, 1971), Professor Emeritus of Education
- Chesnut, Glenn F., D.Phil. (Oxford University, 1971), Professor Emeritus of History
- Chowattukunnel, Joseph T., Ph.D. (Boston University, 1968), Professor Emeritus of Biology

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D

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- Duff, Douglas W., Ph.D. (University of Missouri, Columbia, 1971), Professor Emeritus of Biological Sciences
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- Fritschner, Linda Marie, Ph.D. (University of California, Davis, 1973), Professor Emerita of Sociology
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- Garber, Lawrence L., Ph.D. (Michigan State University, 1967), Professor Emeritus of Chemistry
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- Hamburg, Roger P., Ph.D. (University of Wisconsin, 1965), Professor Emeritus of Political Science, and Professor Emeritus of Public and Environmental Affairs
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- Harrington, Charles D., Ph.D. (Indiana University, 1970), Associate Professor Emeritus of English
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- Knauss, Keith D., M.A.I.R. (University of Minnesota, 1974), Professor Emeritus of Labor Studies

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L

- Lamon, Lester C., Ph.D. (University of North Carolina, 1971), Professor Emeritus of History

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- Lewis, John M., Ph.D. (Cornell University, 1979), Professor Emeritus of Political Science

- Long, John B., Ph.D. (University of Kentucky, 1962), Associate Professor Emeritus of Psychology

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- Maher, Ellen L., Ph.D. (University of Notre Dame, 1973), Associate Librarian Emerita

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- Mawhinney, V. Thomas, Ph.D. (Southern Illinois University, 1971), Professor Emeritus of Psychology

- McNeal-Dolan, Patricia, Ph.D. (Temple University, 1974), Professor Emerita of Women's Studies

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N

- Naffziger, Frederick J., J.D. (University of Illinois at Urbana—Champaign, 1970), Professor Emeritus of Business Law
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- Nazaroff, George V., Ph.D. (University of Wisconsin, 1965), Associate Professor Emeritus of Chemistry
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P

- Parelius, Allen M., D.Ed. (University of Oregon, 1969), Associate Professor Emeritus of Education
- Peck, John E., Ph.D. (University of Notre Dame, 1969), Professor Emeritus of Economics
- Penikis, J. John, Ph.D. (University of Wisconsin, 1974), Associate Professor Emeritus of Political Science
- Peppardine, Warren H., Ph.D. (University of Minnesota, Minneapolis, 1965), Professor Emeritus of Theatre
- Perrin, Kenneth L., Ph.D. (Stanford University, 1969), Chancellor Emeritus; and Professor Emeritus of Psychology
- Peterson, J. Vincent, Ph.D. (University of Illinois at Urbana—Champaign, 1970), Professor Emeritus of Education
- Pike, Loy D., Ph.D. (University of Texas at Austin, 1973), Associate Professor Emeritus of Microbiology
- Poinsette, Anne-Marie E., Ph.D. (University of Chicago, 1968), Associate Professor Emerita of French

R

- Riemenschneider, Victor L., Ph.D. (Ohio State University, 1971), Associate Professor Emeritus of Biology
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- Robinson, Gabrielle S., Ph.D. (University of London, 1968), Professor Emerita of English
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S

- Savage, Earl J., Ph.D. (West Virginia University, 1963), Associate Professor Emeritus of Botany
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- Scarborough, Elizabeth, Ph.D. (University of New Hampshire, 1972), Professor Emerita of Psychology
- Scherer, Paul H., Ph.D. (University of Wisconsin, 1964), Professor Emeritus of History
- Schreiber, Roy E., Ph.D. (University of London, 1967), Professor Emeritus of History

- Sheridan, E. Marcia, Ph.D. (University of Illinois at Urbana—Champaign, 1973), Professor Emerita of Elementary Education
- Sherwood, Frances, M.A. (Johns Hopkins University, 1975), Professor Emerita of English
- Specht, Edward J., Ph.D., (University of Minnesota, 1949), Professor Emeritus of Mathematics
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T

- Tawadros, Milad A., Ph.D. (University of Iowa, 1966), Professor Emeritus of Accounting
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- Urbach, Floyd D., Ph.D. (University of Nebraska, 1966), Professor Emeritus of Education

