
Indiana University Southeast

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Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the university and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.
Indiana University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and Vietnam-era veterans.

An Affirmative Action office on each campus monitors the university’s policies and assists individuals who have questions or problems related to discrimination.

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Key to Course Codes
AERO Aerospace Studies
AFRO Afro-American Studies
AHLT Allied Health
ANAT Anatomy
ANTH Anthropology
AST Astronomy
BIOL Biology
BUS Undergraduate Business
CGT Computer Graphics Technology
CHEM Chemistry
CMCL Communication and Culture
CMLT Comparative Literature
COAS College of Arts and Sciences
CPT Computer Technology
CSCI Computer Science
EALC East Asian Languages and Culture (Japanese)
ECON Economics
EDUC Education
EET Electrical Engineering Technology
ENG English
FINA Fine Arts
FREN French
GEOG Geography
GEOL Geology
GER Germanic Languages
HIST History
HPER Health, Physical Education, and Recreation
HUMA General Humanities
INTN International Studies
IT Industrial Technology
JOUR Journalism
LBST Liberal Studies
MATH Mathematics
MET Mechanical Engineering Technology
MICR Microbiology
MUS Music
NURS Nursing
OLS Organizational Leadership and Supervision
PHIL Philosophy
PHSL Physiology
PHYS Physics
PLSC Plant Science
POLS Political Science
PSY Psychology
REL Religious Studies
SLIS Library and Information Science
SOC Sociology
SPAN Spanish
SPCH Speech
SPEA Public and Environmental Affairs
SUPV Supervision
TEL Telecommunications
THTR Theatre
WOST Women’s and Gender Studies
ZOOL Zoology

Indiana University Southeast

Indiana University is one university with eight campuses. As one of those campuses, Indiana University Southeast (IUS) belongs to a distinguished tradition of academic excellence that began in 1820 with the founding of Indiana University in Bloomington. This tradition emphasizes scholarship in the liberal arts, plus professional education at the undergraduate and graduate levels. Indiana University is a leader in international education, with opportunities for study in more than two dozen locations around the globe.

Indiana University Southeast began in 1941 as the Falls Cities Area Center in Jeffersonville. Indiana University Southeast became the official name in 1968, the same year that the campus began offering degrees. The campus today has more than 14,000 alumni. Because of projected enrollment growth, a new campus was constructed in New Albany, and the move from Jeffersonville took place in 1973. Floyd I. McMurray served as director from 1941 to 1956. Byron F. Laird held that post from 1956 to 1965. Edwin W. Crooks, who became the first chancellor in 1968, led the campus from 1966 until 1985. Leon Rand took office in 1986. F. C. Richardson served from 1996 until 2002. Sandra Patterson-Randles was installed as the current chancellor in 2002.

Whatever your educational aspirations are, Indiana University is likely to have a high-quality academic program for you. Many of these excellent programs are available at Indiana University Southeast, so you may take advantage of IU opportunities without leaving home.

Mission
The mission of Indiana University Southeast is to be a challenging, innovative, and supportive learning community committed to the intellectual and social growth of students, to the cultural and economic well-being of both southern Indiana and the greater Louisville metropolitan area, and to the advancement of knowledge in the context of a global society.
We offer high-quality undergraduate and graduate programs that provide the opportunity for dedicated students to graduate with skills and knowledge for growth and success, that are responsive to the changing needs of students and the community, and that provide a bridge to the future while maintaining the traditional strengths of Indiana University.

**Academic Programs**
Indiana University Southeast offers a wide range of bachelor’s degree programs and some associate degrees in liberal arts, and preprofessional and professional studies. Graduate programs in business, education, and nursing allow professionals to earn master’s degrees. An interdisciplinary Master in Liberal Studies degree is also available. Through the Division of Continuing Studies, students may take credit and noncredit courses in a universe of subjects, from Japanese culture to beekeeping.

**Academic Sessions**
Indiana University Southeast offers four sessions during the year: fall and spring semesters of 15 weeks each, and two 6-week summer sessions. A student may enter at the beginning of any of these sessions. Weekend classes are offered during the fall and spring semesters.

**The Faculty**
IU Southeast prides itself on the quality of its faculty and programs and the way it serves the region. IUS is a medium-sized campus. Its faculty profile, however—as measured in academic backgrounds, research and creative activities, and percentage of doctoral degrees—is that of a major university. More than 180 full-time faculty members teach at IUS, augmented by a cadre of adjunct professors. More than 85 percent of the full-time faculty hold doctoral degrees or the equivalent in their fields.

IUS professors believe that being active scholars makes them better teachers. Students benefit from the faculty’s dual commitment to productive research and good teaching, not only in the classroom but also in the opportunity to work directly with professors on research projects. Because of such research projects, a number of students have had the rare undergraduate opportunity to present their findings in scholarly papers or in journals on a national level. Not only do students benefit from close contact with professors, but they also have access to sophisticated equipment and a range of learning opportunities that at many universities are reserved only for graduate students.

**Academic Life**
At Indiana University Southeast, you will face challenges as never before, but you won’t have to face them alone. Professors and staff will help you achieve your academic goals and fulfill your potential.

For example, they will help you develop the collegiate skills you need to succeed in upper-level courses. These skills include critical thinking, research methods, writing, mathematics, and computer literacy.

IUS also requires that all degree candidates, regardless of major, take a solid foundation in arts, letters, mathematics, and sciences to acquire the breadth of knowledge that is expected of college graduates and that is vital to learning in a changing world.

Many students select career-focused majors in such fields as education, business, nursing, and computer science. Others choose majors in social and natural sciences, humanities, and the arts to prepare themselves for graduate study or career opportunities.
More than four out of five IUS graduates enter the job market immediately. About 15 percent enter graduate and professional schools.

How much time you take to complete your program or achieve your educational goal is up to you. If you can devote full time to your studies, you are encouraged to complete your degree within the traditional four years. If you find it necessary to combine study with work or family responsibilities, or if you have some catching up to do, you may choose to move at a slower pace.

Seniors in high school may take courses at IUS to get a head start in college, and they may gain advanced placement in some subjects by examination.

IUS offers courses from 8 in the morning until 10 at night, so that you may combine an academic schedule with work and family obligations. The “Weekend University” schedule extends your study alternatives, making courses available at IUS on Friday nights and Saturdays. Parents may wish to take advantage of the IUS childcare center.

**Accreditation**
Indiana University Southeast is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools located at 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504. Phone: 1-800-621-7440. Specific programs are accredited by the following organizations:

**AACSB**—The International Association for Management Education  
600 Emerson Road, Suite 300  
St. Louis, MO 63141-6762  
(314) 872-8481

American Chemical Society  
1155 Sixteenth Street NW  
Washington, D.C. 20036  
(202) 872-4589

Commission on Collegiate Nursing Education  
1 Dupont Circle, Suite 530  
Washington, D.C. 20036-1120  
(202) 463-6930

Indiana Professional Standards Board  
101 West Ohio Street, Suite 300  
Indianapolis, IN 46204  
(317) 232-9010

Indiana State Board of Nursing  
Bureau of Health Professions  
402 W. Washington Street, Room 041  
Indianapolis, IN 46204  
(317) 232-2960

National Council for Accreditation of Teacher Education
The Student Body
IUS is large enough to offer a comprehensive university experience, yet small enough to value individual identity. Most IUS students are from southern Indiana. Most work while going to school, many of them full time. Over half receive some kind of help through the Office of Student Financial Aid. While more than half of the student body are “traditional” students who come directly from high school, many others have returned to college after a number of years to upgrade skills, seek enrichment, and prepare for new careers. Increasing numbers of students are coming from Kentucky. The reciprocity agreement between Indiana and Kentucky allows Kentucky residents from Jefferson, Oldham, and Bullitt counties to attend IUS for in-state tuition rates.

The Campus
Indiana University Southeast has been called one of the most beautiful and distinctive campuses in Indiana. Set on 180 acres of rolling land at the base of the scenic Floyds Knobs, the campus features 10 major buildings whose architecture complements the natural beauty of the land. The focal point of the campus is McCullough Plaza, where paths from all buildings converge at the base of the campus clock.

IUS is located in New Albany, Indiana, just north of I-265 at the Grant Line Road exit. The location provides ready access to commuters and visitors from throughout southeastern Indiana and the greater Louisville, Kentucky, area. Most people who live in IUS’s service region, which includes nine counties in Indiana and three in Kentucky, may reach the campus in less than an hour’s drive. Downtown Louisville is 10 minutes away.

Within easy reach are Kentuckiana’s countless attractions and opportunities: the Kentucky Center for the Arts, with its orchestra, ballet, and opera; Churchill Downs; the Speed Art Museum; the Science Center; and Actors Theatre, the nationally acclaimed repertory company. Equally accessible is the area’s natural beauty: the Falls of the Ohio State Park, southern Indiana hill country, Patoka Lake recreation area, Clifty Falls State Park, and French Lick, to name just a few places where you may relax and enjoy a variety of outdoor activities.

Facilities
At present there are 10 buildings on campus:

Activities Building:
Offices of the athletic and recreation staff
Recreational and athletic facilities

Crestview Hall:
Applied Research and Education Center
Classrooms
Computer services facilities
School of Social Sciences

Hillside Hall:
Classrooms
School of Business
School of Education

Knobview Hall:
Supervision Program
Classrooms
Division of Continuing Studies
Fine arts studios
Foreign language laboratory
Media services
School of Arts and Letters
Student Development Center
Writing Help Center

Library:
Institute for Learning and Teaching Excellence
IUS archives
Library collections
Group study rooms

Life Sciences Building:
Classroom and laboratory space for biology, computer science, mathematics, nursing, psychology, and science education
Division of Nursing
Mathematics laboratory
School of Natural Sciences

Paul W. Ogle Cultural and Community Center:
Black Box Theater
Music program offices and teaching facilities
Ogle Center offices
Ogle Center Ticket Office
Recital Hall
Richard K. Stem Concert Hall
Robinson Theater
Ronald L. Barr Gallery
Theater program offices and teaching facilities

Physical Sciences Building:
Classrooms
Offices and laboratory facilities for chemistry and physics
Purdue University Program facilities
Service Building:
Central air-conditioning equipment
Mail services
Maintenance shops
Physical Plant Department
Printing and duplicating services

University Center:
Administrative offices
Adult Student Center
Bookstore
Campus Life
Center for Mentoring
Office of the Bursar
Office of the Registrar
Student Financial Assistance
Student organization offices
University Division
Conference Room
Food service and commons
Information desk
Office of Admissions
Office of Career Services and Placement
University Police

Library Services
The IUS Library contains more than 600,000 volumes in a variety of formats, including printed and
electronic books, sound recordings, audio-visual materials, and microforms. It subscribes to more than
1,000 periodicals, is a selective depository for U.S. government publications, and includes a curriculum
laboratory that contains K-12 textbooks, media kits, and other teaching materials. The library is home to
the Ars Femina Archives, a special collection of music scores authored by women. The library also
houses the IUS archives.

Computer-assisted reference service is available, and the library offers a rich array of Web-based, full-
text information resources, including thousands of online newspapers and scholarly journals. Library
tours and bibliographic instruction classes are offered throughout the year.

The Indiana University libraries are linked through IUCAT, a shared, Web-based catalog. Online public
access catalog terminals are located throughout the IUS library, furnishing access to more than
7,000,000 volumes in the IU library system and to library collections throughout the region. Access to
these resources is also available from offices and computer labs across campus as well as from remote
sites via the library’s Web site.

Through interlibrary loan, students, faculty, and staff at Indiana University Southeast have easy
access to the research collections on the Bloomington and Indianapolis campuses and around the nation.
In addition, the library collections of colleges and universities in the Louisville metropolitan area are
made available through Kentuckiana Metroversity cooperative agreements. The online catalogs of all
these libraries have linked access to each other.
Computer Services
IUS maintains a high-speed campuswide data network to which all students, faculty, and staff are given access. A large number of general and specialized computing applications are supported in both stand-alone and network versions, on Wintel and Macintosh computers. Applications include word processing, spreadsheets, database management, presentation tools, statistical analysis, programming languages, and World Wide Web browsers and development tools.

IUS participates in the Indiana University data network, which is connected to the Internet and other high-speed networks. These connections afford access to numerous computing resources throughout Indiana University and the world.

In general, computing resources are state-of-the-art and can provide appropriate functionality for virtually any instructional or resource need.

Metroversity
IUS is a member of Kentuckiana Metroversity, Inc., a consortium of institutions of higher education in the Louisville metropolitan area. Subject to Metroversity rules and those of the host institution, a full-time student may register for a maximum of 6 undergraduate credit hours during any one semester as a visitor at another member school. Because there are many hundreds of courses available in the consortium, the educational horizons of any one student are significantly widened. Once tuition has been paid at the home institution, the student becomes eligible for all the benefits of Metroversity without additional cost.

Bad Weather Policy
Normally Indiana University Southeast does not cancel classes due to bad weather. On those rare occasions when conditions indicate that a delay or a cancellation is necessary, an official announcement will be broadcast on local radio and television stations. The announcement will state that classes either will be delayed on the snow schedule listed below or will be cancelled for a specific period of time. On the snow schedule, only emergency personnel should report before the time indicated. Campus closing information is also available on the campus Web site (www.ius.edu) and by calling (812) 941-2567, (812) 941-2662, or 1-800-863-2020.

Snow Schedule
Monday through Friday classes:
8 a.m. classes meet from 10 a.m. until 10:55 a.m.
9:30 a.m. classes meet from 11 a.m. until 11:55 a.m.
11 a.m. classes meet from 12 noon until 12:55 p.m.
All other classes meet at regular times.

Saturday classes:
Morning classes meet from 10 a.m. until 12 noon.
Afternoon classes meet at regular times.

Off-campus classes:
Off-campus classes meet according to those facilities’ schedules.

Admission and Transfers
Indiana University has adopted the following admissions policy to ensure that undergraduate students are properly prepared for college course work. These standards as adopted seek to ensure either adequate academic preparation in high school or evidence of unusual motivation on the part of each student admitted to the university. Additionally, Indiana University supports Core 40 and recommends that Indiana high school graduates complete the Core 40 curriculum. The following requirements for admission became effective the first semester 1991-92:

**Admission Requirements for Entering Students**

1. Successful applicants must graduate from a commissioned Indiana high school or comparable out-of-state institution, and successfully complete a minimum of 28 units of college-preparatory courses, which include:
   
   (a) Eight semesters of English (one semester each of speech and journalism may be included).
   (b) Four semesters of social science (economics, government, history, psychology, or sociology).
   (c) Four semesters of algebra (two semesters of which must be advanced algebra) and two semesters of geometry.
   (d) Two semesters of laboratory science (biology, chemistry, or physics).
   (e) Eight semesters in some combination of foreign language; additional mathematics, laboratory science, or social science; computer science; and other courses of a college-preparatory nature.
   (f) Four semesters of a single foreign language are strongly recommended.
   (g) Courses that develop writing composition skills are strongly recommended.

2. Students must rank in the upper half of the high school graduating class.

3. Applicants must score above the median established by Indiana students on a nationally standardized admissions test. Students who have been out of high school for two or more years do not have to submit test scores unless required for admission to specific programs.

4. Each campus may accept students who are deficient in one or two of the above specifications upon receipt of evidence such as the combination of strength of college-preparatory courses and standardized test scores. For persons who do not meet the above criteria and have been out of high school three or more years, admission can be based on other factors, such as a General Education Development (GED) diploma, maturity, work experience, military service, and other factors as determined by the campus.

5. Each campus at its discretion may admit a student on a probationary basis and/or through faculty sponsorship.

**Admission Requirements for Transfer Students**

1. Transfer students must submit official transcripts from all previous institutions attended.

2. Students must submit transcripts that reflect a cumulative grade point average of at least 2.0 (on a 4.0 scale).

3. To be considered a transfer student, students must have earned at least 26 credit hours from an approved institution of higher education. The student who has fewer than 26 transferable college credit hours must comply with entering student admission requirements as specified above.

Students meeting the admissions requirements will be accepted as regular admits. Students not meeting the requirements may be admitted on a probationary basis.

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1 Some academic programs require specific qualifications in addition to those enumerated in this policy.
status under the IUS admissions criteria. When students do not qualify upon first application, they will be counseled about ways to qualify for admission at a later date.

Applications
Applications may be filed after completion of the junior year in high school. Early admission will be granted to superior students who have completed the required tests and are taking the necessary senior subjects. Transfer applicants may apply during the school year preceding proposed entry. Priority dates for applications are December 1 for spring semester, April 15 for first summer session, June 1 for second summer session, and July 15 for fall semester. Students from other universities who desire to attend as nondegree students must apply for admission and submit an official transcript from the home institution. (Nondegree student status requires that students be in good standing at their home institutions with grades that average C or better.) A nonrefundable application fee is required of each applicant who is new to the university. All questions concerning admission should be directed to the Office of Admissions at Indiana University Southeast.

Special Admissions
Under certain circumstances students may be admitted to one of the following special categories as noted below.

Visiting Students who are seeking degrees at institutions other than Indiana University and who are in good academic standing may be admitted to nondegree status at IUS. Also, students holding bachelor’s degrees who wish to enroll for either undergraduate or graduate courses but are not in pursuit of degrees are classified as nondegree students. Students applying for nondegree status are required to submit the application, application fee, and official transcripts.

International Students All non-United States citizens who are interested in studying at Indiana University Southeast are required to submit the International Application for Admission. This application, along with the appropriate educational records, will be evaluated and processed in coordination with the Office of International Admissions at the Bloomington campus.

High School Superior students currently attending local high schools may be granted permission to enroll for certain predetermined classes at IUS.

Auditing Some students may wish to enroll in a course without working for or expecting to receive formal credit. They may enroll as special audit students. New students must be eligible for admission. The application for admission, the application fee, and appropriate academic credentials are required. Students previously enrolled or concurrently enrolled in credit courses may enroll as auditors by informing registration personnel during the registration period or before the first class meeting. Changes from audit to credit status are prohibited after the second week of classes (first week of classes in summer sessions), unless approved by the vice chancellor for academic affairs. Fees for audit courses are the same as for credit courses. Courses completed as audits will be entered on the student’s transcript with an “NC” notation for “no credit” in place of a grade. The NC notation recorded for an audited course may not be changed subsequently to a regular grade for credit.
Inter-Campus and Intra-University Transfers
Students who have been regularly admitted to Indiana University, who have attended one campus or who are in one degree-granting school or division, and who have maintained the required grade point average (usually 2.0) may ordinarily transfer to another IU campus or another degree-granting school or division by complying with established procedures and deadlines. The appropriate academic dean should be consulted for further information.

See also “Transfer to Other Indiana University Campuses” in the “Academic Regulations” section.

Credit Transfer Policy for Bachelor’s Degrees
Students wishing to transfer from other institutions should request admission and transfer of credit by submitting official transcripts from each institution previously attended and by meeting requirements for transfer students. Transcripts should be sent to the IUS Office of Admissions for evaluation.

Courses completed at an approved institution of higher education before admission to Indiana University Southeast 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, will be completed at Indiana University Southeast. Ordinarily, the maximum number of transfer credit hours that may be counted toward the minimum 120 credit hours necessary for graduation is 90, including credit earned at other campuses of Indiana University. Not more than 60 credit hours earned in approved junior colleges may be applied toward a degree.

No credit will be allowed at Indiana University for courses taken at another institution in which students have received a grade of C– or lower. Grades of C or above are entered on the student’s transcript; they are not, however, computed for purposes of determining grade point averages. Grades earned at any campus of Indiana University that have been certified as transferable for credit are used to compute grade point averages.

IU Southeast does not automatically accept transfer credits for college course work taken prior to graduation from high school. Students who wish to obtain transfer credit for such course work will be asked to provide information about the nature and circumstances of the courses taken so that the request for transfer credit can be evaluated.

Advanced Placement and/or Credit
Indiana University Southeast will grant placement into courses and/or credit in courses it offers provided that students meet criteria acceptable to the appropriate department.