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W

- Washburn, Michael C., Ph.D. (University of California, San Diego, 1970), Professor Emeritus of Philosophy
- Williams, Lynn Roy, Ph.D. (University of Kentucky, 1971), Emeritus Dean, and Professor Emeritus of Mathematics
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- Anderson, Matthew James, J.D. (Santa Clara University, 2003), Adjunct Assistant Professor of Paralegal Studies
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- Benchik, Edward, J.D. (Indiana University, 1991), Adjunct Assistant Professor of Paralegal Studies
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- Berk, Kiki, Ph.D. (VU University Amsterdam, 2010), Adjunct Assistant Professor of Philosophy
- Berndt, Raymond H., J.D. (University of Notre Dame, 1978), Adjunct Assistant Professor of Business Law
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- Bilger, Larry Eugene, M.A. (Ball State University, 1969), Adjunct Lecturer in Mathematics
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- Closurdo, Thomas Aloysius, Jr., M.S. (Indiana University—Purdue University Indianapolis, 2008), Adjunct Lecturer in Dental Education
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- Cummings, Sharlene K., B.S. (University of Baltimore, 1983), Adjunct Lecturer in Accounting
- Curtis, Sara, M.A. (University of Memphis, 2007), Adjunct Assistant Professor of Communication Arts
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- Dalka, Judith K., M.S. (Oregon State University, 1971), Adjunct Lecturer in Mathematics
- Davids, Marjorie Suzanne, J.D. (Valparaiso University School of Law, 1995), Adjunct Lecturer in Music
- Davis, Brian, Ph.D. (University of Michigan, 1997), Adjunct Assistant Professor of Physics
- Dawson, Maureen Gillespie, Ph.D. (New York University, 1997), Adjunct Assistant Professor in French
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- Detlef, Joanne, M.A. (Indiana University, 1962), Adjunct Lecturer in English
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- Domonkos, Kevin Andrew, B.S. (Purdue University, 2007), Adjunct Lecturer in Purdue Statewide Technology
- Doolen, Jennifer, B.G.S. (Indiana University South Bend, 2000), Adjunct Lecturer in Dental Education
- Doverspike, Dennis K., M.M. (University of Colorado at Boulder, 1969), Adjunct Lecturer in Music
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- Dufour, David Allen, M.A. (Indiana University, 1975), Adjunct Lecturer in Communication Studies and Theatre and Dance
- Dulle, Ambrose Herman, M.A. (Ball State University, 1963), Adjunct Lecturer in Student Practicum Supervision

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- Ehlert, David, Ph.D. (University of Chicago, 1968), Adjunct Assistant Professor of Mathematics

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- Enright, Paul, M.S. (Midwest College of Oriental Medicine, 1998), Adjunct Lecturer in Nursing
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- Feasel, Brandon, M.A., (Ball State University, 2004), Adjunct Lecturer in Sociology and Anthropology
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- French, Christopher J., M.M. (The Julliard School, 1982), Adjunct Lecturer in Music
- Fuchs, Kevin, M.A. (Western Michigan University, 2002), Visiting Lecturer in Spanish
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- Glon, Patrick L., M.S. (Purdue University, 1968), Adjunct Lecturer in Purdue Statewide Technology
- Goforth, Ernest R., Jr., M.S. (Indiana University, 1969), Adjunct Lecturer in Mathematics
- Gordon, Susan, M.S. (Indiana University South Bend, 2009), Adjunct Lecturer in Computer and Information Sciences
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- Griffiths, Kimberly A., B.S. (Purdue University, 1995), Adjunct Lecturer in Mathematics

- Grondin, Emilie A., B.A. (University of Oregon, 1981), Adjunct Lecturer in Music
- Grove, Dustin Mark, B.A. (Ball State University, 2004), Adjunct Lecturer in Communication Studies
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- Guthrie, Robert, M.B.A. (Clarion State College, 1982), Adjunct Lecturer in Decision Sciences
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- Hall, Douglas A., M.S. (Ohio State University, 1987), Adjunct Lecturer in Purdue Statewide Technology
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INDEX