Advanced Placement Many courses at the university have prerequisites or demand a certain level of proficiency. In some cases students may be placed into an advanced course after proving proficiency on an examination. Placement into such advanced courses is a method of satisfying the entrance requirements for the advanced courses, but credit is not automatically granted.

Advanced Credit In some instances a student receiving advanced placement may also receive credit that may be used to satisfy graduation requirements. The standards of performance for advanced credit are higher than for advanced placement.
Departmental criteria for both advanced placement and advanced credit are set by the IUS faculty of the appropriate department. Standards are necessarily similar to standards on other IU campuses.

Students may use the Scholastic Aptitude Test (SAT), the Advanced Placement Program, the College Placement Program, the College Level Examination Program (CLEP), other national tests, and/or instruments devised by IUS faculty to demonstrate that they meet the standards for advanced placement and/or advanced credit.

Usually, advanced placement and advanced credit are of greatest value to new students, but other students should consult the department involved, since they too may benefit from the availability of these programs.

The number of advanced credit hours that will be allowed toward graduation is determined by the school or division awarding the degree.

Graduate Students
A student planning to complete one of the master’s degrees offered by Indiana University Southeast must apply for and be accepted into the desired graduate program. Information can be secured at the appropriate office. Other students wishing to register for graduate courses at Indiana University Southeast must have their admission cleared in advance with the dean of the school in which they wish to earn their degrees. If students register for graduate credit without the approval of their school, they do so without the assurance that credit for such work may be applied toward fulfilling requirements for an advanced degree. Note that it is Indiana University policy to assess graduate fees for all courses in which a graduate student enrolls, regardless of the level of the course.

Second Undergraduate Degree
Normally, the holder of a bachelor’s degree who wishes to pursue a further educational goal should seek entry into a graduate program. In certain cases, however, the assistant vice chancellor for enrollment management may admit a bachelor’s degree holder to candidacy for an associate degree or a second bachelor’s degree. Forms to petition for such admission are available through the Office of Admissions. When such admission is granted, the candidate must meet the requirements of the school or division and of the department in which the student is a candidate. Candidates for a second bachelor’s degree must earn at least 26 additional credit hours in residence. The student must apply for undergraduate admission and meet all requirements as stated under the section entitled “Transfer Applicants.”

Special Programs

College Preparatory/Student Outreach Programs These program were created to establish a partnership with the New Albany Floyd County and the Greater Clark County School Corporations. The primary objectives are to facilitate academic achievement, begin career exploration, increase awareness of the college admission standards, and guide participants through the college application process.

Through this program students are encouraged to prepare for and pursue a college education. Program participants, students in grades 9 through 12, prepare for the SAT and ACT, take campus tours, hear guest speakers, and attend financial aid workshops. Other workshops focus on study skills, with an emphasis on academic, career, and personal development.
**Student Ambassador Program**  The Student Ambassador Program is an excellent opportunity for upper-level students to assert themselves in leadership positions while providing an important service to incoming students. Student ambassadors represent the university by leading tours, participating in open house events and orientation programs, and maintaining contact with prospective students.

**Fees and Financial Assistance**

This section explains what fees must be paid, how to pay the fees correctly, how to determine who qualifies for in-state tuition rates, and what financial assistance is available.

**Fees**
Fees are due at the time of registration each semester and are subject to change by action of the Board of Trustees of Indiana University.

All students who are new to the university are charged a nonrefundable application fee.

**Basic Costs**
Expenses for attending Indiana University Southeast for an academic year, including in-state tuition and books and supplies, total approximately $4,000. Expenditures for clothing, travel, entertainment, and personal items are not included in this estimate.

**Checklist**
Students who have academic deficiencies or unpaid bills may be placed on the checklist. Students whose names appear on the university checklist are not permitted to register or to receive certified records without authorization from the university office that checklisted the student.

**Refunds**
Whenever an insufficient number of students register for a course, the university reserves the right to cancel the course and refund all fees.

A student who withdraws from a course or courses during the first four weeks of fall and spring semesters, or the first two weeks of a summer session, may be eligible for a refund. The student must withdraw from classes at the Office of the Registrar during the specified period to be eligible for a refund. Students are advised to consult the fee schedule section of the IUS Schedule of Classes to determine the current refund schedule. Continuing studies course refunds will not be made after the first class meeting.

The processing of student fee refunds takes up to six weeks. A Student Fee Refund Appeals Committee will review special cases for up to one year after the withdrawal in question when individual circumstances may warrant exceptions from the published policy. A written request must be addressed to the Office of the Bursar in the University Center, Room 100.

**Credit Cards**
Students should refer to the bursar Web site (www.ius.edu/bursar) for the most recent information on payment options. Any credit on an account paid by credit card must be credited back to the credit card account first. Any remaining credit over $10 would then be issued in the form of a check.

**Deferred Fee**
Students who are eligible to defer fees must make an initial down payment by the scheduled due date. Depending on the date of registration, students may be eligible for one of two deferment options. Early registrants are eligible for a four-payment deferment option. Later registrants are eligible for a three-payment deferment option. Consult www.ius.edu/bursar for due dates and deferment cut-off dates. Deferment options for the summer sessions are being considered. No decision has been made at this time.

**Past Due Accounts**
For any given semester that a student enrolls at IU Southeast, there is a specific due date for fee payment. This date is listed both on the Schedule Confirmation/Account Statement and in the Schedule of Classes. IU Southeast also mails monthly statements; payment is due by the 15th of the following month. These statements may be for personal deferments, VA deferments, financial aid deferments/repayments, sponsored fee adjustments, application fees, forfeited fees, returned checks and fees, advanced checks, parking fines, library charges, transcript fees, charges from other IUS departments, charges from other IU campuses, etc.

Once an account becomes 30 days past due, it will be flagged to prevent the holder from negotiating checks on campus. In addition, the account holder will be placed on the checklist and will not be allowed to register, obtain a personal deferment, or obtain an official transcript until the debt is paid in full.

To resolve a past due account, payment in full must be made with guaranteed funds (cash, credit card, money order, cashier’s check, etc.). When an account continues to be past due, IU Southeast will forward the account to a third party collection agency. These accounts will also be reported to the various national credit rating bureaus.

Any questions on this policy should be directed to the Office of the Bursar, University Center, Room 100; phone (812) 941-2335; or e-mail bursar@ius.edu.

Hours of operation for the bursar’s office are:
8 a.m. to 6 p.m. Monday, Tuesday, and Wednesday
1:30 p.m. to 6 p.m. Thursday
8 a.m. to 5 p.m. Friday

**Credit by Examination**
As of May 1, 1996, tuition charges for credit earned by examination are waived for undergraduate students after their matriculation at Indiana University Southeast; however, a modest credit-hour recording fee may be assessed. There will be no tuition charges or credit-hour recording fees assessed when a student is exempted from a course or requirement by examination but does not receive credit.

**Schedule of Fees**
The Trustees of Indiana University determine the fee schedule for all Indiana University campuses. Because this schedule is subject to change from session to session, students are advised to consult the fee schedule section of the IUS Schedule of Classes to determine the current fees for any given session. Note that Indiana University policy is that fees are assessed based on the student’s classification as a graduate or undergraduate student, not on the basis of the level of the course(s) the student is taking.
Students are advised to make no payments to any administrative employee or faculty member who cannot furnish an official Indiana University receipt.

**Rules Determining Resident and Nonresident Student Status for Indiana University Fee Purposes**

These Rules establish the policy under which students shall be classified as residents or nonresidents upon all campuses of Indiana University for university fee purposes. Nonresident students shall pay a nonresident fee in addition to fees paid by a resident student.

These Rules shall take effect February 1, 1974; provided, that no person properly classified as a resident student before February 1, 1974, shall be adversely affected by this Rule, if he or she attended the university before that date and while he or she remains continuously enrolled in the university.

1. ‘‘Residence’’ as the term, or any of its variations (e.g., ‘‘resided’’), as used in the context of these Rules, means the place where an individual has his or her permanent home, at which he or she remains when not called elsewhere for labor, studies, or other special or temporary purposes, and to which he or she returns in seasons of repose. It is the place a person has voluntarily fixed as a permanent habitation for himself or herself with an intent to remain in such place for an indefinite period. A person at any one time has but one residence, and a residence cannot be lost until another is gained.
   (a) A person entering the state from another state or country does not at that time acquire residence for the purpose of these Rules, but except as provided in Rule 2(c)1, such person must be a resident for 12 months in order to qualify as a resident student for fee purposes.
   (b) Physical presence in Indiana for the predominant purpose of attending a college, university, or other institution of higher education shall not be counted in determining the 12-month period of residence; nor shall absence from Indiana for such purpose deprive a person of resident student status.

2. A person shall be classified as a ‘‘resident student’’ if he or she has continuously resided in Indiana for at least 12 consecutive months immediately preceding the first scheduled day of classes of the semester or other session in which the individual registers in the university, subject to the exception in (c)1 below.
   (a) The residence of an unemancipated person under 21 years of age follows that of the parents or of a legal guardian who has actual custody of such person or administers the property of such person. In the case of divorce or separation, if either parent meets the residence requirements, such person will be considered a resident.
   (b) If such person comes from another state or country for the predominant purpose of attending the university, he or she shall not be admitted to resident student status upon the basis of the residence of a guardian in fact, except upon appeal to the Standing Committee on Residence in each case.
   (c) Such person may be classified as a resident student without meeting the 12-month residence requirement within Indiana if his or her presence in Indiana results from the establishment by his or her parents of their residence within the state and if he or she proves that the move was predominantly for reasons other than to enable such person to become entitled to the status of ‘‘resident student.’’
(d) When it shall appear that the parents of a person properly classified as a “resident student” under subparagraph (c) above have removed their residence from Indiana, such person shall then be reclassified to the status of nonresident; provided, that no such reclassification shall be effective until the beginning of a semester next following such removal.

1 Rules 2(b) and 2(c) apply only to unemancipated persons under 21 years of age.
2 Invocation of the provision in Rule 2(a) that applies to cases of divorce or separation requires appropriate legal documentation.

(e) A person once properly classified as a resident student shall be deemed to remain a resident student so long as remaining continuously enrolled in the university until such person’s degree shall have been earned, subject to the provisions of subparagraph (d) above.

3. The foreign citizenship of a person shall not be a factor in determining resident student status if such person has legal capacity to remain permanently in the United States.

4. A person classified as a nonresident student may show that he or she is exempt from paying the nonresident fee by clear and convincing evidence that he or she has been a resident (see Rule 1 above) of Indiana for the 12 months prior to the first scheduled day of classes of the semester in which his or her fee status is to be changed. Such a student will be allowed to present his or her evidence only after the expiration of 12 months from the residence qualifying date, i.e., the date upon which the student commenced the 12-month period for residence. The following factors will be considered relevant in evaluating a requested change in a student’s nonresident status and in evaluating whether his or her physical presence in Indiana is for the predominant purpose of attending a college, university, or other institution of higher education. The existence of one or more of these factors will not require a finding of resident student status, nor shall the non-existence of one or more require a finding of nonresident student status. All factors will be considered in combination, and ordinarily resident student status will not result from the doing of acts which are required or routinely done by sojourners in the state or which are merely auxiliary to the fulfillment of educational purposes.

(a) The residence of a student’s parents or guardians.
(b) The situs of the source of the student’s income.
(c) To whom a student pays his or her taxes, including property taxes.
(d) The state in which a student’s automobile is registered.
(e) The state issuing the student’s driver’s license.
(f) Where the student is registered to vote.
(g) The marriage of the student to a resident of Indiana.
(h) Ownership of property in Indiana and outside of Indiana.
(i) The residence claimed by the student on loan applications, federal income tax returns, and other documents.
(j) The place of the student’s summer employment, attendance at summer school, or vacation.
(k) The student’s future plans including committed place of future employment or future studies.
(l) Admission to a licensed profession in Indiana.
(m) Membership in civic, community, and other organizations in Indiana or elsewhere.
(n) All present and intended future connections or contacts outside of Indiana.
(o) The facts and documents pertaining to the person’s past and existing status as a student.
(p) Parents’ tax returns and other information, particularly when emancipation is claimed.
5. The fact that a person pays taxes and votes in the state does not in itself establish residence, but will be considered as hereinbefore set forth.

6. The registrar or the person fulfilling those duties on each campus shall classify each student as resident or nonresident and may require proof of all relevant facts. The burden of proof is upon the student making a claim to a resident student status.

7. A Standing Committee on Residence shall be appointed by the president of the university and shall include two students from among such as may be nominated by the student body presidents of one or more of the campuses of the university. If fewer than four are nominated, the president may appoint from among students not nominated.

8. A student who is not satisfied by the determination of the registrar has the right to lodge a written appeal with the Standing Committee on Residence within 30 days of receipt of written notice of the registrar’s determination, which committee shall review the appeal in a fair manner and shall afford to the student a personal hearing upon written request. A student may be represented by counsel at such hearing. The committee shall report its determination to the student in writing. If no appeal is taken within the time provided herein, the decision of the registrar shall be final and binding.

9. The Standing Committee on Residence is authorized to classify a student as a resident student, though not meeting the specific requirements herein set forth, if such student’s situation presents unusual circumstances and the individual classification is within the general scope of these Rules. The decision of the committee shall be final and shall be deemed equivalent to a decision of the Trustees of Indiana University.

10. A student or prospective student who shall knowingly provide false information or shall refuse to provide or shall conceal information for the purpose of improperly achieving resident student status shall be subject to the full range of penalties, including expulsion, provided for by the university, as well as to such other punishment which may be provided for by law.

11. A student who does not pay additional monies that may be due because of his or her classification as a nonresident student within 30 days after demand, shall thereupon be indefinitely suspended.

12. A student or prospective student who fails to request resident student status within a particular semester or session and to pursue a timely appeal (see rule 8) to the Standing Committee on Residence shall be deemed to have waived any alleged overpayment of fees for that semester or session.

13. If any provision of these rules or the application thereof to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of these rules that can be given effect without the invalid provision or application, and to this end the provisions of these rules are severable.
Reciprocity between Indiana and Kentucky
A tuition reciprocity agreement between Indiana and Kentucky permits eligible residents of Bullitt, Jefferson, and Oldham counties in Kentucky to enroll at IU Southeast at resident tuition rates. The rules for determining residency status for residents of Bullitt, Jefferson, and Oldham counties in Kentucky are the same as the currently established “Rules Determining Resident and Nonresident Student Status for Indiana University Fee Purposes.” Information for prospective students is available from the Office of Admissions, University Center 100, (812) 941-2212. Information for continuing students is available from the Office of the Registrar, Library Building 100, (812) 941-2240.

Student Financial Aid

Brittany C. Hubbard, Director of Student Financial Assistance

Philosophy
Indiana University Southeast’s financial aid program provides assistance and advice to students who would be unable to pursue their education at the university without such help. Scholarships, grants, loans, and part-time employment are available singly or in various combinations to assist in meeting the difference between the cost of attending IUS and the amount the student and the student’s family can reasonably be expected to provide.

Eligibility
Students who are United States citizens, nationals, or permanent residents may be eligible for financial aid at IUS. In order to be eligible for most forms of aid, an applicant must be accepted for regular admission to IUS as a degree-seeking student and be enrolled in classes at least half time. Certain types of assistance programs do require that an applicant be a full-time student enrolled in at least 12 credit hours. Loans and many other programs require half-time enrollment (6 credit hours). Some grants are available at less than half-time enrollment. Most programs require an applicant to demonstrate need for the requested assistance.

Need Analysis
Indiana University Southeast uses the federal need analysis system to assist the staff in determining financial need. This system uses a federally mandated formula based upon family income, assets, and other resources of the student and the student’s family to determine the family’s ability to provide for the student’s educational expenses.

In applying for financial aid, each applicant is required to submit the Free Application for Federal Student Aid (FAFSA) according to the instructions on the form. The FAFSA is available at high school guidance offices, at public libraries, on the Internet at www.fafsa.ed.gov, or at the IUS Office of Student Financial Assistance. The financial aid staff determines the student’s need upon receiving the financial data from the FAFSA. Filing by March 1 prior to the fall the student plans to attend will ensure consideration for all federal, state, and institutional programs. Filing after March 1 may eliminate eligibility for some programs. Students selected for verification will be notified in writing of documents needed to complete their file.

Change of Status
Students must notify the Office of Student Financial Assistance if they receive any additional financial assistance after filing an application. Any change in the student’s or the family’s financial position should also be reported. In addition, students who have been granted assistance are responsible for notifying the Office of Student Financial Assistance of any change in academic program, residence, telephone number, or marital status. Failure to carry out any of these responsibilities may result in cancellation of the student’s award.

How to Apply
1. Obtain a Free Application for Federal Student Aid (FAFSA) from your high school or any Indiana University financial aid office. If you are applying only for non-need based aid (e.g., Employee Fee Courtesy, academic achievement scholarships, etc.), the FAFSA is not required. Some scholarships, however, do require the FAFSA. We encourage you to apply for ALL types of aid available.
2. Apply for all other types of aid for which you may be eligible from non-university sources.
3. Reapply every year to be considered for financial aid. Awards based upon the submission of this application are only for the summer and/or the academic year that you indicate.

Institutional Assistance/Scholarships
Indiana University Southeast offers a number of merit – and need-based awards to deserving students. To be considered for institutional need-based assistance, students must complete the IUS Scholarship Application and the Free Application for Federal Student Aid (FAFSA) by the February 1 priority deadline.

Students are also encouraged to apply for the wide range of scholarships offered by the university or university supporters. A full list of scholarships is available from the Office of Admissions, the Office of Student Financial Assistance or online (www.ius.edu/financialaid/).

Application procedures for scholarships designated for continuing students vary. For information, please contact the Office of Student Financial Assistance or the department offering the scholarship.

Grants
All applicants are considered for the grant programs on the basis of financial need, as determined by the FAFSA.

The Federal Pell Grant is available to eligible undergraduate students attending IUS.

The Federal Supplemental Educational Opportunity Grant (FSEOG) is a federal grant awarded to students who demonstrate financial need.

University grants are also available to students who qualify on the basis of need.

Loans
The Federal Perkins Loan is available to students who demonstrate financial need. It is repayable with an interest rate of 5 percent beginning nine months after graduation or when the student drops to less than half-time enrollment.

To apply for a Federal Stafford Loan, all undergraduate students must complete a Free Application for Federal Student Aid (FAFSA). Students should check with the Student Financial Assistance Office for the most current interest rate.
The Parent Loan Program for Undergraduate Students (PLUS) is a program whereby parents can borrow up to the difference between cost of education and other financial aid for each undergraduate dependent child. The interest rate is variable with an 8.25 percent cap, with repayment beginning within 60 days of disbursement of the loan.

Banks, savings and loans, and credit unions make Federal Stafford and Plus loans, based on an application obtained from the Office of Student Financial Assistance. Banks often contract with servicers to process loan applications and disbursements. After making the loan, the lender may sell the loan, either before or after the loan goes into repayment, to a secondary market. This will be very important when you need to obtain additional information about your loan. Check with the Office of Student Financial Assistance for details.

Employment (Work-Study Program)
The Federal Work-Study Program offers part-time employment to students with financial need. Students employed through this program may work up to 20 hours per week. Employment in this program is usually awarded in conjunction with other financial aid programs.

Other Aid
Through the Child of Veteran and Public Safety Officer Supplemental Grant Program (CVO), children of disabled veterans of World Wars I or II, the Korean conflict, or the Vietnam era (i.e., those veterans who have suffered service-connected injury, disability, or death) are eligible for a remission of fees. Applicants must have resided in the state of Indiana for the year prior to enrolling. A certificate of disability is required for initial consideration. The award may be received for 124 credit hours. Completion of the FAFSA is required.

Military personnel who take classes while on active duty may receive financial assistance from their service branch for partial payment of fees. Applications for these educational benefits must be made to the appropriate military officials.

Veteran’s benefits of several types are available to IUS students.

For further information, interested persons should contact the veterans’ representative in the IUS Office of the Registrar.

Vocational Rehabilitation Benefits may be available to students with disabilities that interfere with their ability to pursue gainful occupations. Interested persons should apply to the State Vocational Rehabilitation Division, 1452 Vaxter Avenue, Clarksville, IN 47131.