A

Absences (From Final Examinations) 26
Absences (From Scheduled Classes) 26
Academic Advising (see also specific academic program) 16, 216
Academic Centers for Excellence 16
Academic Integrity 26, 213
Academic Programs, Excellence in 5
Academic Progress 14, 27
Academic Regulations and Policies (see also specific academic program) 26, 213
Academic Renewal Policy 26
Academic Skills Workshops 17
Academic Standing (see also specific academic program) 27, 213
Accreditation (see also specific academic program) 5
Actuarial Science (Undergraduate) 191
Addictions Counseling 241
Addition of Courses 27, 213
Administrative Officers 2
Admission 10, 212
Admission Procedures for Individuals with a Master's Degree (Education) 230
Admission Procedures for Individuals without a Master's Degree (Education) 230
Admission to IU South Bend Graduate Programs (Education) 228
Admission to School of Education Licensure Programs—Transition to Teaching 231
Admissions, Office of 10
Advertising (Concentration) 85
Advising, Academic 16, 216
Aerospace Studies 421
Affirmative Action 5, 17
African American Studies (Minor) 161
Alcohol and Drug Counseling (Certificate) 244
Alumni Association 17
American Studies 161
 Minor 162
Anthropology (See Sociology and Anthropology) 200
 Anthropology (B.A.) 200
 Anthropology (Minor) 201
APA Format 130
Appeal and Readmission (see also specific academic program) 101
Application for Admission (see also specific academic program) 11, 212
Applied Mathematics (B.S.) 190
Applied Mathematics (Graduate Concentration) 259
Applied Music 48, 216
Applied Music Courses 365
Applying for Graduation (Education) 103
Artist Diploma 61, 220
Arts, Ernestine M. Raclin School of the 41, 215
 Communication Arts 44
 Mass Communication 45
 Speech Communication 46

 Integrated New Media Studies 61
 Music 47
 Ensemble Requirements 47
 Transfer Students 47
 Theatre and Dance 66
 Visual Arts 70
 General Requirements (Arts) 44
Associate Faculty 439
Astronomy (See Physics) 194
Athletics and Activities 24
Audit Policy 27
Audit Students 12

B

B.S.N. Student Policy Handbook 128
Banking (Concentration) 85
Basic Applied Behavior Analysis (Certificate) 198
Beta Gamma Sigma 78
Biochemistry (B.S.) 166
Biochemistry (Minor) 168
Biological Sciences 162
 Biological Sciences (B.A.) 162
 Biological Sciences (B.S.) 163
 Biological Sciences (Minor) 164
Bureau of Business and Economic Research 78
Bursar, Office of the 13
Business and Economics, School of 77, 221
 Business for Non-Business Majors (Outside Minor) 90
 Degree Requirements 83
 Concentrations 84
 Core Courses 84
 Eligibility for Enrollment in Courses Numbered 301 and above 80
 Entrepreneurship Program 78
 Graduate Programs 222
 Requirements for a Second Bachelor's Degree 82
 Student Organizations 78
Business and Industry Services 109

C

Campus Police 17
Campus Priorities 4
Campus Theme Component 36
Cancellations, Course 13
Career Assessments 18
Career Services 18
Advanced Computer Programming (Certificate) 172
Certificate Programs 7
Chemistry and Biochemistry 164
 Chemistry (B.A.) 165
 Chemistry (B.S.) 165
 Chemistry (Minor) 167
Child Development Center 19
Civil Rights Heritage Center 19
Class Standing 28
Clery Security Report 18
Clinical Mental Health Counseling 242

Clinical Regulations 128
 Clinical/Professional Program (Radiography) 145
 Code of Ethics for Nurses 127
 Code of Student Rights, Responsibilities, and Conduct 28
 Cognitive Science 168
 Cognitive Science (Minor) 168
 College of Health Sciences 116, 251
 College of Liberal Arts and Sciences 155, 258
 Collegiate Attainment, Priorities for 4
 Commitment to the Integration of Technology 104
 Commitments 4
 Common Core Courses 37
 Communication Arts 44
 Mass Communication 45
 Speech Communication 46
 Complementary Health (Minor) 131
 Composer's Certificate 48
 Composition (B.M.) 54
 Computer and Information Sciences 169
 Computer Applications (Minor) 171
 Computer Applications (Certificate) 171
 Computer Programming (Certificate) 172
 Computer Science (B.S.) 170
 Computer Science (Minor) 171
 Computer Science Concentration (Graduate) 259
 Conferences 109
 Contemporary Social Values 38
 Continuing Studies, School of 111
 Core Values 4
 Correctional Management and Supervision (Certificate) 174
 Costume Design 69
 Counseling and Human Services, Required Field Experience for 248
 Counseling and Human Services, with tracks in
 Addictions Counseling 241
 Clinical Mental Health 242
 School Counseling 242
 Counseling Center 24
 Course Cancellations 13
 Course Descriptions, IU South Bend 267
 Course Descriptions, Purdue University College of Technology 412
 Course Descriptions, ROTC 422
 Course Numbers 28
 Courses and Workshops 109
 CPR Requirement 128, 129
 Creative Writing (Minor) 176
 Credit by Examination 28
 Credit Certificate Programs 109
 Credit, Transfer of (See also specific academic program requirements) 28, 213
 Criminal History Check (see also specific academic program) 99, 245
 Criminal Justice 172
 Criminal Justice (Minor) 174
 Criminal Justice (Major) 173
 Criminal Justice (B.S.) 173
 CTS Center for Experiential Education 78
 Cultural Arts 19

D

Dance (Minor) 70
 Deadlines for Filing Applications 11
 Dean's List 28
 Deferment Plans 13
 Deferred Grades 29
 Degree Offerings, Distinctiveness in 5
 Degree Requirements (see also specific academic program requirements) 29
 Degrees (see also specific academic program) 7
 Dental Clinic 19
 Dental Education 117
 Dental Hygiene 117
 Dental Hygiene (A.S.) 121, 125
 Dental Hygiene (B.S.) 123, 125
 Dental Hygiene (B.S.) Degree Completion 124
 Transfers between Indiana University Campuses 121
 Transfers from Non-Indiana University 121
 Dentistry 206
 Departmental Minors (College of Liberal Arts and Sciences) 160
 Design/Technical (Specialization) 67, 69
 Diploma Programs, The (Graduate) 219
 Disability Support Services 19
 Dismissal (see also specific academic program) 27, 213
 Distance Learning 108
 Diversity Programs 19
 Division of Extended Learning Services 107
 Drawing and Painting 73, 75
 Drug-Free Campus Policy 29

E

East Asian Studies 174
 East Asian Studies (Minor) 174
 Economics 92
 Economics (B.S.) 92
 Economics (Minor) 93
 Education, School of 94, 227
 Admission from Other Schools within Indiana University As Well As Other Educational Institutions 95
 Admission to IU South Bend 95
 Elementary Education (Undergraduate) 96
 Elementary Education (Graduate) 233
 Elementary Education, Required Field Experience for 247
 Elementary Minors, Concentrations, and Dual Licensure 97
 Letters of Concern 99, 246
 Licensing 95
 Monitoring of Candidate Progress toward Meeting Standards at Critical Checkpoints 104
 Praxis® Requirements 98
 Placement 95
 Policies 98
 Probation, Dismissal, and Reinstatement: After Admission to Teacher Education Program 101
 Probation, Dismissal, and Reinstatement: Before Admission to Teacher Education Program 100
 Professional Conduct and Letters of Concern 99
 Retention in Graduate Degree Study 246

Student Services 95
 Secondary Education 97, 235
 Secondary License 98
 Secondary Teachers' Certificates 210
 Secondary Transition to Teaching 231
 Student Teaching and Practica Policies (Graduate Education) 247
 Teacher Education Program, Admission to 95
 Educational Leadership, Office of 242
 Educational Leadership Licensure 243
 Educational Resource Commons 23
 Electronic Media (Concentration) 45
 Electrical Engineering Technology 405
 Elkhart Center 108
 Elkhart Center Degree Programs 8
 Elkhart Center Scholarships 109
 Emergency Closing 29
 Employability Skills 18
 Engineering Technology 406
 Engineering Technology (Certificate) 408
 English 175
 English (B.A.) 175
 English (Minor) 176
 English (M.A.) 260
 English as a New Language License 98, 234
 English as a Second Language 178
 Enhancing Diversity and a Global Perspective,
 Distinctiveness in Degree Offerings 5
 Enrollment Options 20
 Enrollment Restriction 29
 Ensemble Requirement (Music) 47, 216
 Entrance Examinations (Music) 216
 Entrepreneurship Program 78
 Environmental Studies 178
 Equal Opportunity 5
 Ernestine M. Raclin School of the Arts 41, 215
 See also: Arts, Ernestine M. Raclin School of the
 European Studies 179
 Exam Review Sessions 17