The State Student Assistance Commission of Indiana (SSACI) administers various programs for Indiana residents. For most of these programs, applicants must complete the Free Application for Federal Student Aid (FAFSA), indicating that the information be sent to the state agency. To be eligible for programs administered by SSACI, the FAFSA must be received by the processor by March 10.

Minority Teacher Scholarships are awarded to black or Hispanic students from Indiana who plan a career in teaching in Indiana.
Indiana Nursing Scholarships are awarded to nursing students based on need and academic achievement; these cover tuition and the activity fee. Recipients are required to work in an Indiana health care facility for two years after graduation.

Paul Douglas Teacher Scholarships are awarded to education majors who graduated in the top 10 percent of their high school class. Recipients must teach for two years for each year they receive the scholarship.

The Indiana Higher Education Grant is based on need and applied against tuition up to the amount of the award.

The Twenty-First Century Scholar Award goes to eligible students (first established when the student was an eighth grader) and is awarded in an amount not to exceed tuition up to 15 credit hours per semester.

Organizations and individuals outside the university award other scholarships, awards, and prizes. Many local clubs, service organizations, businesses, and labor unions provide funds for students. Students are encouraged to investigate such sources in their home communities and with resource material available in the IUS Library.

Satisfactory Academic Progress for Financial Aid Recipients
The Higher Education Amendments of 1976 and the Indiana State Student Assistance Commission require that a student receiving federal or state financial aid must make “satisfactory academic progress.” In general, “satisfactory academic progress” (SAP) may be defined as proceeding toward successful completion of degree requirements.

Satisfactory academic progress for an undergraduate student is defined as the successful completion of 75 percent of all courses attempted for an academic year. In addition to a 75 percent completion rate, undergraduate students must also demonstrate academic ability by maintaining a minimum cumulative grade point average of 2.0 (C) and having a 2.0 semester grade point average (GPA). For students in a baccalaureate degree program, eligibility for an undergraduate student may not extend beyond 180 credit hours attempted (including transfer credits). Students in associate programs are limited to 90 credit hours. Students in master’s programs are limited to 45 credit hours.

A student who has not met the academic progress requirements at the end of the spring semester will be ineligible to receive aid. See the full SAP policy at www.ius.edu/financialaid/.

Withdrawing/Ceasing to Attend Class
In accordance with federal regulations, students who withdraw from the university before the end of the semester may be required to repay federal or state financial aid funds received for use during that semester. The amount of the repayment depends upon the point in the semester at which the student withdraws. Students who cease to attend but fail to withdraw may also be subject to repayment of financial aid. Contact the Office of Student Financial Assistance for further information.

Appeals
Students suspended from eligibility may file a written appeal with the IUS Office of Student Financial Assistance.
1. The appeal should explain why the student believes that the suspension should not be enforced and how the student expects to overcome any obstacles contributing to past difficulties. Documentation from third parties (e.g., physician, instructor, counselor) is encouraged.

2. The first level of appeal will be to the SAP Appeals Committee.

3. The student will receive a written response from the administrator granting or denying the appeal.

4. The student may accept the decision or, if denied, may file a formal request for a second appeal. The Financial Aid Appeals Committee will hear this appeal. The student will receive a written response explaining the decision.

5. The student may either accept the decision or, if denied, file a written request for a third appeal.

6. The financial aid director or his/her designee will hear this appeal for a final decision. The student will receive a written response.

**Disbursements of Aid Funds**

With the exception of Federal Work-Study, all financial aid will be credited to the student’s account with the university. Federal Work-Study checks are issued every two weeks for actual hours worked. After tuition, fees, and miscellaneous charges are placed on the account, any aid awarded in excess of the charges will be made available to the student, who may use these funds for books, living expenses, transportation, etc.

**Award Notification**

It will take approximately four to six weeks for the results of the Free Application for Student Financial Aid (FAFSA) to be transmitted to the Office of Student Financial Assistance. Depending upon the time of year (processing is very heavy during March, April, and May), a Financial Award Notification will be sent within four weeks. This form will list all of the aid awarded to you by program and amount. If you wish to reject any or all of this aid, mark the “Reject” column, sign and date the form, and return it to the OSFA. If you have received aid from non-university sources, please list this aid on the bottom of the form, sign and date the form, and return it to the OSFA.

**Words to the Wise**

*Apply Early.* We encourage all students to file by March 1 to maximize their eligibility.

*Read Carefully.* Most errors occur because people fail to read and understand instructions.

*Stay Involved.* You are the first beneficiary of your education. Funding your education is not as important to anyone else as it is to you.

*Ask Questions.* Never hesitate to ask a question. A simple question may alert the OSFA to your eligibility for additional money.

*Respond to Requests Promptly.* Whenever additional information or documentation is required, no action will be taken until it is received. Delays may mean that funds are expended before your need for funds is calculated.

*Keep Records.* Keep copies of your application, FAFSA, tax returns, and other documents that may be requested for documentation.

**Scholastic Awards and Honor Societies**
Indiana University Southeast wants to recognize and honor students who excel in their studies. Scholastic awards and honor societies are two ways we are able to do this.

**Scholastic Awards**

**Chancellor’s List**
Students carrying 12 or more graded credit hours in one semester who earn a 4.0 grade point average (GPA) are placed on the Chancellor’s List. Students carrying 6 or more graded credits in both of two consecutive semesters who earn a 4.0 GPA are also placed on the Chancellor’s List.

**Dean’s List**
Students carrying 12 or more graded credit hours in one semester who earn a 3.50 to 3.99 grade point average (GPA) are placed on the Dean’s List. Students carrying 6 or more graded credits in both of two consecutive semesters who earn a 3.50 to 3.99 GPA are also placed on the Dean’s List.

**Graduation with Distinction**
Indiana University Southeast recognizes outstanding academic performance by awarding associate and bachelor’s degrees with three levels of distinction: highest distinction, high distinction, and distinction. Associate degree candidates must have completed at least half of the credit hours required for their degrees at Indiana University, and bachelor’s degree candidates must have completed a minimum of 60 credit hours at Indiana University, to be eligible to graduate with distinction. In addition, students must satisfy the following requirements.

To receive academic distinction, degree candidates must rank among the top 10 percent of their graduating class in each of the separate degree categories (e.g., Bachelor of Arts, Bachelor of General Studies, Bachelor of Science in Business). Degree candidates must also meet the following GPA requirements: To graduate with highest distinction, a degree candidate’s GPA must be 3.95 or greater. To graduate with high distinction, a degree candidate’s GPA must be not less than 3.80 and not greater than 3.94. To graduate with distinction, a degree candidate’s GPA must be not less than 3.60 and not greater than 3.79. Degree candidates in nursing must meet GPA requirements as defined by the School of Nursing.

The university provides a fourragere to wear at Commencement to each candidate expected to graduate with academic distinction. The certification of degree candidates who graduate with academic distinction is done by the student’s academic unit. Final academic distinction is determined upon review of final grades and the determination of the ranking among the top 10 percent of the graduates in their respective degrees. This process is completed a few weeks after Commencement in May and after the degree-granting dates in August and December. Thus the wearing of a fourragere during Commencement does not automatically guarantee the awarding of degree honors.

When degree candidates are awarded their degrees with distinction, it will be noted on their academic record and diploma by the Office of the Registrar.
Honor Societies
Students at Indiana University Southeast may also achieve membership in one or more honor societies. The following national honor societies have chapters on campus. For education majors—Kappa Delta Pi, Phi Delta Kappa, and Pi Lambda Theta; nursing majors—Sigma Theta Tau; psychology majors—Psi Chi; business majors—Beta Gamma Sigma; adult students—Pinnacle; leadership honor society for juniors—Omicron Delta Kappa; and all majors—Phi Eta Sigma and Alpha Chi. The Campus Life Office annually compiles a list of current officers and advisors, from whom more information is available.

Academic Regulations
It is the student’s responsibility to be aware of all academic regulations and degree requirements. All academic units establish certain academic requirements that must be met before a degree is granted. These regulations concern such matters as curricula and courses, specific credit hours required, majors and minors, and campus residence. Advisors, deans, and administrators will always help a student to become aware of these requirements, but the student is responsible for fulfilling them. At the end of the student’s course of study, the faculty and the Trustees of Indiana University vote upon the conferring of the degree. If requirements have not been satisfied, the degree will be withheld pending adequate fulfillment.

Academic Advising
All students are strongly encouraged to consult with an advisor before registering at IUS. Advisors will review academic requirements, discuss prospective courses, and consider how those courses fit into the overall academic plan. They may also discuss the relationship between academic plans and prospective careers.

Absences
Class attendance is required. Illness is usually the only acceptable excuse for absence from class. Other absences must be explained to the satisfaction of the instructor, who will decide whether missed assignments may be made up. A student who is absent from the final examination and who has a passing grade up to that time may be given a grade of I (Incomplete) at the discretion of the instructor. The student must contact the instructor within two weeks of the examination date to schedule a make-up examination. Failure to do so may result in a failing grade being awarded in the course.

Course Enrollment
Registration  Registration is conducted through the Web environment at IUS, allowing continuing students to register from any of the computer labs on campus or from off-campus locations that have the capability of connecting to the IU network. Registration consultants are available at strategic times to train students in navigating the registration Web site. Newly admitted and transfer students register for classes during a specific orientation session. For registration dates and time and related information, consult the Schedule of Classes that is made available before each academic session. For additional information, contact the Office of the Registrar.

Surrogate Registration  Because the registration process is conducted online, students will rarely need to have someone else register for them. However, IUS allows surrogate registration under these guidelines: A student must designate, in writing, another person as a surrogate to register at the regularly scheduled time. The surrogate will need full registration materials (a student ID card, PIN number, tuition and fee payment, permission for authorized courses, etc.). This is the only authorized method of surrogate registration and must be conducted in the Office of the Registrar.
Student Course Load
Students who register for 12 or more credit hours in an academic term are regarded as full-time students. Students expecting to carry more than 15 credit hours should have a minimum cumulative grade point average (GPA) of 3.0 (B) and counseling from an academic advisor. Students will not be permitted to enroll in more than 18 hours during a regular semester or more than 8 credit hours during a summer session without the written approval of their dean. Students working full time generally should not register for more than 6 credit hours during regular semesters or 3 credit hours in summer sessions.

Classification of Students
Class standing is based on the number of credit hours completed by the student:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1-25</td>
</tr>
<tr>
<td>Sophomore</td>
<td>26-55</td>
</tr>
<tr>
<td>Junior</td>
<td>56-85</td>
</tr>
<tr>
<td>Senior</td>
<td>86 or more</td>
</tr>
<tr>
<td>Graduate</td>
<td>students who have applied for and been accepted into a graduate degree program</td>
</tr>
</tbody>
</table>

Enrollment Certification

<table>
<thead>
<tr>
<th>Academic Session</th>
<th>Certification Status</th>
<th>Undergraduate Credits</th>
<th>Graduate Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Terms</td>
<td>Full time</td>
<td>12 cr.</td>
<td>8 cr.</td>
</tr>
<tr>
<td></td>
<td>3/4 time</td>
<td>9-11 cr.</td>
<td>6-7 cr.</td>
</tr>
<tr>
<td></td>
<td>1/2 time</td>
<td>6-8 cr.</td>
<td>4-5 cr.</td>
</tr>
</tbody>
</table>

¹For VA certification, any 4 or 5 credit hour course that meets for 12 class hours a week will be certified as full-time enrollment.

Grades Awarded
A+/A = Highest Passing Grade
A
A–
B+
B
B–
C+
C
C–
D+
D
D– = Lowest Passing Grade
F = Failed
FX = Failed and Repeated
I = Incomplete
R = Deferred
S = Satisfactory
W = Withdrawn
P = Pass (used with Pass/Fail option only)
FN = Failed to officially withdraw and failed course
NC = Student audited course
NR = Grade not reported by instructor
IM = Midterm grade indicating student’s work is incomplete due to excessive absence
FM = Midterm grade indicating student’s work is failing due to excessive absence

This grade may be used only under the following conditions: (1) permission (granted prior to the beginning of the course) of the vice chancellor for academic affairs and the dean of the school or division offering the course; (2) the understanding that in any course in which the grade S is used, the only other grade permitted will be F; (3) the understanding that hours of credit with the grade of S will count toward graduation, but the course will be ignored in computing credit points.

Grade Point Average
A student’s grade point average (GPA) is determined by dividing the sum of all grade points earned by the sum of all credit hours attempted. Note that only Indiana University courses, regardless of the campus where they were taken, are counted in the GPA. To calculate grade points, multiply the credit hours for each course by the numerical equivalent of the grade. The numerical equivalents of letter grades are:

A+ or A = 4.0
A– = 3.7
B+ = 3.3
B = 3.0
B– = 2.7
C+ = 2.3
C = 2.0
C– = 1.7
D+ = 1.3
D = 1.0
D– = 0.7
F = 0.0
FN = 0.0
NC = 0.0
NR = 0.0
P = 0.0
R = 0.0
S = 0.0

A minimum cumulative GPA of 2.0 is required for graduation. See specific degree program requirements for more detailed information. Students are considered to be in good standing if they are maintaining an overall GPA of 2.0 (C) or higher.

Grades for Credit Earned by Examination
When credit is earned by examination, only the grades of S (Satisfactory) or A will be recorded. The grade of S will ordinarily be used; the grade of A will be assigned only in instances of clearly superior performance.

**Audit (Noncredit Registration)**

Students may wish to attend a course without working for or expecting to receive formal credit. They may enroll as special audit students by notifying the Office of the Registrar that they want to audit a course(s) during the registration period or before the first class meeting. Changes from audit to credit status are prohibited after the second week of classes (first week in summer), unless approved by the vice chancellor for academic affairs. No change in status is permitted after the grade has been recorded. See also “Auditing” in the “Admission and Transfers” section of this bulletin.

**Pass/Fail Option**

Any undergraduate student in good academic standing (not on probation) may enroll during the junior and senior years (after 55 or more credit hours) in a maximum of four elective courses to be taken with a grade of P (Pass) or F (Fail). 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 of one year to August 14 of the succeeding year. The course selected for the Pass/Fail option must be an elective, and it must not be a prerequisite course. It may not be used to satisfy any of the general education requirements, nor may it be counted as a part of the student’s concentration area. The course or courses may be used to meet the 300- to 400-level course requirement.

As designated in the *Academic Handbook*, the grades of A, B, C, and D shall be considered as passing (P) under this option. Instructors will not be notified of those registering for this option, but any Pass/Fail option choices will be transmitted to the Office of the Registrar, and the conversion of the instructor’s grade into P or F will be made by the registrar.

In order to initiate the Pass/Fail option, students must consult their dean, who is responsible for determining the elective nature of the course and signing the required form. Students must file the completed form at the Office of the Registrar, University Center South, Room 100. The Pass/Fail option must be selected within three weeks after enrollment during the regular academic semesters. In no case will the grades A, B, C, or D be substituted at a later time for those courses in which the student elected the Pass/Fail option. In computing the grade point average, the P grade will not be used; an F grade will be used.

**Incompletes**

The grade of I (Incomplete) indicates that the student has satisfactorily completed the major portion of a course but is prevented by extraordinary circumstances from completing the balance of the course. The grade of I will only be given if the instructor has sufficient reason to believe that the failure to complete the requirements of the course was beyond the student’s control and that it would be unjust to hold the student to the time limits normally fixed for completion of the required assignments. The grade of I should not be awarded simply to exempt a student from paying tuition for a repeated course.

If the instructor does not otherwise act to remove the I within 12 months, the registrar will automatically change the I to an F. Both the student and the instructor in whose course the student received the I will be notified of this change of grade.

**Withdrawal**
If a student withdraws from a course during the 100 percent refund period during a regular semester or summer session, no grade will be recorded on his or her official academic record. The student need only file a Drop and Add Form with the Office of the Registrar.

A grade of W (Withdrawal) is given automatically to the student who files an official withdrawal form before the end of the tenth week of a semester or the fourth week of a six-week summer session. A completed withdrawal form will be dated and processed on the day it is submitted by the student to the Office of the Registrar. A student who stops attending a course without filing an official withdrawal form in the Office of the Registrar will receive a grade of F.

Any student may withdraw until the end of the tenth week of a semester or of the fourth week of a summer session. A student who finds it necessary to request withdrawal after these deadlines must appeal in writing to the vice chancellor for academic affairs on a form obtained from the Office of the Registrar. A student who is passing the course(s) in question should consult the instructor(s) about the possibility of receiving an I (Incomplete) instead of withdrawing (see policy on grades above). Indiana University policy allows approval of a late withdrawal only for urgent reasons relating to extended illness or equivalent distress. A desire to avoid a low grade is not an acceptable reason for requesting a late withdrawal. Students who apply for late withdrawal will be asked to provide appropriate documentation.

**Grade Replacement Policy**

The following policy replaces the previous FX policy and takes effect at the start of the fall semester of 2003.

With approval from the student’s dean, an undergraduate student may repeat a course in which he or she received a grade of A, B, C, D, or F (including plus/minus grades) and have only the new grade (A, B, C, D, or F, including pluses/minuses) count in determining the student’s grade point average. The former course and grade will remain on the transcript with an appropriate notation. Note: A grade of W or I in a repeated course will not qualify to remove the original grade.

The grade replacement policy is subject to the following restrictions: (1) the option to replace grades of A, B, C, or D applies only to courses taken since the fall semester, 1996; (2) students must notify their school or division during the semester in which the course is retaken if they plan to repeat a course to replace a grade, and once such a request is submitted, it cannot be withdrawn; (3) a student may exercise this option for no more than five (5) undergraduate courses totaling no more than 15 credit hours, including any courses replaced under the previous FX policy; (4) a student may use the replacement policy only twice for a given course; (5) academic units retain the right to consider a student’s complete academic record for purposes of admission to an academic program or selection for awards; and (6) grade replacement is available for courses taken at any Indiana University campus; however, this policy affects computation of GPA only for courses taken at IUS; student records from other campuses will reflect their grade replacement policies.

For more detailed information on the grade replacement policy, contact the Office of the Registrar.

**Academic Bankruptcy**
Students who have not attended IUS for at least two years, are undergraduates pursuing their first bachelor’s degree, and are returning to IUS for the fall semester 1996 or later may request academic bankruptcy. Bankruptcy means that all grades earned during the term(s) in question will be replaced with a grade of W. Academic bankruptcy may be requested for no more than two academic terms of IUS course work. Two consecutive summer sessions may be considered a single academic term for purposes of this policy. The petition must be submitted during the first semester back at IUS. Academic bankruptcy may be invoked only once in a student’s academic career. Academic Bankruptcy Petition forms are available from your academic school or division.

**Probation, Suspension, Readmission**

These policies apply to all students at IUS. The school and division deans and the director of University Division shall administer these policies for students admitted to their academic units. The director of admissions shall administer these policies as they relate to students admitted to nondegree status. A faculty may enact more stringent or more specific policies governing probation, suspension, or readmission in that school or division. Each school or division may elect, or the dean may appoint, an academic standards committee to advise the dean on questionable cases.

I. **Regularly Admitted Students** are those students admitted either conditionally or unconditionally to the following academic units: Arts and Letters, Business, Continuing Studies, Education, Natural Sciences, Nursing, Purdue University School of Technology, Social Sciences, and University Division.

1. A student is considered to be in good standing when maintaining an overall grade point average (GPA) of 2.0 (C) or higher. A student whose cumulative GPA falls below 2.0 (C) will be placed on academic probation.

2. When a student is placed on probation, a letter to this effect shall be mailed to the student’s residence. When a student on academic probation raises his or her cumulative grade point average—for all work attempted at IUS and elsewhere—to at least 2.0, the student is released from probation and notified by mail.

3. A student whose cumulative GPA is less than 2.0 (C) and who fails to make better than a C average during an academic term shall be suspended.

4. Whenever a student is suspended, a letter to this effect shall be mailed to the current residence and a copy placed in the student’s file.