F

Faculty
 Associate Faculty 439
 Emeriti Faculty 436
 Resident Faculty 425
 Faculty-Student Collaboration, Distinctiveness in 5
 Federal Family Education Loan Program 15
 Federal Pell Grants 15
 Federal Perkins Loan 15
 Federal Supplemental Educational Opportunity Grants
 15
 Federal Work-Study Program 15
 Field and Clinical Experience for Graduate Students 247
 Field Experience and Clinical Practice 96
 Film Studies 180
 Film Studies (Minor) 181
 Final Examination Scheduling Policy 29
 Finance
 Finance (Concentration) 86
 Finance for Business Majors (Minor) 86
 Finance for Non-Business Majors (Outside Minor) 91

Financial Aid and Student Scholarships, Office of 13
 Financial Aid General Information 13, 213
 Financial Aid Programs, Federal 15
 Franklin D. Schurz Library 23
 French (B.A.) 205
 French (Minor) 205
 Freshman, Beginning 11
 Fundamental Literacies 36

G

Gateway Information Center 10
 General Business 86
 General Education (College of Liberal Arts and Sciences)
 158
 General Education 35
 Goals of 36
 The Purpose of at IU South Bend 35
 General Information 4
 General-Education Course Requirements for Transfer
 Students (Campuswide) 27
 General-Education Curriculum 36
 General-Education Requirements (Campuswide) 27
 General-Education Requirements, Summary of 36
 General Studies, School of Continuing Studies 111
 Basic Structure 112
 General Studies (A.A.G.S.) 112
 General Studies (B.G.S.) 113
 General Studies Degrees 111
 Geography (See Political Science) 181, 196
 Geology (See Physics and Astronomy) 181, 194
 German (B.A.) 205
 German (Minor) 205
 Gerontology 181
 Gerontology (Minor) 181
 Good Standing (see also specific academic program
 requirements) 213
 Governmental Administration and Policy
 (Concentration) 265
 Grade Grievances 29
 Grade Point Average (see also specific academic program
 requirements) 31, 214
 Grade Replacement Policy 30
 Grades 28
 Grades, Deferred 29
 Grades, Incomplete 31
 Grading Code 31
 Graduate Admissions and Retention 211
 Graduate Business Programs 222
 Graduate Course Transfer and Academic Residency 213
 Graduate Degree Programs (Graduate Education) 233
 Graduate Degrees 211
 Graduate Licensure Students 239
 Graduate Policies and Information 211
 Graduate School Career Services 18
 Graduate Study 213
 Graduation (Purdue) 405
 Graduation Requirements (see also specific academic
 program requirements) 31
 Graduation with Distinction (see also specific academic
 program requirements) 31
 Graphic Design 75

H

Health and Wellness Center 21
 Health Care Management (Concentration) 87
 Health Insurance (Nursing) 130
 Health Requirements 128, 129, 254
 Health Sciences, College of 116, 251
 Dental Education 117
 Nursing, School of 126
 Radiography and Allied Health 141
 Health Systems Administration and Policy
 (Concentration) 265
 History 182
 History (B.A.) 182
 History (Minor) 183
 Honors Program 21
 Housing and Residence Life 21
 Human Resource Management (Concentration) 87

I

Independent/Correspondence Study 31, 214
 Indiana College Network (ICN) 20
 Indiana License Types and Coverage 97
 Industrial Technology 407
 Bachelor of Science 407
 Certificate 408
 Informatics 183
 Informatics, Applied (Certificate) 185
 Informatics (B.S.) 183
 Informatics (Minor) 184
 Information Technologies 21
 Integrated New Media Studies 61
 Integrated New Media Studies (B.F.A.) 62
 Integrated New Media Studies (Minor) 65
 Integrated New Media Studies with a Concentration in
 Informatics (B.F.A.) 64
 Integrated New Media Studies, Graphic Design
 Concentration (B.F.A.) 63
 International Business (Concentration) 88
 International Business for Business Majors (Minor) 88
 International Programs 22
 International Student Services 22
 International Students, Admission of 12
 International Studies 185
 International Studies (Certificate) 186
 International Studies (Minor) 186
 Internship Planning 18
 Internship/Practicum Program (Graduate, College of
 Liberal Arts and Sciences) 265
 Interpersonal Communication (Concentration) 46
 Interview (Radiography) 145
 Interviews, On-Campus 18