5. A student who has been suspended for the first time may be readmitted upon successful petition to the school or division dean.

6. A student who has been readmitted after an initial suspension and who is again suspended shall not be eligible for readmission until after a full semester (excluding summer sessions) has elapsed and then only with the permission of the school or division dean.

7. A student admitted initially on probation shall be granted two semesters to attain a minimum GPA of 2.0. If such a student fails to attain a 2.0 GPA after two semesters, he or she shall be suspended and may not apply for readmission until after a full semester (excluding summer sessions) has elapsed.

8. The director of the University Division may certify and transfer to the bachelor’s degree schools and divisions any student who has completed the entry requirements of his or her chosen school or division.

II. **Provisionally Accepted Transfer Students** are those with previous college attendance admitted to nondegree status because they have not earned the minimum 2.0 (C) cumulative grade point average (GPA) required for regular admission as transfer students.
1. These students shall be permitted to enroll at IUS for a limited number of credit hours per semester as approved by the Recruitment and Retention Committee.

2. In order to be eligible to continue at IUS, they must make satisfactory progress toward the removal of grade point deficiencies. “Satisfactory progress” shall be deemed to be a GPA of 2.0 (C) or higher for each semester’s work at IUS.

3. A student who attains a minimum GPA of 2.0 (C) for all work attempted at IUS and elsewhere and has met all school or division admission standards may receive regular admission to the appropriate school or division by so notifying the director of admissions.

4. Provisionally accepted transfer students who have been declared ineligible to reenroll because of insufficient grade point averages may petition the Recruitment and Retention Committee for readmission after they have been out of college for one semester (excluding summer sessions). Students with less than a 2.0 cumulative GPA at an IU campus are generally not allowed to register at any other IU campus. Students with less than a 2.0 at one Indiana University campus should consult with their respective school or division deans before planning to register for classes at another IU campus. Students with less than a 2.0 at any other IU campus must confer with the appropriate school or division dean before registering at IUS.

Late Registrations and Course Additions
No course may be added by a student after the drop/add period unless the instructor of the course, the instructor’s school or division dean, and the vice chancellor for academic affairs approve the late enrollment.

Mid-semester Grades
Mid-semester grade reports are required for all undergraduates. A letter grade is mandatory for university division students. A different kind of written evaluation such as a written critique of a paper or of the total performance may be given to other undergraduate students. Mid-semester grades must be transmitted to the students no later than the two-thirds point of the semester. To facilitate ease of posting and access, it is strongly recommended that these grades be posted on On-Course.

Transfer to Other Indiana University Campuses
Each year many Indiana University students transfer from one campus of the university to another to continue their studies toward a degree. Indiana University credits transferred from one campus to another will be evaluated and accepted in terms at least as favorable as credits transferred from other accredited institutions in the United States. No review of the credits will be undertaken except in good faith terms of the same criteria used in evaluating external credits. In fact, students transferring to another campus within Indiana University are treated much more favorably, because of the similarity of course work on the eight campuses.

Students who wish to transfer to another IU campus should follow these two steps to trouble-free intercampus transfer:

Step One Current students should contact the central office at their present campus. That office will help students find out if they are eligible for transfer and may suggest other resources and ways in which they can prepare, for example:

• Meet with a home campus advisor to discuss academic preparation, grades, and other eligibility issues.
• Consult the intercampus transfer office at the proposed new campus if academic and/or eligibility questions remain.
• If applicable, talk to the financial aid offices at the present and proposed campuses.
• Visit the new campus to explore possible academic and social adjustment issues. Some campuses may establish special open house events for those students who have expressed interest or require attendance at special orientation programs.

**Step Two**  Students who decide to proceed with the transfer should contact the receiving campus and submit their intercampus transfer request. The receiving campus will respond to students and their home campus. Those who later decide not to transfer should notify both campuses.

**Change of Major**
A student wishing to change plans should notify the school or division dean. The school or division dean will complete the appropriate form and send it to the academic unit that houses the student’s new plan. The receiving academic unit will process the change.

**Student Rights, Responsibilities, and Conduct**

It is important that you understand your rights and responsibilities as an IUS student. Copies of the Indiana University *Code of Student Rights, Responsibilities, and Conduct* are available from the Office of Student Affairs, University Center South, Room 155, and the Information Desk, University Center 101. It is also accessible online (dsa.indiana.edu/Code/Index.html). Students are responsible for becoming acquainted with the regulations in this document, which covers such issues as academic dishonesty, grievance procedures, discrimination, and overall conduct.

**Policy Governing Release of Information in Student Records**

**University ID (UID) Number**
The University ID is now the preferred access number for your student records. It replaces the Social Security number as the primary identifier. To help maintain the privacy of students’ Social Security numbers (SSN), the Student Information System uses a new 10-digit computer-generated number. The SSN is still used for financial aid and employment information but is no longer considered a student ID number. All newly admitted students receive the 10-digit UID. They can use it to create their initial computing accounts before they arrive on campus. Students do not need to know their UIDs for registration. When they log into OneStart with their IU Network ID username and password, they are ready to register for classes. Currently enrolled students can look up their UID in the Personal Information link in OneStart.

**Student Records**
In compliance with Section 438 of the “General Education Provisions Act” (as amended) entitled “Family Educational Rights and Privacy Act,” the following is IUS’s policy explaining the procedures available to provide a student appropriate access to his/her records while protecting confidentiality.

(a) Certain definitions and principles contained in the law and proposed guidelines are specifically adopted in the policy:
(1) “Student” is defined as one who has attended or is attending Indiana University and whose records are in the files of the university.
(2) Educational records do not include files retained by individuals and not accessible to any other person except a substitute faculty/staff member. Student disciplinary records, except as stipulated by law, are considered educational records and as such are protected.
Public information is limited to name, address, e-mail address, phone, major field of study, dates of attendance, admission or enrollment status, campus, school or division, class standing, degree and awards, activities, sports, and athletic information. Records of arrests and/or convictions and traffic accident information are also public information and may be released to anyone making inquiry.

(b) Public information shall 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 that cannot be restricted includes name, enrollment status, degrees, and dates of attendance.

The student may review his or her record upon request and may ask for deletions or corrections of the record in a hearing process described in detail in the Code of Student Rights, Responsibilities, and Conduct. References, recommendations, and other similar documents may carry a voluntary waiver relinquishing the student’s right to review this specific material. The student may also release the record to others by signing a written release. For additional information, please refer to this Web site: www.indiana.edu/~iues/ferpa.htm.

Sex Offender Screening
Indiana University Southeast periodically checks the names of enrolled students against the names listed in the Indiana Sex Offenders Registry. It is the policy of IUS that no students who have been convicted of sex offenses against children shall be eligible for admission to or matriculation in any academic program that places them in direct proximity to children (people under the age of 18). Except when it conflicts with a school or division or program policy, such students will be given alternative assignments to any class projects, field experiences, practica, or extracurricular activities that would put them in proximity to children.

Student Services
The following services are offered to support and enhance the educational experience at Indiana University Southeast.

Career Services and Placement
The office is located in the University Center between the food court and the bookstore.
University Center 008
Phone: (812) 941-2275
Fax: (812) 941-2557
Web site: www.CareerServices.ius.edu

Mission Statement The Office of Career Services and Placement provides students and alumni with opportunities for career exploration, clarification, and professional growth, thereby increasing career awareness, installing personal confidence, providing enhanced employment opportunities, and encouraging them to achieve their personal and professional career-related goals. The office also provides employers access to professionally prepared students and alumni and serves as a vital and valuable career link between the institution and the community.

James A. Kanning, Director
Jo Hatfield, Career Counselor
Whitney Roberts, Internship Program Coordinator
Cathy Denton, Office Services Senior Assistant
Career Guidance  Career counselors assist students in a variety of ways to help them choose their majors and investigate career options. Students often take career interest inventories as part of the counseling process. These inventories suggest which careers match students’ interests, personalities, and skills. Talking with professionals in the “real world of work” through a job shadowing experience is another way to gain valuable career information. The Office of Career Services and Placement will assist with referrals for half- or whole-day job shadowing experiences. Individual or group sessions are also available for job search strategies, resume critiquing, and mock interviewing. In addition, our career resource library is available for researching specific career information. An appointment with a counselor may be made by calling or stopping by the office.

Computerized Career Guidance Software  The career services office supports two software packages that provide excellent information such as job descriptions, educational requirements, employment outlook, salaries, related college information, graduate school information, and much more.

Bridges.com  is an excellent Internet-based career exploration tool. This is a licensed and password-protected program accessible to all students, graduates, faculty and staff of IUS. The password is changed annually. For password information, please contact the career services office at University Center 008, or call us at (812) 941-2275.

Additional Internet resources for job search or career exploration information can be found at www.CareerServices.ius.edu.

Career Exploration Courses  Courses are offered each semester to assist students with their career-related questions.

S 100 Hospital Shadowing Experience (1 cr.) This 1 credit hour course is designed to introduce students to the hospital environment. Students will spend three hours once a week rotating through various hospital departments. The goal of this course is for students to be able to state the purpose of a hospital, identify the roles of the professional nurse and other health care workers, state career opportunities in a hospital, and demonstrate accountable and responsible behavior as a learner/observer in the hospital setting. This course is offered fall and spring only.

Q 400 Employment Strategies for Arts and Sciences Graduates (1 cr.) and X410 Business Career Planning and Placement (1 cr.) These courses are taught concurrently and are designed for graduating students who are seeking employment. The courses include professional resume writing, interviewing techniques, job search strategies, use of the Internet in a job search, how to research employers, graduate school information, and much more. These courses should be taken early in the senior year.
S 200 Career Choices and Competencies (3 cr.) This course is designed to provide students with a comprehensive assessment of their interests, skills, personality, and values and how these relate to careers and job satisfaction. Additionally, it provides opportunities to explore majors and career options, develop a resume and hone cover-letter writing skills, network with faculty and professionals through job shadowing and informational interviews, and develop a comprehensive academic and career plan. Offered fall and spring semesters.

Internship Program The Internship Program enables students to complete professional work assignments directly related to their academic majors and career plans before graduation. Internships are designed for second-semester sophomores enrolled in associate degree programs and junior and senior students enrolled in bachelor’s degree programs. Typically, these work assignments are for a minimum of 14 weeks and can be full- or part-time positions. Internships vary greatly; some are paid, while others are unpaid. The student also has the option of taking the internship for credit or for zero credit. Benefits from internship participation include an opportunity to test a career choice, gain confidence in one’s abilities, and develop professional skills. It also prepares students for employment as more employers are expecting candidates to have work-related experience before being considered for full-time, professional employment upon graduation.

Recruiting Students seeking professional positions are encouraged to register with the Office of Career Services and Placement to receive assistance with resume preparation, interviewing, and the job search. Numerous employers list job opportunities, which are then posted on the computerized JobFinder system. Students and graduates are able to access these listings 24 hours a day, 7 days a week. Resume referrals are also provided for professional positions.

In some instances, employers will visit the campus to set up information tables to advertise available positions. Each fall and spring semester, employers establish formal interview schedules on campus to recruit students for professional positions.

Graduating students and alumni are encouraged to register with the Career Services and Placement Office to participate in this program.

Job Fairs Job fairs have become a major employment resource for college students and graduates. IUS hosts five fairs each year, three on campus in New Albany and two in Indianapolis.

The New Albany fairs are held in October, February, and April each year and attract between 50 and 100 employers and 400 to 650 candidates. These fairs are free and open to the public. Most employers are from the local area (50-mile radius of Louisville, KY) and seek candidates for a wide variety of entry-level professional and full- and part-time positions.

The Indianapolis fairs are cosponsored by IUS and the other campuses of IU and Purdue. They are held in November and March of each year. Approximately 110 employers and nearly 1,000 candidates participate in these fairs. The November fair is a multicultural event designed to assist all candidates, but with special emphasis on a culturally diverse population. Both fairs are open to college seniors and recent college graduates from any college or university.
JobFinder Program  JobFinder is a computer database of part-time and full-time non-degree positions available in the Kentuckiana area. This service is for all enrolled IUS students regardless of financial need. Students are encouraged to register with the Office of Career Services and Placement to receive this service.

Federal Work-Study Program  Students who qualify for the Federal Work-Study Program will be notified of their eligibility by the Office of Student Financial Assistance. These students may apply for employment opportunities established especially for the Work-Study Program. These students should visit the Office of Career Services and Placement to review available positions.

Center for Mentoring
June J. Huggins, Director
University Center South, Room 006
Phone: (812) 941-2516
Web site: www.ius.edu/mentoring

The Center for Mentoring comprises the following programs:
• Mentoring Program
• Access to Success Program, a Lumina Foundation for Education Program
• Upward Bound Program (Federally Funded Middle and High School Program)

Mentoring Program  The Mentoring Program provides students assistance as they matriculate and make the transition to life at Indiana University Southeast. It pairs students with volunteer mentors who guide them through their first-year experience and on through graduation. Mentors are faculty, staff, and alumni who seek to establish positive relationships with and provide resources for students. Mentors are knowledgeable about the university and are trained to help students. Through this mentoring relationship, students begin to identify with the university and feel connected to the campus community. In addition, students are assisted in the development of their personal, academic, and career goals from their first year through their senior year.

Peer mentors, who are college sophomores, juniors, and seniors, also serve as mentors to first-year students.

Access to Success, Lumina Educational Foundation Program

June J. Huggins, Director, Center for Mentoring
Mary Anne Baker, Director, Institutional Research
Greg Roberts, Academic Advisor, University Division
Michelle Turner, Admissions Counselor
The Access to Success program is designed to assist students in successfully completing their first year of college. The program includes one-on-one peer mentoring in addition to faculty, staff, and alumni mentoring. Other features include the Collegiate Summer Institute, which consists of four day-long sessions allowing participants to work with mentors to determine their personal goals and strategies for success. Students receive a hands-on review of IU Southeast technology (including introductions to e-mail and network accounts), take placement exams, and visit various computer labs and support services. Students also meet with academic advisors and career placement services to assist in the establishment of the students’ career paths. Other opportunities include family participation, review of learning strategies and study skills, and discussions on college expectations. Students eligible to participate are adult learners (ages 25-39), minority students, and Twenty-First Century Scholars.

**Upward Bound Grant Program**

Preston Gray, *Site Coordinator*

IUS is one of eight Indiana University campuses participating in the year-round middle and high school intervention program for ninth- through eleventh-grade students. The program offers biweekly distance-learning sessions, weekly academic tutoring, individualized academic advising, ISTEP and SAT test preparation, college skills training, and goal-setting and career-planning assistance. Other services include educational field trips, assistance with college applications, assistance with financial aid information and forms, and a six-week summer residential experience on the Indiana University Bloomington campus.

**Disability Services**

Hannah Wallace, M.Ed., *Coordinator*
University Center South, Room 006F
Phone: (812) 941-2243
Web site: www.ius.edu/ssdis

IUS is committed to providing necessary and reasonable accommodations to ensure an equal opportunity for students with disabilities. Students with disabilities are encouraged to make an appointment with the coordinator to discuss concerns regarding their education and any accommodations they may need. A copy of the *Policies and Procedures for Individuals with Disabilities* may be obtained by contacting the coordinator or by visiting the Web site listed above.

Services of this office include pre-admission visits, testing accommodations such as extended time, readers, scribes, or oral exams; notetakers; interpreters; accessibility information; disabled parking permits; and referral to other campus and community resources, as well as other services.

Documentation of the disability must be completed by a professional and must be on file in order for a student to receive any accommodation.

**Foreign Language Laboratory**

Bohdan Bochan, *Coordinator*
The Foreign Language Laboratory, in Knobview Hall 204, provides free copying of audiocassettes for students enrolled in any of the four languages taught at IUS (French, German, Japanese, Spanish). It also provides 27 stations where students can do their oral work during lab hours. Two television monitor-VCR sets allow students to view videocassettes as requested by their instructors. Special tutors in French, German, and Spanish offer help to advanced students. Laboratory hours are posted on the laboratory door.

Mathematics Laboratory

Delaine E. Cochran, Coordinator

Under the direction of the mathematics faculty, the Mathematics Laboratory, in Life Sciences 009, makes up-to-date technology available to enhance and supplement mathematics instruction and tutoring. Students may sharpen their skills using both computer tutorials (coordinated to texts used in courses) and individual tutoring. Specialized mathematics software, including Derive and Mathematica, is available for student and faculty use in the laboratory.

Office of Overseas Study

Students at IUS have the opportunity to participate in any of the academic programs that Indiana University has arranged in other countries. When students participate in these programs, they receive IU credit, and they have the guidance and assistance of IU directors at most sites. Costs are very reasonable. Participants are eligible for financial assistance just as they would be if they were at an IU campus. Contact the Student Financial Assistance Office for further information on financial aid. In addition, IU offers some special scholarships to students in overseas study programs. You should contact the Office of Overseas Study in Franklin Hall 303, Bloomington, IN 47405, telephone (812) 855-9304, for information on these scholarships. This information is also available on the Web at www.indiana.edu/~overseas.

Summer programs are available in Australia, Austria, Britain, Canada, Denmark, the Dominican Republic, France, Greece, Ireland, Italy, Mexico, the Netherlands, Senegal, Spain, and others. Some of these programs are in English, others focus on language learning, and others focus on specific subject areas such as business or fine arts. There are also two programs exclusively for IUS students, one in Ecuador, for education majors, and another, in tropical biology, that goes to sites such as Tahiti or Belize.

Semester programs are available all around the globe, in countries such as Argentina, Australia, Austria, Brazil, Chile, China, the Czech Republic, Egypt, France, Germany, Ghana, Greece, Hungary, Ireland, Italy, Japan, Mexico, the Netherlands, Peru, South Africa, Spain, and Thailand. Some of these programs focus on language learning and may require a high degree of language proficiency, but most are in English or require very little foreign language background.

Academic-year programs are offered in Britain, France, Germany, Ghana, Japan, Spain, and several other locations. Those in France, Germany, and Spain require at least five semesters of language courses as a prerequisite; the program in Japan requires two years.

Applications for academic-year programs are normally due in early January of the year before travel. Applications for semester programs are due early in the previous semester, and those for the summer are due early in the spring semester.
Fliers on individual programs and application forms are available from Jean Abshire, Director of International Programs, Crestview Hall. Information from Indiana University is available from their Web site. Information about international programs at IUS is available at the IUS International Programs Web site: www.ius.edu/IntStudies.

Personal Counseling Service

Skeets Hettinger, Counselor
University Division
University Center South, Room 006H
Phone: (812) 941-2243

A licensed personal counselor is available, free of charge, to help students, faculty, or staff with personal or family problems. Those who feel they have a need for counseling service but are not certain are encouraged to inquire. The client and counselor can then determine if the problem requires further discussion and/or referral.

Student Development Center

J. Douglas Denton, Coordinator
Knobview Hall 233
Phone: (812) 941-2312
Web site: www.ius.edu/sdc

The Student Development Center provides information and resources to enable students to assess their academic preparation and improve their academic performance. The center provides assistance in the following:
• placement in English, mathematics, and foreign languages
• credit-by-examination opportunities
• peer-tutoring for 100- and 200-level courses
• study skills videotapes, brochures, workshops, and classes
• supplemental instruction (SI) available in select courses
• testing accommodations for students with disabilities
• test proctoring for IU and other university independent-study examinations

Writing Help Center

Walton S. Jackson Jr., Coordinator
Knobview Hall 208
Phone: (812) 941-2498

The Writing Help Center offers each IUS student individual instruction in writing by the English faculty. While at IUS, students can receive help in the following areas:
• using word processors and e-mail
• strengthening essays and speeches
• documenting research papers
• preparing resumes and letters
Every student may obtain free help by dropping in at the center during class hours.

**Student Life**

Ruth Garvey-Nix, *Vice Chancellor for Student Affairs*

The vice chancellor for student affairs has the general responsibility for overseeing student life at Indiana University Southeast. The programs and services offered by the student affairs departments serve to complement the academic mission of IU Southeast, with a goal of helping the student develop as a whole person. A significant amount of learning occurs outside the classroom, and Student Affairs facilitates that educational and personal development through diverse co-curricular programs and services designed to challenge and support students.

IU Southeast is committed to involving students in all aspects of student life. Students serve on many policy-making committees with faculty and staff members. For example:

- The Student Life Committee has responsibility for recommending how to allocate the student activity fee, which supports varied activities for students.
- The Student Program Council is charged with planning and implementing a balanced program of social, cultural, and educational events for the campus community.

Students also serve on the following committees: Academic Assessment, Academic Policies, Campus Budgetary Advisory, Classroom, General Education, Improvement of Learning, Library, Campus Safety and Facilities, Recruitment and Retention, Student Computing Technology Fee Advisory, and University Division Steering, as well as on the Council on Equity and Diversity.

**Adult Student Center** The Adult Student Center provides programs, information, and support to nontraditional students and advocates to the campus at large for the unique concerns of older students. The staff of the center works closely with the Non-Traditional Student Union (NTSU), a student organization that also supports and advocates for adult students at IUS.

The Adult Student Center offers a “home away from home” where adult students can network, study with their peers, relax, meet friends, and find answers to their questions. Open to all IUS students, the Adult Student Center offers free local phone service, computer and network connections, a microwave oven and refrigerator, soft seating, and good conversation. Resources for off-campus housing are also located here. Contact the center at 941-2650 or stop by the University Center South, Room 004.

**Athletics** IUS is a member of the National Association of Intercollegiate Athletics (NAIA). The Grenadiers are also members of the Kentucky Intercollegiate Athletic Conference (KIAC). Currently, six IUS sports teams compete intercollegiately—men’s and women’s basketball, men’s baseball, men’s and women’s tennis, and women’s volleyball. Softball might be added in the future. IUS students with a valid ID card are admitted to all regular season home athletic contests at no charge.

Intramural activities are available to all IUS students, faculty, and staff throughout the fall and spring semesters. Some activities are separate for men and women while others are not. Some of the activities include basketball, softball, volleyball, and bowling. Annually, many IUS students, faculty, and staff participate in some intramural activity. All sports champions are recognized each year during the student recognition banquet.
Unstructured recreational activities are available free of charge to all students, faculty, and staff. During scheduled open recreation periods, the Activities Building is available for basketball, volleyball, weight lifting, jogging, etc. The fitness center offers both free weights and other types of fitness equipment. Check the front door or the front desk of the Activities Building, closed circuit television, or the Web page (www.ius.edu/athletics) for current weekly schedules. For further information, contact the Athletic Office.

Facilities include a 1,624-seat Activities Building that houses the Grenadier basketball teams, volleyball team, and a weight room. Outdoor athletic facilities are undergoing change. The Koetter Sports Complex is a multimillion-dollar outdoor sports complex. Renovation began in 2002 on the baseball field, and a softball facility is under construction. The Koetter Complex gives IUS and the community a superior venue for playing and watching a variety of sports and activities.

**Children’s Center** The Children’s Center is a drop-off facility that provides its services to IUS students and staff at modest rates. The goal of the center is to provide children with a learning environment that uses integrated, thematic units to keep student interest high and tie subjects together. Children between the ages of 3 and 10 years of age may be enrolled at the center. Students are encouraged to visit the Children’s Center or call for more information at (812) 941-2402.

**Orientation** Orientation is designed to welcome and acclimate new students to the institution’s academic standards and expectations, community life, and culture. As the important first step on a student’s path to success, participation in orientation is required of all students new to IUS. Sessions are offered before the beginning of each semester. A small registration fee is required to cover the cost of the program.

Academic advising, campus tours, an introduction to academic majors, out-of-classroom involvement opportunities, support services, and campus resources are included in orientation. It also offers new students the chance to connect with faculty, staff, and other new and returning students.

Family members are invited and encouraged to participate in orientation, since their support is crucial to the success of students entering IUS.

**Police** The Indiana University Police Department is fully empowered law enforcement agency. The department patrols the campus on a 24-hour basis. The office is located in the University Center, room 007, and the phone number is (812) 941-2400. Any criminal or suspicious activity and all vehicular accidents that occur on campus should be reported to this department immediately. There are several yellow emergency phones located across the campus that provide a direct line to the police department.

**First Aid** The University Police Department should be contacted immediately in the event of injury or illness. A first aid room is maintained by the department and all officers are certified in first aid and CPR. The officer on duty will give first aid, transport the student or employee to an emergency room, call an ambulance service, or otherwise carry out the instructions of the injured or ill person. Any direct expense (excluding minor first aid materials or transportation to an emergency facility in the university police car) will be the responsibility of the injured or ill person.
Sex Offenses  The IUS Police Department, the vice chancellor for student affairs, and other university departments conduct presentations and distribute written materials to promote awareness of rape, acquaintance rape, and other sex offenses. All sex offenses should be reported immediately to the campus police (University Center 007, [812] 941-2400) the local or state law enforcement officials, the vice chancellor for student affairs, or other appropriate university personnel.

Crime Prevention  Ongoing crime prevention efforts by IUS include:
• emergency phone system
• 24-hour police patrol
• burglary alarms and surveillance cameras in key areas
• crime prevention and safety seminars presented to any group requesting presentations
• crime prevention and safety literature available at the university police office

The university police maintain a daily log of all crime reports filed with the department. Copies of the Annual Crime Report for the campus are available in the police office and may be requested by mail.

Harassment  Forms of harassment including sexual harassment and harassment on the basis of race, color, sexual orientation, national origin, or religion are violations of university policy and various state and federal laws. IUS values diversity and will not tolerate harassment. Women and men who believe they are victims of harassment or who believe others have been victimized are encouraged to report such incidents. IUS will promptly investigate every complaint, respond, and take corrective action to stop the harassment. Investigations of these complaints will be conducted in a fair and thorough manner, which—to the extent possible—protects the privacy and reputation of both the complainant and the accused. To report harassment or to receive information regarding the definition of harassment and how it can be handled, consult the Office of Equity and Diversity located in room 024 of University Center South; the telephone number is (812) 941-2306.

Student Photo ID Card  All students at IUS are entitled to one photo ID card, valid a maximum of five years or as long as they are registered for classes. This card also serves as an Indiana University library card on any Indiana University campus and allows students to take advantage of many student discount opportunities on campus and around the community. Students may be required to show this card on campus when purchasing software, using athletic facilities, purchasing tickets to events, or participating in various student activities. University police may require students to show their ID at any time. In addition, various campus organizations or faculty members may choose to require the ID card for their own purposes. ID cards are available through the University Police Office, room UC007, located on the ground floor of the University Center between the commons and the bookstore. If your card is lost or stolen, notify university police immediately to have it deactivated. Replacement cards are available for $10.00.

Parking and Use of Motor Vehicles on Campus  Types of permits available and policies are as follows:

Blue Permits—restricted to faculty and staff (appointed and full-time hourly) and approved nonuniversity employees working on the campus (e.g., credit union or contracted food service employees); they are available by semester or annually.

Red Permits—primarily for students; may also be purchased by part-time faculty, staff, and non-university employees working on the campus. Available by semester only.
Replacement Permits—will be issued at no cost given the return of identifiable remnants of the original parking permit and proper personal identification.

Refunds—will be given on the return of identifiable remnants of the parking permit and proper personal identification in accordance with the schedule in the IUS Parking and Traffic Regulations brochure.

Parking permits can be bought at the University Police Office, room 007 of the University Center.

Parking meters and temporary permits are also available.

Types of parking and traffic violations are listed in the IUS Parking and Traffic Regulations brochure.

Persons receiving a parking citation must either pay the prescribed fine at the University Police Office or file an appeal within seven days with the Campus Traffic Appeals Board.

Additional information and forms pertaining to citation appeals may be obtained from the University Police Office in room 007 of the University Center.

Policy on Use of Facilities The Trustees of Indiana University reserve the right to control the use of university facilities to ensure that events conducted therein are compatible with the mission of the university. The university will at all times seek to offer to students and faculty groups opportunities to meet, hear and exchange ideas and views, however controversial, but it does not license and will not tolerate what is illegal. For the purposes of this policy statement, the term “facilities” shall include grounds owned by the university as well as structures that are on university property.

University-related individuals or groups wishing to reserve university facilities should obtain a reservation request form from the information clerk at the information desk in the University Center. Three rate structures are in effect: university, nonprofit, and profit. Costs may be obtained from the Office of Conference and Catering.

In those cases where a university-related group or office wishes to use a university facility for an income-producing event, specific authorization for the event must be obtained from the director of campus life. A facility usage fee may be charged for the event.

Individuals and groups who are not university-related but wish to reserve a university facility should contact the information desk at the University Center. A charge will be assessed in accordance with a schedule of facility fees on file in the office of the director of campus life.

The university does not normally make its facilities available for income-producing purposes, if the funds are designed to enrich an individual, organization, or commercial sponsor. Non–university-related individuals or organizations wishing to use a university facility for income-producing purposes must write to the conference and catering office, setting forth the nature of the income-producing activity and its purposes.

NOTE: Charges will be assessed in accordance with a schedule of facility fees on file in the director’s office.
The university food service will provide for all food and beverage needs for any event held in university facilities. Sponsors of any activity requiring any type of food or beverage must make arrangements through the information desk in the University Center. Any exceptions to this policy must be approved by the conference and catering office. Possession or use of alcoholic beverages on university property is permitted by authorization only.

University facilities may not be used for political rallies or for campaign purposes that would further the interests of the candidate or candidates of any one political party, except that the university may from time to time invite political candidates to speak at university convocations. In such cases, it is the policy of the university to extend invitations to the candidates of the different major parties on an equal basis. This rule does not prohibit the meetings of student political groups open to attendance by students, faculty, and other members of Indiana University but not open to the general public.

The university reserves the right to reject any and all applications for the use of facilities. Further, the university reserves the right to make adjustments in confirmed reservations for facilities when such action becomes necessary.

All requests for the use of university facilities should be made in writing and should be submitted not less than five working days before the scheduled event. Time, place, and manner may be restricted. Questions regarding this policy may be directed to the conference and catering office.

**Student Activity Fee** Financial support for many cocurricular activities comes from the Student Activity Fee, which all undergraduate and graduate students pay each semester. The amount is determined by the number of credit hours in which the student is enrolled.

Currently the organizations receiving these funds include the *Horizon*, *IUS Literary Review*, Student Government Association, Children’s Center, Student Life, Student Planner, Volunteer Center, Adult Student Center, Student Program Council, Learning Enrichment Fund, *Research Journal*, and Athletics.

**Student Government Association** The Student Government Association (SGA) includes an elected student body president, vice president, student senate of 24 members (18 elected in the spring and 6 reserved for the freshman class), and a five-seat judiciary branch headed by a chief justice and appointed by the president with confirmation from the senate. In addition, all students can be active in SGA by attending meetings and serving on committees.

The president of the student body serves as a nonvoting member of the IUS Faculty Senate, a member of All University Students Association (AUSA), and on various other committees. The president is also responsible for maintaining communication between the faculty and administration and the Student Senate, as well as campus organizations and the student body in general. The president may approve or veto legislation of the senate, and—subject to confirmation by the Student Senate and the appointment of the chancellor—nominate student members to serve on campus committees that formulate campus policies. The president may also issue limited policy decisions by executive order or proclamation.
The student body vice president serves as the president of the Student Senate and assists the president with his or her duties. The senate provides communication between the student body and the administration and faculty. By resolution it requests changes and makes recommendations to the administration and faculty concerning campus policies and procedures. Additionally, the senate approves funding for events from the Student Government Association funds that provide the campus community with increased social, cultural, and educational opportunities.

The Student Court serves as the interpreters of the Student Body Constitution and spells out the duties, responsibilities, and authority of the members and officers of SGA. By holding open court sessions each month, the court also serves as a forum for student concerns and complaints.

**Student Involvement and Organizations**  The Office of Campus Life helps to educate students and build a strong community through out-of-classroom involvement on campus. Supporting student organizations, teaching about leadership, encouraging community service, planning and promoting events, offering special services for adult students and students with children, and orienting new students are the primary ways Campus Life educates students to become well-rounded, engaged citizens and successful, involved alumni.

More than 60 student organizations weave the colorful and diverse fabric of campus life. These include special interest and advocacy groups, student publications, Greek-letter social fraternities and sororities, student government, academic clubs and honor societies, performance ensembles, religious groups, sports clubs, and intramurals. The Office of Campus Life assists students who want to organize a new student group and make their own contributions to a vibrant campus environment.

Organizations wishing to use campus facilities and receive other support and services must register with the Office of Campus Life. This process includes filing a registration form along with the group’s constitution, submitting a membership roster with at least 50 percent IUS students and a list of officers, and identifying an advisor who is a member of the IUS faculty or full-time staff.

For more information on student involvement and student organizations, contact the Campus Life Office in University Center 101, (812) 941-2316 or at campuslife@ius.edu.

**Student Leadership Opportunities**  The Office of Campus Life offers leadership development for students serving in leadership capacities on and off campus, and for those interested in becoming leaders. Programs and other resources are designed to educate students about varying leadership philosophies, strategies and styles and to develop the practical skills of successful leaders.

Leadership development benefits the campus community by training and supporting leaders of the student organizations that greatly enrich the institution. It also prepares students to be active citizens, productive employees, and involved alumni.

**Student Rights, Responsibilities, and Conduct**  It is important that students understand their rights and responsibilities. Copies of the Indiana University *Code of Student Rights, Responsibilities, and Conduct* are available from the Office of Student Affairs, University Center South, Room 155, and the Information Desk, University Center 101. It is also accessible online at www.dsa.indiana.edu/Code/. Students are responsible for becoming acquainted with the regulations in this document, which covers such issues as academic dishonesty, grievance procedures, discrimination, and overall conduct.
Volunteer Center  Encouraging and facilitating learning for students, faculty, and staff through community service is the mission of the Volunteer Center, a part of the Office of Campus Life. The center connects the university with agencies, offices, and others who need volunteer assistance for a wide variety of projects that contribute toward the common good, such as child and elder care, environmental preservation, food pantries, youth mentoring, tutoring, fundraisers, and blood drives. The Volunteer Center matches interest to existing opportunities and also helps to develop new venues for service both on and off campus. Faculty members are assisted in identifying and creating service learning experiences for their classes.

The Volunteer Center collaborates with the career services office in ensuring university members easy access to current volunteer opportunities on the career services Website and job search database. This serves both the community and university members allowing students, faculty and staff direct access to information about current volunteer opportunities.

More information is available at www.ius.edu/volunteer. Contact the Volunteer Center at the Office of Campus Life, University Center 101, (812) 941-2675, or at sevolctr@ius.edu.

Reserve Officers’ Training Corps

Air Force
Dougherty Hall
University of Louisville
Phone: (502) 852-6576

Professor  Smekrude, Lieutenant Colonel, U.S.A.F.

Assistant Professors  Witt, Captain; Campbell, Captain

Program
The educational program of Indiana University Southeast includes the Air Force Reserve Officers’ Training Corps (AFROTC) program conducted by the U.S. Air Force. Courses for IUS students are held on the Belknap campus of the University of Louisville under the auspices of the Metroversity Program. This is a nondegree program.

General Qualifications  Any student, regardless of sex, race, or ethnic background, is eligible for the AFROTC if he or she is:
• a citizen of the United States (noncitizens may enroll but must obtain citizenship prior to their junior year)
• of sound physical condition
• of sound moral character
• able to complete all commissioning requirements before age 30 (may be waived to age 35)
• a full-time student

Membership in a Reserve or National Guard Unit does not prevent enrollment in the AFROTC program. Married students are eligible.
Women Students in Air Force ROTC  Qualified women who are seeking responsibility and challenge in an equal-opportunity situation should consider the AFROTC. Women are eligible to compete for various careers, including but not limited to pilots, navigators, and missile personnel. Women are eligible to fly all planes in the Air Force inventory.

Cost  If you are a full-time student, there is no cost for enrollment in the AFROTC program other than tuition of the university. The AFROTC furnishes uniforms and AFROTC textbooks. Veterans Affairs benefits may be continued while in the AFROTC program.

Four-Year Program  The student interested in pursuing the four-year program enrolls as a freshman in Aerospace Science A101 and A151. There is no other application procedure. Enrolling in this course does not incur a military obligation. During the first two years, the student attends class for one hour and leadership laboratory for two hours each week, earning 2 credit hours per semester. After successfully completing the sophomore year and a four- or five-week summer field training program, the qualified cadet may compete for entry into the Professional Officer Course.

Two-Year Program  (Professional Officer Course) The basic requirement is that the student has two academic years remaining at the undergraduate level or graduate level. In this program the student attends class three hours a week and leadership laboratory for three hours a week, earning 3 credit hours per semester. During the two years of this program, he or she receives $200-$600 per month tax free each academic year and, in some cases, a full scholarship. Interested students must apply during the year preceding the fall term in which they intend to enter. Applicants must successfully complete a four- or five-week summer field training course. (Applicants with prior service attend a four-week course.)

Field Training  Field training is offered during the summer months at selected Air Force bases throughout the United States. The major areas of study include officer training, aircraft orientation, career orientation, survival training, physical training, base functions, and Air Force environment. Travel to and from the encampment is paid, as well as all expenses for room and board. Additionally, the student is paid for the encampments.

Scholarships  Scholarships are available to highly qualified students. Scholarships cover full tuition, laboratory expenses, incidental fees, and books. Scholarship cadets also receive $200-$600 per month tax free. Students who are not on scholarship when they first enter college may qualify for a scholarship while attending college.

Interested students should contact the AFROTC office at (502) 852-6576 or by e-mail at airforce@louisville.edu. Students may also visit the AFROTC offices in Dougherty Hall, University of Louisville, or the Web site at www.louisville.edu/~afrotc.

Army
Major Coy Turner
Recruiting Officer
Room 213 Dougherty Hall, University of Louisville
Louisville, KY 40292
Phone: (502) 852-7902
The Army Reserve Officers’ Training Corps (ROTC) program provides students in any academic discipline an opportunity to develop leadership and management skills and obtain a commission as a second lieutenant in the United States Army. Any full-time student may enroll in Army ROTC provided he or she is a U.S. citizen, at least 17 years of age, and of sound physical conditioning and moral character.

The Army ROTC program is traditionally a four-year program. The first two years of the program compose the Basic Course. This includes classroom studies in such subjects as military history, leadership development, and national defense. Students may enroll in the first two years of the program without incurring any future military obligation (non-scholarship). ROTC books and uniforms are provided. In lieu of the Basic Course, students may qualify for the Advanced Course through a two-year program.

The Advanced Course is normally taken in the junior and senior years. Students contract with ROTC and receive a stipend of $200 per academic month up to $2,000. Enrollment in the Advanced Course will enable students to continue to sharpen their management skills and teach new ROTC students the skills that have been learned in the Basic Course. Between the junior and senior years, students attend the ROTC Advanced Camp. Students who have completed the Army ROTC program will be ready to become commissioned officers in the U.S. Army upon graduation from college.

Army ROTC awards two- and three-year campus-based scholarships that pay for tuition and fees, plus an allowance for books and a monthly stipend of $200. Students may also receive tuition-remission grants.

All Army ROTC courses are conducted at the University of Louisville, Belknap Campus, in Dougherty Hall. Contact the IUS registrar for further guidance to sign up for this Metroversity program. Interested students should also contact the enrollment officer at the University of Louisville, (502) 852-7902, for the latest program information.

University Division

Sherry Haehl, Director; Hannah Wallace, Gregory Roberts, Jane Spitznagel, Joseph Frey, Maria Tongko, Kathy Meyer, Academic Advisors
University Center South, Room 006
Phone: (812) 941-2243
Web site: www.ius.edu/ud/

The University Division is the academic division for all new students entering Indiana University Southeast except those who have met the requirements to transfer directly to the school of their choice. The primary purpose of the University Division is to provide academic advising and guidance to students during their exploratory time at the university. The University Division staff also sponsors several programs to assist students in meeting their educational goals.
The University Division staff promotes students’ success as they work toward selecting a major and fulfilling entrance requirements to degree-granting schools and divisions (Arts and Letters, Business, Education, Natural Sciences, Nursing, Social Sciences). Most students will have selected majors and be academically eligible for acceptance into degree-granting schools or divisions after one year of full-time study or the equivalent, or sooner. Those who want to continue to explore different majors may remain in University Division for an additional year. Some academic units have additional entrance requirements. Students should contact their University Division advisor for additional information.