J

Job Fair 18
 Job Search 18
 Journalism (Concentration) 45
 Judicial Affairs 22

L

Labor Studies Program 150
 Labor Studies (A.S.) 151
 Labor Studies (B.S.) 151
 Labor Studies (Certificate) 151
 Labor Studies (Minor) 151
 Labor Studies Programs 8
 Latin American/Latino Studies 186
 Latin American/Latino Studies (Minor) 186
 Law 207
 Letters of Concern 99, 246
 Liability Insurance, Professional (Nursing) 130
 Liberal Arts and Sciences, College of 155, 258
 African American Studies 161
 Anthropology 201
 Astronomy (See Physics) 194
 Biological Sciences 162
 Chemistry and Biochemistry 164
 Cognitive Science 168
 Computer and Information Sciences 169
 Criminal Justice 172
 East Asian Studies 174
 English 175
 English as a Second Language 178
 Environmental Studies 178
 European Studies 179
 Film Studies 180
 Geography (See Political Science) 196
 Geology (See Physics and Astronomy) 194
 Gerontology 181
 History 182
 Informatics 183
 International Studies 185
 Latin American/Latino Studies 186
 Management Skills 187
 Mathematical Sciences 188
 Philosophy 193
 Physics and Astronomy 194
 Political Science 196
 Psychology 197
 Religious Studies 199
 Sociology and Anthropology 200
 Supplemental and Preprofessional Programs 206
 Sustainability Studies 202
 Women's and Gender Studies 203
 World Language Studies 204
 Library 23
 Lighting Design (Specialty) 69
 Loan Default/Pell Grant Repayment 14

M

Making the Academic Connection Office 20
 Management Information Systems (Concentration) 89
 Management Information Systems for Business Majors
 (Minor) 89
 Management Information Systems for Non-Business
 Majors (Outside Minor) 91
 Management Skills (Minor) 187

Marketing 89
 Marketing (Concentration) 89
 Marketing for Business Majors (Minor) 90
 Marketing for Non-Business Majors (Outside Minor) 92
 Mass Communication (B.A.) 45
 Mass Communication (Minor) 46
 Master of Arts in Teaching Special Education (Pending Final Approval) 231
 Mathematical Sciences 188
 Actuarial Science (B.S.) 191
 Applied Mathematics (B.S.) 190
 Mathematics (B.A.) 189
 Mathematics (Minor) 192
 Mathematics Placement Examination 188
 Mechanical Engineering Technology 409
 Associate of Science 409
 Bachelor of Science 410
 Certificate 410
 Medical Imaging Technology (B.S.) 146
 Medicine 207
 Military Science 420
 Minimum Registration 14
 Minors 8, 115
 Misconduct (Academic) 22
 Misconduct (Personal) Not on University Property 23
 Misconduct (Personal) on University Property 22
 Mission Statement (see also specific academic program) 4
 Montessori Teacher Academy 110
 Music 47
 Composition (Minor) 59
 Ensemble Requirement (Music) 47, 216
 Entrance Examinations (Music) 216
 General Information 47
 Minors 59
 Music Composition (Concentration) 51
 Music Degree Programs, Graduate 216
 Music History (Concentration) 51
 Music Technology (Concentration) 51
 Music Theory (Concentration) 51
 Music Theory and History (Minor) 59
 Orchestral Instrument (B.M.) 55
 Organ (B.M.) 56
 Performance (B.M.)
 Piano (B.M.) 56
 Performance Studies (Minor) 59
 Professional Experience Credit (Music) 47
 Undergraduate 48

N

Naval Science (Nursing Program) 421
 Noncredit Certificate Programs 109
 Non-National Guard Members 24
 Nonprofit Administration and Policy (Concentration) 265
 Northern Indiana Consortium for Education 20
 Nursing, School of 6, 126
 Nursing (B.S.) 132
 Nursing Program Articulation (A.S.) 130
 Professional Nursing Requirements 254
 Professional Liability Insurance 130
 R.N.-B.S.N. 139
 Seven-Year Limit 135

O

Off-Campus Programs 108
 Optometry 208
 Orchestral Instrument (B.M.) 55
 Organ (B.M.) 56
 Organizational Communication 46
 Organizational Leadership and Supervision 409
 Orientation, New Student 12
 OSHA Regulations (Nursing) 128
 Outside Field, Bachelor of Science in Music 58

P

Paralegal Studies (Certificate) 109, 196
 Parking 18
 Pass/Fail Option (see also specific academic program) 32
 Performance (B.M.) 53
 Performance (Concentration) 67, 69
 Performer Diploma 60, 219
 Performer's Certificate 48
 Perkins Loan 15
 Pharmacy 209
 Philosophy 193
 Philosophy (B.A.) 193
 Philosophy (Minor) 193
 Photography 73, 75
 Physics and Astronomy 194
 Physics (B.A.) 194
 Physics (B.S.) 195
 Physics (Minor) 196
 Physics and Engineering, 3/2 Dual-Degree Program in 195
 Piano (B.M.) 56
 Piano Majors 48
 Placement Examinations 12
 Plagiarism (see also specific academic program) 22
 Political Science 196
 Political Science (B.A.) 196
 Political Science (Minor) 196
 Post 9/11 25
 Praxis® Requirements 98
 Preradiography Program 143
 Preschool License 98
 Printmaking 74, 76
 Probation (see also specific academic program) 27, 100, 213
 Probation with Impact (see also specific academic program) 27
 Probation, Dismissal, and Reinstatement: After Admission to Teacher Education Program 101
 Probation, Dismissal, and Reinstatement: Before Admission to Teacher Education Program 100
 Professional and Personal Development 213
 Professional Conduct and Letters of Concern (Education) 99
 Professional Development and Lifelong Learning 109
 Professional Experience Credit (Music) 47
 Professional Nursing Requirements 254
 Professional Writing (Certificate) 176
 Program Professional Standards (Radiography) 145

Psychology 197
 Psychology (B.A.) 197
 Psychology (Minor) 198
 Public Advocacy (Rhetorical Studies) 46
 Public Affairs, Master of 263
 Public Relations (Concentration) 45
 Purdue University College of Technology 8, 404
 Admission Criteria 405
 Associate of Science 409
 Bachelor of Science 405
 Course Descriptions 412
 Electrical Engineering Technology (B.S.) 405
 Engineering Technology (B.S.) 406
 Engineering Technology (Certificate) 408
 Graduation 405
 Industrial Technology (B.S.) 407
 Mechanical Engineering Technology (A.S.) 409
 Organizational Leadership and Supervision 409

R

Raclin School of the Arts, Ernestine M. 41, 215
 See also: Arts, Ernestine M. Raclin School of the
 Radiography Program 141
 Interview 145
 Program Professional Standards 145
 Radiography and Allied Health 141
 Radiography Curriculum (A.S.) 145
 Readmission 32
 Refund of Student Fees 13
 Refunds and Repayment Policy for Students Receiving
 Federal Financial Assistance 16
 Registered Nurses (R.N.-B.S.N) 139
 Registrar, Office of the 12
 Registration, Late 27
 Reinstatement (see also specific academic program) 27,
 101
 Release of Information in Student Records 32
 Religious Observances 33
 Religious Studies 199
 Minor 199
 Reserve Officers' Training Corps (ROTC) Programs 420
 Course Descriptions 422
 Military Science 420
 Naval Science (Nursing Program) 421
 Professional Military Education Requirements 421
 Student Awards and Prizes (ROTC) 421
 Student Organizations and Activities (ROTC) 421
 Resident Faculty, Librarians, and Administrative Staff
 425
 Resident Student Status for Fee Purposes (see also
 specific academic program policies) 13
 Resume Referral Service 18
 Retention in Graduate Degree Study (Graduate
 Education) 246
 Return of Title IV Funds 15

S

Satisfactory Academic Progress (see also specific
 academic program) 14
 Satisfactory/Fail Courses 33
 Scene Design (Specialty) 69