Students transferring from another institution to the University Division with a grade point deficiency are automatically on probation. In such cases, substantial academic progress must be made each semester until the entire deficit has been removed. A student must attain a minimum cumulative grade point average (GPA) of 2.0 (C) before transferring to an academic major.

(Business, communication, and education majors require a higher entrance GPA.) Students who are placed on probation because of low academic performance are expected to earn a minimum GPA of 2.0 (C) during the probationary period.

**Academic Advising** Entering students are assigned advisors based on their intended major. “Undecided” or exploring students are assigned to advisors who are knowledgeable about a variety of majors and can help to guide the decision-making process. Each advisor has one or more specialty areas, and students are assigned to the advisor that will be of the most benefit to them. Students are free, at any time, to change advisors if they wish. Advisors are available by appointment throughout the month and will make every effort to accommodate the schedules of students during walk-in times.

Group advising is conducted for elementary education, special education, and nursing students in conjunction with fall and spring registrations. Students should attend a group with other students of the same major. A schedule of these groups will be mailed to each University Division student with the above listed majors during the semester.

Academic advising is a shared responsibility between the student and the advisor. Students are expected to be prepared for their advising appointment by selecting a tentative schedule of classes to discuss with their advisor. Advisors will provide accurate and timely information to students to help them explore life, career, and academic plans and goals.

OneStart allows you to access your student records online. You may look up course offerings, check your schedule, look up your grades, print an unofficial transcript, check your bursar account, look up your financial aid, or change your address. The address for this Web site is onestart.iu.edu.

**Academic Programs**
The academic programs offered at Indiana University Southeast have been organized into academic units. The list below summarizes this organization. Concentrations or tracks within programs are shown in parentheses. Students who need advice about degree programs or certificates should contact their school or division office to arrange for an appointment with an advisor. Full-time freshmen are usually assigned an advisor by the director of the University Division.

**Arts and Letters**
A.A. Art History
A.A. Communication Studies
(Communication or Theatre)
A.A. English
A.A. Music
B.A. Communication Studies
(Communication, Advertising, Theatre or Theatre-Business)
B.A. English
(Literature or Writing)
B.A. Fine Arts
(Ceramics, Drawing, Graphic Design, Painting or Printmaking)
B.F.A. Fine Arts
B.A. French
B.A. Germanic Studies
B.A. Individualized Major (also available for students in Natural Sciences and Social Sciences)
B.A. Music
(Composition, Performance, Music-Business or Music Technology)
B.A. Philosophy
(Philosophy or Religious Studies)
B.A. Spanish

**Business**
A.A. Economics
A.S. Business Administration
(Accounting or Business Administration)
B.S. Business
(Accounting, Business Economics and Public Policy, Finance, Information and Operations Management, General Management, and Marketing)
B.A. Economics
M.B.A. Business Administration
M.S. Strategic Finance
Post-Baccalaureate Certificate for Business Professionals
(Accounting, Economics, Finance, General Business, Information and Operations Management, General Management, and Marketing)

**Continuing Studies**
A.A.G.S. General Studies
B.G.S. General Studies
Certificate in Supervision

**Education**
B.S. Elementary Education
B.S. Secondary Education
B.S. Special Education
M.S. Counseling
M.S. Elementary Education
M.S. Secondary Education
Educational Leadership License
Postbaccalaureate Initial License
Liberal Studies
M.L.S. Liberal Studies

Natural Sciences
A.A. Biology
A.A. Chemistry
A.A. Mathematics
A.A. Physics
A.S. Computer Science
B.A. Biology
  (Liberal Arts or Preprofessional)
B.S. Biology
B.A. Chemistry
B.S. Chemistry
B.A. Geography
B.A. Mathematics
B.S. Mathematics
B.S. Computer Science
  (Information Systems or Science/Mathematics)
Certificate in Coding Specialist
Certificate in Environmental Science
Certificate in Medical Transcription

Nursing
B.S.N. Nursing

Purdue University Programs
A.S. Computer Graphics Technology
A.S. Electrical Engineering Technology
A.S. Mechanical Engineering Technology
A.S. Organizational Leadership and Supervision
B.S. Organizational Leadership and Supervision

Social Sciences
A.S. Journalism
B.A. History
B.A. International Studies
B.A. Journalism
B.A. Political Science
  (Traditional or Public Service)
B.A. Psychology
B.A. Sociology
B.S. Criminal Justice

Certificate in Women’s and Gender Studies
Students interested in preprofessional programs in health-related fields should contact the dean of natural sciences. Students interested in prelaw should contact the dean of social sciences.

Students interested in earning a technical degree offered at IUS by Purdue University need to contact a Purdue advisor about making application to Purdue University. Students working toward other Purdue University degrees will find that certain selected courses are offered cooperatively at IUS; however, those students should consult an academic advisor for IUS.

Students enrolling at Indiana University who plan to apply their IU credits or degrees at other institutions should confer with or write to those institutions for advice.

**Undergraduate Degrees, Majors, Minors, and Certificates**

College degrees at the undergraduate level have three components: general education; the major; and electives. Each of these components makes an important contribution to a student’s education. Courses in general education contribute to the development of knowledge and intellectual skills that all college graduates, regardless of their degree, should have. They also add breadth of study by including disciplines outside the major. Courses in the major contribute to the development of knowledge and intellectual skills that are specific to the discipline chosen. Finally, elective courses permit students to round out a degree based on their individual interests.

All degree-seeking students must declare a major. Although it may be done sooner, this is usually done after the first 26 to 30 credit hours of course work. See the “University Division” section of this bulletin for the rules and procedures governing declaration of majors. Students whose chosen majors lead to the B.A. or to certain B.S. degrees may pursue double academic majors. Consult the regulations governing double majors in the section on general requirements for the appropriate degree (see “Index”).

Students completing an IUS degree may concurrently complete a minor or a certificate in an academic discipline or an interdisciplinary field. Minors or certificates require between 15 and 24 credit hours and permit students to enrich and diversify their academic programs. The minor or certificate will be indicated upon conferral of the bachelor’s degree. Interested students should keep these restrictions in mind:

- A student may not earn a major and a minor in the same discipline.
- Courses applying to the major will not count toward the minor in an academic discipline.
- Students must obtain a minimum grade point average of 2.0 for all courses included in a minor or certificate.
- Students may not include any course with a grade below C–.

Students should also be aware that these minors and certificates will not certify education graduates to teach in the subject area. (A list of teaching minors is in the “School of Education” section of this bulletin.) Students wishing to pursue a minor or certificate should apply to the unit in which it is offered. Requirements for academic minors and certificates may be found along with the listing of majors (see “Index”).

Students interested in the honors research minor will find information in the section “Arts and Sciences Honors Research Minor.”

**Double Degree**
Students may simultaneously earn two different degrees (e.g., B.A. and B.S.). Such a double degree can be obtained by completing all requirements for each of the two degrees. Students must have an advisor for each degree and must notify the deans of the schools that grant the degrees.

**The Student’s Responsibility**

No matter what the degree, certain basic requirements apply. These include a minimum number of credit hours, a minimum grade point average, a minimum residence requirement, course distribution requirements, a concentration or major, and certain specific skills courses (such as writing, mathematics, and foreign language).

Advisors and school or division deans will help students understand these requirements, but students alone are responsible for fulfilling them. The Degree Progress Report, Indiana University’s computerized advising record, is available to assist students in understanding how and where courses fit in each academic program. Degree Progress Reports can be accessed through Onestart.

At the end of a student’s course of study, the faculty and Board of Trustees vote upon conferral of the degree. If requirements have not been satisfied, the degree will be withheld pending fulfillment of all requirements. For this reason, it is important for students to acquaint themselves with all regulations and remain informed throughout their college careers.

**Purpose and Philosophy of Undergraduate Education at IU Southeast**

The purpose of an IU Southeast undergraduate education is to prepare students to act as thoughtful, informed, and productive citizens and lifelong learners in the context of a complex and rapidly changing society.

We believe that the best education is one that provides not only specific knowledge and skills but also intellectual breadth. Such an education enables students to develop into well-rounded human beings who can provide the leadership their communities need in an era of rapid change.

We embrace the notion of a set of common goals for an undergraduate education at IUS and recognize that the means of attaining those goals will vary among degree programs. The coherence of an IUS education lies more in the pursuit of common goals than in the completion of common courses.

The pursuit of these goals is a shared responsibility of faculty and students. Courses in the major contribute to general education and those in general education contribute to the major. Thus all faculty members foster both the breadth and the depth of the education of all students in their courses.

**Common Goals of an IU Southeast Undergraduate Education**

These are primarily the goals of general education:

1. To develop essential skills, including:
   a. Written and oral communication skills
   b. Quantitative reasoning
   c. Information technology fluency
   d. Information literacy
   e. Reasoning about moral and ethical questions
f. Critical thinking
2. To understand humanity and the world through the central ideas, issues, and methods of inquiry found in the arts and humanities, the natural sciences, and the social and behavioral sciences.
3. To understand the diversity of experiences and perspectives within and among cultures.

These are primarily the goals of the major:
1. To acquire a depth of knowledge in a specified area of study.
2. Within the context of a specified area of study, to reason, to think both critically and creatively, and to solve problems.

The faculty have approved specific learning outcomes for each of the general education goals. These outcomes can be found at www.ius.edu/generaleducation.

General Requirements for Undergraduate Degrees at IUS

This bulletin states the general degree requirements for students who enter the university beginning in the fall semester 2005 through the summer terms 2007. It also states the requirements in the major for students who officially enter their majors in the same time period. Students should note that the requirements for degree programs that lead to professional certification may change to stay current with certification requirements. Every effort is made to notify students of such changes. Students who leave the university for more than one year are expected to meet the degree and major requirements that are in effect when they resume their studies.

Technical Requirements for Undergraduate Degrees
1. Courses taken on the Pass/Fail option can be applied only as electives in meeting degree requirements.
2. No more than 60 credit hours earned in accredited junior colleges may be applied toward a bachelor’s degree.
3. By special permission from the student’s dean, a limited number of credit hours may be earned through correspondence or special credit examination. Permission of the school or division dean is usually required for students enrolled in a degree program on the IUS campus to also enroll in courses offered through the Independent Study Division.
4. Course work for a degree must ordinarily be completed within 10 years following the time the student first registers in the university. Students returning for a second undergraduate degree or after an extended absence will ordinarily be governed by the requirements stated in the bulletin in effect when they re-enroll. Exceptions may be granted by the appropriate school or division dean in consultation with the student’s academic advisor.
5. Degree candidates must have all course credit hours (except for the credit hours for the current semester) on record at least six weeks before the degree is conferred.
6. Students must file their application for a degree in the school or division office no later than October 1 for May graduation, no later than March 1 for August graduation, and no later than June 1 for December graduation.

First-Year Seminars
All degree-seeking students entering IUS during the fall semester of 2002 or any time thereafter who are new college students or who have fewer than 26 semester hours of transfer credit must pass one and only one First-Year Seminar during their first year at IUS and preferably during their first semester at IUS. First-Year Seminars are not offered during the summer.
Students who are required to take a First-Year Seminar and do not pass one before reaching sophomore status (26 semester hours) will be placed on the checklist and will not be able to register or receive certified records without special authorization from the First-Year Seminar director or from University Division.

First-Year Seminars are small classes in which one credit of S104 is attached to another class that is suitable for first-year students. First-Year Seminars are open only to first-year students. The student receives the same grade for S104 as he or she earns in the course to which it is attached. First-Year Seminars are taught by resident faculty or professional staff and are designed to help a student have a successful college career.

Questions should be addressed to Dr. Curtis Peters, director, at KV-200N, phone (812) 941-2677, e-mail cpeters@ius.edu).

**General Education Requirements for All IU Southeast Baccalaureate Degrees**

General education at IU Southeast includes both campuswide requirements, which apply to all baccalaureate degrees, and requirements that are specific to each degree. Some degrees have extensive general education requirements of their own, whereas others have relatively few requirements beyond those established by the campus.

The purpose of this section is to describe the campuswide general education program and its requirements. Requirements that are specific to each degree are set out in the section which describes that degree.

Campuswide general education requirements include Category 1, Category 2, and Category 3 courses. Category 1 courses have a substantial emphasis on the general education goal(s) and learning outcomes they address. They are typically courses taught at the 100 or 200 level, with few if any prerequisites, and are suitable for students from any major. Category 1 courses will count toward any degree program. Students should plan to take their Category 1 courses during the first 60 credit hours of their degree.

Category 2 courses have a substantial emphasis on the general education goal(s) and learning outcomes they address, whereas Category 3 courses have a significant emphasis on the goal(s) and learning outcomes they address. The purpose of Category 2 and 3 courses is to reinforce and further develop the knowledge and skills acquired in Category 1 courses. They are designated for each degree and may consist of courses in the major or any other courses that meet the criteria specified above. Category 2 and 3 courses may be taught at any level at the university.

In many cases a requirement states that students must choose courses from a list of approved courses. Students should consult their advisors or go to www.ius.edu/generaleducation for the current list of approved courses.

**Written Communication**

Students are required to take the Category 1 course, ENG-W 131 Elementary Composition, and two additional courses, chosen from a list of approved courses. At least one of the additional courses must be from Category 2.
Placement in English Composition  In order to enter ENG-W 131, a student must first complete the Writing Placement process administered by the Student Development Center. On the basis of the results, the student will be placed in the appropriate writing course. The placement process is administered throughout the year and by appointment. Students must pass ENG-W 131 with a grade of C or higher.

Exemption  Students who desire an exemption with or without credit from ENG-W 131 should consult the Writing Program Coordinators. All requests for exemption and credit for this course should be made within the student’s first 30 credit hours of course work at Indiana University Southeast.

Oral Communication  
Students are required to take the Category 1 course, SPCH-S 121 Public Speaking, and one Category 3 course, chosen from a list of approved courses.

Quantitative Reasoning  
Students are required to choose one Category 1 course and one Category 3 course (or two Category 1 courses) from the list of approved courses. Note: degree programs vary significantly in the level of mathematical preparation they require for successful completion. Students should take this into consideration in choosing courses to meet this requirement.

Placement  In order to enter a mathematics course, a student must first take a placement test, administered by the Student Development Center. On the basis of this score, the student will be placed in a course that best matches his or her knowledge of mathematics. The test is given throughout the year and by appointment.

Exemption  A student may achieve exemption from the mathematics requirement by earning a sufficiently high score, as determined by the mathematics faculty, on the American College Test (ACT) or Scholastic Achievement Test (SAT), or by testing out of the appropriate class. For more information, see the Dean of Natural Sciences.

Information Technology Fluency  
Students are required to take one Category 2 course from the list of approved courses.

Information Literacy  The Information Literacy outcomes are infused into the curriculum at three levels. They are introduced to all students in the required First Year Seminar class; they are further developed and elaborated in at least two required courses in the major (chosen by program faculty).

Central Ideas, Issues and Methods of Inquiry  
Students are required to take one course in the Humanities and one course in the Arts from the list of approved courses in those disciplines.

Students are required to take two courses from different disciplines from the list of approved courses in the Natural Sciences. One course must include a laboratory component.

Students are required to take two courses from different disciplines from the list of approved courses in the Social and Behavioral Sciences.
Critical Thinking
Students are required to take three courses from the list of approved critical thinking courses; at least one of these courses must be designated as a Category 1 critical thinking course. Each of these three courses will also meet one or more of the other general education requirements, e.g., Central Ideas, Issues, and Methods of Inquiry.

Diversity
Students are required to take one Category 1 course and one Category 3 course (or two Category 1 courses) from the list of approved courses in diversity.

Reasoning about Moral and Ethical Issues
Students are required to take one Category 1 course and one Category 3 course (or two Category 1 courses) from the list of approved courses in moral and ethical reasoning.

General Requirements for the Bachelor of Arts Degree
Bachelor of Arts and Associate of Arts degrees are offered in the Schools of Arts and Letters, Business, Natural Sciences and Social Sciences. The general degree requirements are stated below, and the requirements for specific majors are found in the sections of the schools listed above.

General Rules
Candidates for the Bachelor of Arts degree should first review “General Requirements for Undergraduate Degrees at IUS.”

1. A minimum of 120 credit hours (at least 130 credit hours if also seeking teacher certification) are required for graduation.

   A minimum grade of D– counts as passing for this requirement if the course was taken at an IU campus.

   Courses accepted for transfer credit from another accredited institution must have a minimum grade of C (not C–) to satisfy this requirement. (The Office of Admissions handles the assessment of transfer courses.)

   Student development courses such as M006, M007, W100, and X150 do not count toward the 120 credit hours required for graduation.

   If a student passes the same course more than once, it can count only once toward graduation, unless the bulletin specifically states that the course may be repeated for credit.

   Note: The transcript may not indicate how many credit hours have been earned toward graduation. It gives the “IU GPA credit hours,” which may include failed courses and repeated courses. The transcript also indicates “total IU credit hours passed,” but this may include student development courses.
2. Every degree candidate must complete no fewer than 26 credit hours of course work in the senior year in residence at IUS, and no fewer than 10 credit hours of course work in the major field of study at IUS.

3. The degree candidate must have a minimum cumulative grade point average (GPA) of 2.0 (C).

4. Students are required to complete a minimum of 30 credit hours in courses at the 300 and 400 level. Courses used to meet this requirement may be from any department. Transferred courses designated undistributed (UNDI) normally do not count toward this requirement.

**General Education Requirements for the Bachelor of Arts Degree**

**Foreign Language**

Students must satisfactorily complete (D– or higher) four semesters of a foreign language, or they must earn an achievement examination or placement test score sufficient for placement in foreign language classes at the 300 level or above.

**First-Level Requirement**

The foreign language requirement at the first-year level is successful completion of 8 credit hours in a foreign language or a satisfactory score on the university foreign language placement test. Students may receive credit in the language by earning a satisfactory score on the foreign language placement test. All credit for courses taken in a foreign language will apply toward the degree, and the grades obtained will count in the grade point average. The Pass/Fail option may not be used for foreign language courses except when such courses are taken as free electives.

**Second-Level Options**

A student may fulfill the remaining 6 credit hours of the foreign language requirement for the B.A. degree by satisfactorily completing 6 credit hours of course work or the equivalent at the 200-level in a foreign language.

**Language Examination Placement Tests**

Students who have had previous exposure to a foreign language are required to take a university foreign language placement test before they will be allowed to register for any section of a foreign language course. Placement tests are administered by the Student Development Center, Knobview Hall 235.

**Proficiency Examinations**

A student may complete the language requirement by taking a proficiency examination administered by the language department concerned. Such examinations will be given after the student has asked for and has received the consent of the language department.

**International Students**

An international student may substitute proficiency in his or her native language if that language is offered for instruction at Indiana University. The student may not, however, earn credit for any courses at the first- and second-year level in his or her native language.

**Distribution Requirements**
The distribution requirements are a common core of study for all students pursuing the Bachelor of Arts degree. Regardless of what major(s) or minor(s) students ultimately choose, this core provides a basic foundation in the arts and sciences disciplines. Students should realize that completing these relatively few courses cannot in itself bring about a deep grounding in intellectual and cultural traditions. However, the experience does give students a basic sense of how all these disciplines—scientific and nonscientific, historical and nonhistorical, critical and noncritical—form an integrated whole, and how they build upon intellectual traditions to contribute to human beings’ ongoing assessment and formation of cultural values. Such an introduction serves students well both in their chosen fields and in their continued learning beyond their university studies.

To fulfill the B.A. distribution requirements, students must select a specified number of courses from each of four areas. They must obtain a minimum grade of D– (the lowest passing grade) in all courses used to fulfill the distribution requirements and may not apply a given course to a distribution requirement in more than one area. A student may not use more than 6 credit hours in any particular discipline to satisfy the Bachelor of Arts degree distribution requirements.

**The Natural World** All courses fulfilling this requirement expose students to theoretical research into the physical structures and regularities of the natural world, as well as the complexities and categories of living organisms. Requirement: three courses; at least one physical science course and one life science course for a minimum total of 11 credit hours; at least one course must include a laboratory component (L). The courses currently available to meet this requirement are listed below. Students should be aware that lists are periodically revised.

**LIFE SCIENCE**

**Biology**
AHLT-C 150 Body Structure and Function (3 cr.)
ANAT-A 215 Basic Human Anatomy (5 cr.) (L)
BIOL-L 100 Humans and the Biological World (3 cr.)
BIOL-L 100 Humans and the Biological World (5 cr.) (L)
BIOL-L 101, Introduction to Biological Sciences, L 102 1, 2 (5 cr.) (L)
BIOL-L 200 Environmental Biology and Conservation (3 cr.)
BIOL-L 201 Ecological Principles (4 cr.)
BIOL-L 205 Biology Field Techniques (3 cr.)
BIOL-L 211 Molecular Biology (3 cr.)
BIOL-L 303 Field Biology (3 cr.)
BIOL-L 304 Marine Biology (3 cr.)
BIOL-L 350 Environmental Biology (3 cr.)
PHSL-P 130 Human Biology (3 cr.)
PHSL-P 215 Basic Mammalian Physiology (5 cr.) (L)
PLSC-B 101 Plant Biology (5 cr.) (L)
PLSC-B 203 Survey of Plant Kingdom (5 cr.) (L)
PLSC-B 205 Vascular Plants (3 cr.)
PLSC-B 214 Natural History (3 cr.)
PLSC-B 364 Summer Flowering Plants (5 cr.) (L)
ZOOL-Z 103 Animal Biology (5 cr.) (L)
ZOOL-Z 373 Entomology (3 cr.)
ZOOL-Z 374 Invertebrate Zoology (5 cr.) (L)
ZOOL-Z 383 Laboratory in Entomology (2 cr.) (L)

**Geography**
GEOG-G 307 Biogeography (3 cr.)

**Psychology**
PSY-P 326 Behavioral Neuroscience (3 cr.)

**PHYSICAL SCIENCE**

**Astronomy**
ASTR-A 100 The Solar System (3 cr.)  
ASTR-A 105 Stellar Astronomy (3 cr.)  
ASTR-A 151 Introductory Astronomy Research Laboratory (2 cr.) (L)

**Chemistry**
CHEM-C 101 Elementary Chemistry I (3 cr.)  
CHEM-C 121 Elementary Chemistry Lab I (2 cr.) (L)  
CHEM-C 102 Elementary Chemistry II (3 cr.)  
CHEM-C 122 Elementary Chemistry Lab II (2 cr.) (L)  
CHEM-C 104 Physical Sciences and Society (3 cr.)  
CHEM-C 105 Principles of Chemistry I (3 cr.)  
CHEM-C 106 Principles of Chemistry II (3 cr.)  
CHEM-C 125 Experimental Chemistry I (2 cr.) (L)  
CHEM-C 126 Experimental Chemistry II (2 cr.) (L)

**Geography**
GEOG-G 107 Physical Systems of the Environment (3 cr.)  
GEOG-G 107 Physical Systems of the Environment (5 cr.) (L)  
GEOG-G 108 Physical Systems of the Environment Laboratory (2 cr.) (L)  
GEOG-G 304 Meteorology and Physical Climatology (3 cr.)  
GEOG-G 308 Disasters: Natural/Human Induced (3 cr.)  
GEOG-G 315 Environmental Conservation (3 cr.)

**Geology**
GEOL-G 100 Earth Science: Geologic Aspects (5 cr.) (L)  
GEOL-G 109 Geology: Evolution of the Earth (taken with lab below) (3 cr.)  
GEOL-G 119 Geology: Evolution of the Earth Laboratory (1 cr.) (L)  
GEOL-G 110 Geology: The Earth’s Environment (taken with lab below) (3 cr.)  
GEOL-G 120 Geology: The Earth’s Environment Laboratory (1 cr.) (L)  
GEOL-G 180 Dinosaurs (3 cr.)  
GEOL-G 221 Introductory Mineralogy (3 cr.)  
GEOL-G 300 Environmental and Urban Geology (3 cr.)  
GEOL-G 411 Invertebrate Paleontology (3 cr.)  
GEOL-G 415 Geomorphology (3 cr.)

**Physics**
PHYS-P 100 Physics in the Modern World (5 cr.) (L)
PHYS-P 105 Basic Physics of Sound (3 cr.)
PHYS-P 120 Energy and Technology (3 cr.)
PHYS-P 201 General Physics I (5 cr.) (L)
PHYS-P 202 General Physics II (5 cr.) (L)
PHYS-P 221 Physics I (5 cr.) (L)
PHYS-P 222 Physics II (5 cr.) (L)

**Mathematical and Formal Reasoning**
All courses fulfilling this requirement expose students to fundamental forms of quantitative and formal reasoning. Requirement: two courses, one in mathematics and one in logic, computer science, or mathematics that deals with formal reasoning. The courses currently available to meet this requirement are listed below. Students should be aware that lists are periodically revised.

**MATHEMATICAL REASONING**

**Mathematics**
MATH-A 118 Finite Mathematics for Social and Behavioral Sciences (3 cr.)
MATH-K 300 Statistical Techniques (3 cr.)
MATH-M 110 Excursions into Mathematics (3 cr.)
MATH-M 112 Quantitative Literacy I (3 cr)
MATH-M 117 Intermediate Algebra (3 cr)
MATH-M 118 Finite Mathematics (3 cr.)
MATH-M 119 Brief Survey of Calculus I (3 cr.)
MATH-M 120 Brief Survey of Calculus II (3 cr.)
MATH-M 122 College Algebra (3 cr.)
MATH-M 125 Precalculus Mathematics (3 cr.)
MATH-M 215 Analytic Geometry and Calculus I (5 cr.)
MATH-M 216 Analytic Geometry and Calculus II (5 cr.)

**FORMAL REASONING**

**Computer Science**
CSCI-A 201 Computer Programming (3 cr.)
CSCI-C 201 Introduction to Computer Programming (3 cr.)
CSCI-C 202 Computer Programming (4 cr.)

**Philosophy**
PHIL-P 150 Elementary Logic (3 cr.)
PHIL-P 250 Symbolic Logic I (3 cr.)

**The Individual, Society, and Politics**
All courses fulfilling this requirement deal with questions pertaining to the social, political, and psychological contexts within which individuals think and act. Students will be exposed to a number of theories and methods stressing the differences and common assumptions at work in social science research. Courses are divided into two categories: psychology and society (including courses that take up psychological, sociological, and anthropological forms of investigation); and politics and economics (including courses that take up political and economic forms of investigation). These courses will give students a sense of the influences at play in the life of the individual. Requirement: three courses, at least one from each category. The courses currently available to meet this requirement are listed below. Students should be aware that lists are periodically revised.

**PSYCHOLOGY AND SOCIETY**

**Anthropology**
- ANTH-A 105 Human Origins and Prehistory (3 cr.)
- ANTH-A 362 Principles of Social Organization (3 cr.)
- ANTH-E 105 Culture and Society (3 cr.)
- ANTH-E 320 Indians of North America (3 cr.)

**Geography**
- GEOG-G 110 Introduction to Human Geography (3 cr.)

**Journalism**
- JOUR-J 200 Introduction to Mass Communications (3 cr.)

**Psychology**
- PSY-B 310 Lifespan Development (3 cr.)
- PSY-P 101 Introduction to Psychology I (3 cr.)
- PSY-P 102 Introduction to Psychology II (3 cr.)
- PSY-P 233 Industrial Psychology (3 cr.)

**Sociology**
- SOC-R 220 The Family (3 cr.)
- SOC-R 320 Marital Relations and Sexuality (3 cr.)
- SOC-R 463 Inequality and Society (3 cr.)
- SOC-S 163 Social Problems (3 cr.)
- SOC-S 216 American Ethnic Diversity (3 cr.)

**Telecommunications**
- TEL-R 287 Process and Effects of Mass Communications (3 cr.)

**POLITICS AND ECONOMICS**

**Economics**
- ECON-E 100 Current Economic Topics (3 cr.)
- ECON-E 107 Introduction to Macroeconomics (3 cr.)
- ECON-E 108 Introduction to Microeconomics (3 cr.)
- ECON-E 200 Fundamentals of Economics: An Overview (4 cr.)
- ECON-E 323 Urban Economics (3 cr.)
ECON-E 347 Women and the Economy (3 cr.)
ECON-E 350 Money and Banking (3 cr.)
ECON-E 360 Public Finance (3 cr.)

**Geography**
GEOG-G 213 Introduction to Economic Geography (3 cr.)

**Philosophy**
PHIL-P 145 Introduction to Social and Political Philosophy (3 cr.)
PHIL-P 345 Problems in Social and Political Philosophy (3 cr.)

**Political Science**
POLS-Y 103 Introduction to American Politics (3 cr.)
POLS-Y 107 Introduction to Comparative Politics (3 cr.)
POLS-Y 109 Introduction to International Politics (3 cr.)
POLS-Y 205 Elements of Political Analysis (3 cr.)
POLS-Y 301 Political Parties and Interest Groups (3 cr.)
POLS-Y 302 Public Bureaucracy in Modern Society (3 cr.)
POLS-Y 303 Public Policy (3 cr.)
POLS-Y 304 Judicial Process and American Constitutional Law I (3 cr.)
POLS-Y 306 State Politics in the United States (3 cr.)
POLS-Y 308 Urban Politics (3 cr.)
POLS-Y 316 Public Opinion and Political Participation (3 cr.)
POLS-Y 319 The United States Congress (3 cr.)
POLS-Y 322 The American Presidency (3 cr.)
POLS-Y 323 Legislative Behavior (3 cr.)
POLS-Y 324 Women and Politics (3 cr.)
POLS-Y 330 Comparative Political Analysis (3 cr.)
POLS-Y 331 British Politics (3 cr.)
POLS-Y 334 Japanese Politics (3 cr.)
POLS-Y 337 Latin American Politics (3 cr.)
POLS-Y 343 Developmental Problems in the Third World (3 cr.)
POLS-Y 360 U.S. Foreign Policy (3 cr.)
POLS-Y 366 Current Foreign Policy Problems (3 cr.)
POLS-Y 374 International Organization (3 cr.)
POLS-Y 376 International Political Economy (3 cr.)
POLS-Y 388 Marxist Theory (3 cr.)
POLS-Y 392 Problems of Contemporary Political Philosophy (3 cr.)
POLS-Y 394 Public Policy Analysis (3 cr.)

**Studies in Traditional Sources: Literature, Ideas, History, and the Arts**
Courses fulfilling this requirement challenge students to read, interpret, and analyze representative works emerging from rich and diverse traditions. The readings in these courses will encourage students to take seriously the nature of a broad range of issues, crises, and accomplishments, whether they be ancient or recent in origin. Exposure to the ways in which the various disciplines approach texts and other traditional sources develops students’ creative, analytic, and interpretive capacities.
Courses are divided into four categories: literature (including courses that involve the careful study of significant literary texts); ideas (giving students the opportunity to investigate general moral, spiritual, and intellectual issues); historical investigation (including courses in social, political, economic, and cultural history, as well as courses in the history of music and art); and the arts (giving students the chance to take part in disciplined performance, creation, and study in the arts). Requirement: five courses, two in historical investigation and one each in literature, ideas, and the arts. The courses currently available to meet this requirement are listed below. Students should be aware that lists are periodically revised.

**LITERATURE**

**Comparative Literature**
CMLT-A 379 Early Black American Writing (3 cr.)
CMLT-A 380 Contemporary Black American Writing (3 cr.)
CMLT-C 217 Detective, Mystery, and Horror Literature (3 cr.)
CMLT-C 340 Women in World Literature (3 cr.)

**English**
ENG-L 101 Western World Masterpieces I (3 cr.)
ENG-L 102 Western World Masterpieces II (3 cr.)
ENG-L 104 Introduction to Fictions (3 cr.)
ENG-L 107 Oriental World Masterpieces (3 cr.)
ENG-L 202 Literary Interpretation (3 cr.)
ENG-L 203 Introduction to Drama (3 cr.)
ENG-L 204 Introduction to the Novel and Short Story (3 cr.)
ENG-L 205 Introduction to Poetry (3 cr.)
ENG-L 207 Women and Literature (3 cr.)
ENG-L 220 Introduction to Shakespeare (3 cr.)
ENG-L 297 English Literature to 1600 (3 cr.)
ENG-L 298 English Literature from 1600 to 1830 (3 cr.)
ENG-L 299 English Literature since 1830 (3 cr.)
ENG-L 303 Medieval English Literature in Translation (3 cr.)
ENG-L 305 Chaucer (3 cr.)
ENG-L 308 Elizabethan Drama and Its Background (3 cr.)
ENG-L 309 Elizabethan Poetry (3 cr.)
ENG-L 313 Early Plays of Shakespeare (3 cr.)
ENG-L 314 Late Plays of Shakespeare (3 cr.)
ENG-L 317 English Poetry of the Early Seventeenth Century (3 cr.)
ENG-L 318 Milton (3 cr.)
ENG-L 320 Restoration and Early Eighteenth-Century Literature (3 cr.)
ENG-L 327 Later Eighteenth-Century Literature (3 cr.)
ENG-L 328 Restoration and Eighteenth-Century Drama (3 cr.)
ENG-L 329 Romantic Literature (3 cr.)
ENG-L 330 Major Romantic Writers II (3 cr.)
ENG-L 335 Victorian Literature (3 cr.)
ENG-L 345 Twentieth-Century British Poetry (3 cr.)
ENG-L 346 Twentieth-Century British Fiction (3 cr.)
ENG-L 347 British Fiction to 1800 (3 cr.)
ENG-L 348 Nineteenth-Century British Fiction (3 cr.)
ENG-L 351 American Literature to 1865 (3 cr.)
ENG-L 352 American Literature, 1865-1914 (3 cr.)
ENG-L 354 American Literature since 1914 (3 cr.)
ENG-L 355 American Novel: Cooper to Dreiser (3 cr.)
ENG-L 356 American Poetry to 1900 (3 cr.)
ENG-L 357 Twentieth-Century American Poetry (3 cr.)
ENG-L 358 Twentieth-Century American Fiction (3 cr.)
ENG-L 363 American Drama (3 cr.)
ENG-L 365 Modern Drama: Continental (3 cr.)
ENG-L 366 Modern Drama: English, Irish, and American (3 cr.)
ENG-L 367 Literature of the Bible (3 cr.)
ENG-L 371 History of Criticism (3 cr.)
ENG-L 373 Interdisciplinary Approaches to English and American Literature (3 cr.)
ENG-L 374 Ethnic American Literature (3 cr.)
ENG-L 378 Studies in Women and Literature (3 cr.)
ENG-L 380 Literary Modernism (3 cr.)
ENG-L 381 Recent Writing (3 cr.)
ENG-L 450 Seminar: British and American Authors (3 cr.)
ENG-L 460 Seminar: Literary Form, Mode, and Theme (3 cr.)
ENG-L 470 Seminar: Literature and Interdisciplinary Studies (3 cr.)
ENG-L 480 Seminar: Literature and History (3 cr.)
ENG-L 495 Individual Reading in English (1–3 cr.)

French
FREN-F 300 Lectures et analyses littéraires (3 cr.)
FREN-F 305 Chefs-d’œuvres de la littérature française (Masterpieces I) (3 cr.)
FREN-F 306 Chefs-d’œuvres de la littérature française (Masterpieces II) (3 cr.)

German
GER-G 255 Masterpieces of German Literature in Translation (3 cr.)
GER-G 305 Introduction to German Literature: Types (3 cr.)

Religion
REL-R 362 Religion in Literature (3 cr.)

Spanish
SPAN-S 301 The Hispanic World I (3 cr.)
SPAN-S 302 The Hispanic World II (3 cr.)
SPAN-S 303 The Hispanic World III (3 cr.)

Theatre
THTR-T 270 Introduction to the History of Theatre I (3 cr.)
THTR-T 271 Introduction to the History of Theatre II (3 cr.)

IDEAS

English
ENG-C 347 Ideas in Literature (3 cr.)
ENG-L 371 History of Criticism (3 cr.)

General Humanities
HUMA-U 101 Introduction to the Humanities (3 cr.)
HUMA-U 102 Introduction to Modern Humanities (3 cr.)

History
HIST-A 321 History of American Thought I (3 cr.)
HIST-A 322 History of American Thought II (3 cr.)

Journalism
JOUR-J 280 Seminar in Journalism Ethics (3 cr.)

Philosophy
HPSC-X 303 Introduction to Philosophy of Science (3 cr.)
HPSC-X 355 Special Topics in the History and Philosophy of Science (3 cr.)
PHIL-P 100 Introduction to Philosophy (3 cr.)
PHIL-P 135 Introduction to Existentialism (3 cr.)
PHIL-P 140 Elementary Ethics (3 cr.)
PHIL-P 145 Introduction to Social and Political Philosophy (3 cr.)
PHIL-P 200 Problems of Philosophy [Martin Luther King and Malcolm X] (1-3 cr.)
PHIL-P 201 Ancient Greek Philosophy (3 cr.)
PHIL-P 211 Modern Philosophy: Descartes through Kant (3 cr.)
PHIL-P 240 Business and Morality (3 cr.)
PHIL-P 271 Issues in Oriental Philosophy (3 cr.)
PHIL-P 281 Philosophy of Religion (3 cr.)
PHIL-P 302 Medieval Philosophy (3 cr.)
PHIL-P 304 Nineteenth-Century Philosophy (3 cr.)
PHIL-P 313 Theories of Knowledge (3 cr.)
PHIL-P 319 American Pragmatism (3 cr.)
PHIL-P 320 Philosophy and Language (3 cr.)
PHIL-P 330 Marxist Philosophy (3 cr.)
PHIL-P 335 Phenomenology and Existentialism (3 cr.)
PHIL-P 336 Analytic Philosophy (3 cr.)
PHIL-P 340 Classics in Ethics (3 cr.)
PHIL-P 342 Problems of Ethics (3 cr.)
PHIL-P 345 Problems in Social and Political Philosophy (3 cr.)
PHIL-P 346 Philosophy of Art (3 cr.)
PHIL-P 371 Philosophy of Religion (3 cr.)

Political Science
POLS-Y 105 Introduction to Political Theory (3 cr.)
POLS-Y 388 Marxist Theory (3 cr.)
POLS-Y 392 Problems of Contemporary Political Philosophy (3 cr.)

Psychology
PSY-P 459 History and Systems of Psychology (3 cr.)
Religion
REL-R 152 Introduction to Religion in the West (3 cr.)
REL-R 153 Religions of the East (3 cr.)
REL-R 160 Introduction to Religion in Culture (3 cr.)
REL-R 170 Religion and Social Issues (3 cr.)
REL-R 180 Introduction to Christianity (3 cr.)
REL-R 210 Religion of Ancient Israel (3 cr.)
REL-R 220 The Christian Church in New Testament Times (3 cr.)
REL-R 245 Introduction to Judaism (3 cr.)
REL-R 335 Religion in America I (3 cr.)
REL-R 336 Religion in America II (3 cr.)
REL-R 364 Feminist Critique of Western Religion (3 cr.)

Sociology
SOC-S 313 Sociology of Religion (3 cr.)

Speech
SPCH-S 222 Social Influence of Speech (3 cr.)

HISTORICAL INVESTIGATION

Economics
ECON-E 409 Economic History of the U.S. (3 cr.)
ECON-E 410 Selected Topics in U.S. Economic History (3 cr.)