Scholarships 16
 Scholarships, Graduate 213
 School Counseling 242
 Sculpture 74, 76
 Secondary License 98
 Secondary Education (B.S.) 97
 Secondary Education (Graduate) 235
 Secondary Education, Required Field Experience for
 247
 Secondary Education, with Building Administrator
 Certification (M.S.) 235
 Secondary Education, with English as a New Language
 Certification (M.S.) 236
 Secondary Education, with Initial Teacher Certification
 (M.S.) 236
 Secondary Education, with Reading Certification (M.S.)
 235
 Secondary Teachers' Certificates 210
 Secondary Transition to Teaching 231
 Security 17
 Semester Load 33, 214
 Sigma Theta Tau International 126
 Small Business and Entrepreneurship (Concentration) 90
 SmartStart Program 108
 Social and Cultural Diversity (Certificate) 201
 Social Security Number 33
 Social Studies 265
 Social Work, School of 6
 Societal Engagement, Priorities for 4
 Sociology and Anthropology 200
 Sociology (B.A.) 200
 Sociology (Minor) 200
 Spanish (B.A.) 205
 Spanish (Minor) 206
 Special Education Program 97
 Graduate 239
 Mild Interventions 98
 Professional Education Services 241
 Required Field Experience for 248
 Speech Communication (B.A.) 44
 Speech Communication (Minor) 46
 Starting Classes, Steps to 10
 Student Activities 23
 Student Activities Center 23
 Student Affairs and Enrollment Management 10
 Student Counseling Center 24
 Student Fees, Refunds 13
 Student IDs 12
 Student Life, Office of 24
 Student Nurses' Association 126
 Student Organizations and Activities 420
 Student Outcomes, Assessing 27
 Student Record Access 33
 Student Rights, Responsibilities, and Conduct, Code of
 28
 Student Status 14
 Student Teaching and Practica Policies (Graduate
 Education) 247
 Student Teaching Eligibility Requirements 102
 Student Teaching Placement, Application for 102
 Student Teaching Policies, Application Process, Removal
 from Student Teaching 102

Student Teaching, Practicum Experiences, and Internships, Removal from 103
 Student, Guest 11
 Student, High School 11
 Student, Nondegree 11
 Student, Transfer 11
 Students with 56 or More Transfer Credit Hours 28
 Students with Fewer than 56 Transfer Credit Hours 28
 Study Smarter 17
 Summer Sessions 16
 Supplemental and Preprofessional Programs, College of Liberal Arts and Sciences 206
 Supplemental Learning Sessions 17
 Supplemental Programs 265
 Sustainability Studies (Minor) 202
 Sustainability Studies 202

T

Table of Contents 3
 Teacher Certification in Elementary or Secondary Education, without Admission to Master of Science Degree Program 228
 Teacher Licensing Procedures 228
 Teaching/Licensing Requirements 213
 Technical Design (Specialty) 69
 Technology for Administration (Certificate) 172
 Testing Services 110
 The GradGrants Center 213
 The Student's Responsibility (Arts) 42
 Theatre (B.A.) 66
 Theatre (B.F.A.) 68
 Theatre (Minor) 70
 Theatre and Dance 66
 Scene Design (Specialty) 69
 Theatre Core 67, 69
 Theatre Studies 68
 Theory and Music History 55
 Time Limits for Graduate Study 214
 Timeline for Master of Science Degree Completion (Graduate Education) 247
 Tobacco-Free Campus 34
 Transcript, Official Academic 31
 Transfer Credit (see also specific academic program) 100
 Transfer from Non-Indiana University Radiography Program 147
 Transferring Courses Into Graduate Degree Programs (Education) 246
 Tutoring 17

U

Undergraduate Admission (see also specific academic program requirements) 10
 Undergraduate Degree, Second 11
 Undergraduate Music Degrees, Programs Leading to Other 59
 Uniforms (Nursing) 129

V

VA Education Benefits, Applying for 24
 Verification 14
 Veteran Student Services 24
 Veterans' Credit 12
 Veterinary Medicine 209
 Visual Arts 70
 Voice (Concentration) 57
 Voice Majors 48
 Voice Performance 56

W

Withdrawal 34, 214
 Withdrawal for Reserves Called to Active Duty 34
 Women's and Gender Studies 203
 Minor 204
 Undergraduate 203
 Work Done at More Than One Campus 34
 Work-Study Program (Employment) 15
 World Culture Studies 206
 World Language (Minor) 205
 World Language Studies 204
 Writer's Room, The 17

Y

Yellow Ribbon Program 25

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