Fine Arts
FINA-A 101 Ancient and Medieval Art (3 cr.)
FINA-A 102 Renaissance through Modern Art (3 cr.)
FINA-A 270 Women in the History of Art (3 cr.)
FINA-A 315 Ancient Art (3 cr.)
FINA-A 322 Romanesque and Gothic Art (3 cr.)
FINA-A 331 Fourteenth- and Fifteenth-Century Art in Italy (3 cr.)
FINA-A 342 Twentieth-Century Art (3 cr.)
FINA-A 362 The Art of Japan (3 cr.)
FINA-A 440 Nineteenth-Century Art (3 cr.)
FINA-A 451 Art of the South Pacific (3 cr.)
FINA-A 452 Art of Pre-Columbian America (3 cr.)
FINA-A 453 Art of Sub-Saharan Africa (3 cr.)
FINA-A 458 Topics in the Ethnographic Arts (Africa, the Pacific, and the Americas) (3 cr.)
FINA-A 478 History of Ceramics (3 cr.)
FINA-A 490 Topics in Art History (3 cr.)

French
FREN-F 363 Introduction à la France contemporaine (3 cr.)
FREN-F 461 La France contemporaine (3 cr.)

German
GER-G 363 Deutsche Kulturgeschichte (3 cr.)
### Geography
GEOG-G 418 Historical Geography (3 cr.)

### History
- HIST-H 101 The World in the Twentieth Century (3 cr.)
- HIST-H 103 Europe: Renaissance to Napoleon (3 cr.)
- HIST-H 104 Europe: Napoleon to Present (3 cr.)
- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)
- HIST-A 303 United States, 1789-1865 I (3 cr.)
- HIST-A 304 United States, 1789-1865 II (3 cr.)
- HIST-A 313 Origins of Modern America (3 cr.)
- HIST-A 314 Recent U.S. History I (3 cr.)
- HIST-A 315 Recent U.S. History II (3 cr.)
- HIST-A 348 Civil War and Reconstruction (3 cr.)
- HIST-B 361 Europe in the Twentieth Century I (3 cr.)
- HIST-B 362 Europe in the Twentieth Century II (3 cr.)
- HIST-B 378 History of Germany since 1648 II (3 cr.)
- HIST-D 308 Empire of the Tsars (3 cr.)
- HIST-D 310 Russian Revolutions and the Soviet Regime (3 cr.)
- HIST-D 418 Russian and Soviet Foreign Policy in the Twentieth Century (3 cr.)
- HIST-F 342 Latin America: Evolution and Revolution (3 cr.)
- HIST-F 416 History of Slavery in the Americas (3 cr.)
- HIST-G 100 Issues in Asian History (3 cr.)
- HIST-G 200 America’s Wars in Asia (3 cr.)
- HIST-G 385 Modern China (3 cr.)
- HIST-G 387 Contemporary China (3 cr.)
- HIST-G 451 East Asian Civilization I (3 cr.)
- HIST-G 452 East Asian Civilization II (3 cr.)
- HIST-H 201 Russian Civilization I (3 cr.)
- HIST-H 202 Russian Civilization II (3 cr.)
- HIST-H 205 Ancient Civilizations (3 cr.)
- HIST-H 206 Medieval Civilizations (3 cr.)
- HIST-H 207 Modern East Asian Civilizations (3 cr.)
- HIST-H 208 American-East Asian Relations (3 cr.)
- HIST-H 214 Comparative Women’s History (3 cr.)
- HIST-H 218 History of Motion Pictures (3 cr.)
- HIST-H 231 The Family in History (3 cr.)
- HIST-H 233 Sports in History (3 cr.)

### Music
- MUS-M 110 History of Rock and Popular Music (3 cr.)
- MUS-M 201 The Literature of Music I (3 cr.)
- MUS-M 202 The Literature of Music II (3 cr.)
- MUS-M 403 The History of Music I (3 cr.)
- MUS-M 404 The History of Music II (3 cr.)
### Religion
REL-R 331 Christian Thought from the Reformation to the Present (3 cr.)

### Spanish
SPAN-S 411 Spanish Culture and Civilization (3 cr.)
SPAN-S 412 Latin American Culture and Civilization (3 cr.)

### Theatre
THTR-T 270 Introduction to History of Theatre I (3 cr.)
THTR-T 271 Introduction to History of Theatre II (3 cr.)
THTR-T 275 American Theatre: The Black Experience and Contributions (3 cr.)

### THE ARTS

#### Comparative Literature
CMLT-C 190 An Introduction to Film (3 cr.)

#### English
ENG-W 203 Creative Writing (3 cr.)
ENG-W 301 Writing Fiction (3 cr.)
ENG-W 303 Writing Poetry (3 cr.)

#### Fine Arts
FINA-F 100 Fundamental Studio (3 cr.)
FINA-H 100 Art Appreciation (3 cr.)
FINA-N 110 Introduction to Studio Art for Nonmajors (3 cr.)
FINA-S 165 Ceramics for Nonmajors (3 cr.)
FINA-S 196 Printmaking for Nonmajors (3 cr.)
FINA-S 239 Painting for Nonmajors (3 cr.)

#### Journalism
JOUR-J 344 Photojournalism (3 cr.)

#### Music
MUS-E 241 Introduction to Music Fundamentals (3 cr.)
MUS-M 174 Music for the Listener I (3 cr.)
MUS-M 175 Music for the Listener II (3 cr.)
MUS-M 201 Literature of Music I (3 cr.)
MUS-M 202 Literature of Music II (3 cr.)
MUS-M 375 Survey of Ethnic and Popular Musics of the World (3 cr.)
MUS-M 403 History of Music I (3 cr.)
MUS-M 404 History of Music II (3 cr.)
MUS-M 543 Keyboard Literature I (3 cr.)
MUS-T 109 Rudiments of Music (3 cr.)
MUS-T 113 Music Theory I (3 cr.)

#### Theatre
THTR-T 100 Introduction to Theatre (3 cr.)
THTR-T 105 Theatre Appreciation (3 cr.)
THTR-T 115 Oral Interpretation (3 cr.)
THTR-T 120 Acting I (3 cr.)
THTR-T 221 Movement for the Actor (3 cr.)
THTR-T 222 Voice for the Actor (3 cr.)
THTR-T 225 Stagecraft I (3 cr.)
THTR-T 230 Stage Costuming I (3 cr.)
THTR-T 236 Reader’s Theatre I (3 cr.)
THTR-T 302 Musical Theatre (3 cr.)
THTR-T 326 Scene Design I (3 cr.)
THTR-T 335 Stage Lighting I (3 cr.)
THTR-T 453 Playwriting I (3 cr.)

Major Requirements
Students must complete requirements for a specific major, which must total no fewer than 25 credit hours.

The specific requirements a student must fulfill for the major are those published in the IUS Bulletin current at the time the student declares the major, or those in the bulletin at the time of graduation. If there is a discrepancy between the bulletins, the dean of the appropriate academic unit, in consultation with the student’s academic advisor, will determine which bulletin to follow.

No later than the first semester of the junior year, students should plan a tentative outline of their major with their dean or assigned major advisor.

Note:
1. Only minimum grades of C– may be counted toward this requirement, although courses with lower passing grades may count toward the 120 credit hour requirement. Note that some programs require minimum grades of C in major courses.
2. Courses taken to satisfy the English W131 requirement may not be applied to satisfy the major.

Double Major
A double major is awarded to all B.A. candidates who satisfy the requirements of two majors. At least 25 credit hours must be taken in each major. The student is required to have one advisor from each of the major programs and must notify the deans of the schools that offer the majors.

Double Degree
Students may simultaneously earn two different degrees (e.g., B.A. and B.S.). Such a double degree can be obtained by completing all requirements for each of the two degrees. The student must have an advisor for both degrees and must notify the deans of the schools that grant the degrees.

Certification to Teach
With careful planning, a student may earn teacher’s certification for senior high/junior high/middle school or all-grade education while working toward a Bachelor of Arts degree. Students interested in such a program of study should consult both an advisor in their major field and an advisor in the School of Education.
Arts and Sciences Honors Research Minor
Students majoring in B.A. degree-granting disciplines and interested others who are sponsored by faculty members from those disciplines may apply to participate in the honors research program, provided that they have completed at least 56 credit hours of course work. Candidates for the honors research minor must complete a minimum of 15 credit hours of course work, including a minimum of 6 hours of research credit and 1 to 4 hours of credit for participation in honors seminars. Students interested in this program should consult their academic advisors.

H 400 Honors Research Minor Seminar (1 cr.) Required seminar for students in the Honors Research Minor Program. Honors seminars will be forums for discussion of each student’s research along with larger issues such as research strategies, publication, and ethics. A maximum of 4 credit hours are allowed.

General Requirements for the Associate of Arts Degree
Many students may be interested in completing a two-year liberal arts education program. Such a program may be applied toward a bachelor’s degree in one of the academic areas, or it may serve as a self-contained program. These students are encouraged to apply to study for the Associate of Arts degree.

Students may obtain the degree through any one of four schools on campus—Arts and Letters, Business, Natural Sciences, or Social Sciences. Since the degree provides for a concentration in a specific subject area, students should contact the school responsible for that discipline for advising and program planning.

Requirements:

1. Completion of a minimum of 60 credit hours.
   - A minimum grade of D– counts as passing for this requirement if the course was taken at an IU campus.
   - Courses accepted for transfer credit from another accredited institution must have a minimum grade of C (not C–) to satisfy this requirement.
   - Student development courses such as M006, M007, W030, W100, and X150 do not count toward the 60 credit hours required for the degree.
   
   If a student passes the same course more than once, it can count only once toward graduation, unless the bulletin specifically states that the course may be repeated for credit.

2. Residence requirement. Every degree candidate must complete not fewer than 15 credit hours of course work in residence at IUS, and not fewer than 6 credit hours of course work in the selected field of concentration at Indiana University Southeast.

3. Grade point average. The degree candidate must have a cumulative grade point average (GPA) of 2.0 (C).

4. English Composition. Students must complete W131 with a grade of C (not C–) or higher.
5. **Foreign Language.** The degree candidate must complete 8 credit hours in a single foreign language with a grade of D– or higher or must earn an achievement or placement test score sufficient for placement in foreign language classes at the 200 level or above. (See information on the foreign language requirement in the section “General Requirements for the Bachelor of Arts Degree.”)

6. **Distribution Requirements.** To fulfill the Associate of Arts distribution requirements, students must select a specified number of courses from the following four areas. Students must obtain a minimum grade of D– in all courses and may not apply a given course to a distribution requirement in more than one area. Please consult the discussion of “Distribution Requirements” found under the requirements for the Bachelor of Arts degree for further information.

   **The Natural World** Requirement: two courses; one physical science course and one life science course for a minimum of 6 credit hours; one lab course is recommended.

   **Mathematical and Formal Reasoning** Requirement: one course in mathematics for a minimum of 3 credit hours.

   **The Individual, Society, and Politics** Requirement: one course each from the two categories (a) psychology and society and (b) politics and economics, for a minimum of 6 credit hours.

   **Studies in Traditional Sources: Literature, Ideas, History, and the Arts** Requirements: one course from the category of historical investigations and two courses from the other three categories of literature, ideas, and the arts, with no more than one in each category, for a minimum of 9 credit hours.

7. **Concentration.** Students must complete a concentration of 15 credit hours in a single arts and sciences discipline. Students should consult the appropriate school for the specific course requirements for the chosen discipline. English composition and 100-level language courses may not be used to meet this concentration.

8. **Electives.** These courses bring the total to 60 credit hours.

**Master in Liberal Studies**

Sandra S. French, *Program Director*
Crestview Hall 129
Phone: (812) 941-2393
Master in Liberal Studies Office
Crestivew Hall 018B
Phone: (812) 941-2604
Web site: www.ius.edu/MLS

**Degree Offered**
The Master in Liberal Studies is an interdisciplinary graduate program that offers study beyond the bachelor's level for persons who are interested in continuing their education in a diversified, challenging manner. The program is not meant to prepare students for doctoral study.

**Admission Requirements**
For regular admission, students must have completed an undergraduate degree from an accredited institution with a minimum grade point average of 3.0 (B). Applications are accepted anytime, but to assure enrollment, students should apply by July 15 for the fall semester and by November 15 for the spring. Applications may be obtained through the Master in Liberal Studies office at Crestview Hall 018B or by calling (812) 941-2604 or (812) 941-2393.

Course Requirements
Students are required to complete 30 credit hours of courses that have been approved for graduate credit. These courses must represent all three of the arts and sciences schools and must include 9 credits of graduate seminars (D501, D502, D503) and a graduate project (D500). The credit hour requirement for this degree must be earned in five (5) consecutive years according to the IU Graduate School Bulletin.

Concentrations

Gender Studies  Eighteen of the 30 credit hours required for the Master of Liberal Studies degree must have a gender focus. Of these 18 credit hours, 6 are for the graduate project, which must have a gender theme.

International Studies  The International Studies track requires students to choose a geographic concentration, for example, Europe, Latin America, or East Asia.

Grades
Only courses in which the student earns a minimum grade of B will count toward the degree.

School of Arts and Letters

Knobview Hall KV110M
Phone: (812) 941-2342
Fax: (812) 941-2529
Web site: www.ius.edu/ArtsandLetters

Professors  Barry, Bochan, Garnier, Goldstein, Guenther, B. Jones, Kauffman, Mann, Moffett (Dean), Patterson-Randles, Peters

Associate Professors  Allen, Ambrose, Anderson, Badia, Clem, Daly, G. King, Krishna, Sweigart, Weger, A. Wyandotte, Zorn

Assistant Professors  Bates, Earley, Felsen, Stem, Whitesell

Senior Lecturer  Reid

Lecturers  Abernethy, Carlton, Hess, O’Neal, T. Reynolds, Viner, Zink

Writing Help Center Coordinator  W. Jackson

Adjunct Associate Professor  Totten
Adjunct Assistant Professor  Cato


Disciplines taught in the School of Arts and Letters at Indiana University Southeast include communication studies (advertising, speech, theatre, and theatre-business), English (literature, creative writing, and expository writing), fine arts, foreign languages (French, German, Japanese, and Spanish), humanities, music, philosophy, and religious studies.

These academic areas concern the artistic and intellectual aspects of human culture and are often presented with an interdisciplinary bent. Humanities disciplines share with other academic studies in the arts and sciences the goal of helping students acquire the skills of critical thinking, creativity, and communication. These are abilities that foster lifetime growth and learning and prepare students for the flexibility required in the work force.

Bachelor of Arts in Communication Studies

See “General Requirements for Undergraduate Degrees at IUS’’ and “General Requirements for the Bachelor of Arts Degree.”

Within the communication studies major, students may elect one of four separate tracks:

(1) communication, (2) advertising, (3) theatre, or (4) theatre-business.

Because the four tracks offered in the communication program have similarities as well as some significant differences, student learning outcomes may vary depending upon the track a student selects. The following three student learning outcomes provide broad-based goals for all four tracks in the degree program.

1. Students will communicate effectively in speaking and writing. Those who major in one of the communication tracks will become proficient delivering public presentations, working in group situations, interacting interpersonally, or performing in a dramatic venue. Students will also learn to write effectively for a variety of purposes and audiences.

2. Students will think logically and critically. Communication students should be proficient in the following: developing problem-solving approaches, conducting research, analyzing evidence and sources of evidence, distinguishing between sound and fallacious reasoning, analyzing and evaluating elements and effects of the mass media, understanding and evaluating literature for performance situations, and analyzing scripts for development of technical elements in theater production.
3. Students will possess an in-depth knowledge of the field of communication. This will include major theoretical foundations in communication, advertising, or theatre. Students will also be able to utilize such information in practical applications of the theories and concepts.

Requirements for the Communication Track

Web site: www.ius.edu/Communication

All courses and prerequisites that fulfill the requirements for the communication track must be completed with a grade of C or higher. None of these courses, with the exception of ENG-W 131, the math prerequisite for S 424, and S 427 Cross Cultural Communication, may be used to satisfy the arts and sciences distribution requirements.

1. In order to be admitted to the communication track, a student must meet the following requirements:
   a. The student must have completed 30 credit hours, including the prerequisite courses, with a minimum grade point average (GPA) of 2.3.
   b. Required prerequisite courses:
      ENG-W 131 Elementary Composition I
      SPCH-S 121 Public Speaking
      SPCH-S 122 Interpersonal Communication

2. After completing the admission requirements for the communication track, each student must complete the following courses. Instructors will hold to the stated prerequisites for each course. Prerequisites may not be taken concurrently.

   SPCH-S 205 Introduction to Speech Communication (Fall and Spring Sem.)
   Prerequisites: ENG-W 131, SPCH-S 121, SPCH-S 122, 30 credit hours and an overall GPA of 2.3

   SPCH-S 228 Argumentation and Debate (Fall Sem.)
   Prerequisites: SPCH-S 121 and sophomore standing

   SPCH-S 229 Discussion and Group Methods (Spring Sem.)
   Prerequisites: SPCH-S 121, SPCH-S 122, and sophomore standing

   SPCH-S 322 Advanced Interpersonal Communication (Fall Sem.)
   Prerequisites: SPCH-S 122 and junior standing

   SPCH-S 324 Persuasion (Fall Sem.)
   Prerequisites: SPCH-S 205 and junior standing

   SPCH-S 405 Human Communication Theory (Spring Sem.)
   Prerequisites: SPCH-S 205 and senior standing

   SPCH-S 421 Speech Criticism (Spring Sem.)
   Prerequisites: SPCH-S 205 and junior standing

   SPCH-S 424 Empirical Research Methods in Speech Communication (Spring Sem.)
   Prerequisites: MATH-A 118, MATH-M 118 or higher math
SPCH-S 205, junior standing  
(math course must be completed with a C or higher)

SPCH-S 440 Organizational Communication (Fall Sem.)  
Prerequisites: SPCH-S 205 and senior standing  
Plus one performance-based course from the following:

SPCH-C 205 Oral Interpretation of Literature (Fall Sem., odd years)  
Prerequisites: SPCH-S 121 or THTR-T 120 and sophomore standing

SPCH-C 320 Advanced Public Speaking (Fall Sem., even years)  
Prerequisites: SPCH-S 121 and sophomore standing

3. Students must complete a minimum of 9 credit hours of electives above the 100 level approved by 
the communication studies faculty.

Requirements for the Advertising Track
All courses that fulfill the requirements for the advertising track must be completed with a grade of C or 
higher. None of these courses, with the exception of ENG-W 131, and MATH-M 118 or higher, may be 
used to satisfy the B.A. degree distribution requirements.

1. In order to be admitted to the advertising track, a student must meet the following requirements:  
a. The student must have completed 30 credit hours, to include the prerequisite courses, with a 
minimum GPA of 2.3.  
b. Required prerequisite courses:  
   ENG-W 131 Elementary Composition I  
   MATH-M 118 Finite Mathematics, or a higher-level math course  
   SPCH-S 121 Public Speaking  
   SPCH-S 122 Interpersonal Communication

2. First-level Core Requirements  
   SPCH-S 205 Introduction to Speech Communication  
   JOUR-J 200 Reporting, Writing, and Editing  
   JOUR-J 320 Principles of Creative Advertising  
   BUS-M 300 Introduction to Marketing for Non-business Majors  
   JOUR-J 300 Communication Law OR J 280 Seminar in Journalism Ethics  
   FINA-S 250 Logo Design (S 351 Typography or S 352 Production)

3. Second-level Core Requirements  
The following courses comprise the second-level core requirements for the advertising track.  
Prerequisite and first-level courses must be completed before enrolling in these courses.  
   SPCH-S 324 Persuasion (prerequisite: junior standing and S 205)  
   SPCH-S 333 Public Relations  
   SPCH-S 424 Empirical Methods (prerequisite: A 118/M 118 or higher math)  
   TEL-R 440 Advertising Strategies (prerequisites: S 205, M 300; J 320)  
   TEL-T 441: Advanced Advertising Strategies (prerequisite: R 440)

4. Electives: At least 6 credit hours must be completed from the following list:
SPCH-T 414 Public Communication Campaigns (prerequisite: S 324)
BUS-M 415 Advertising and Promotional Management
FINA-P 380 Web Design
JOUR-J 210 Visual Communication (all three sections of 1 credit hour each)
SPCH-S 398 Independent Study

Requirements for the Theatre Track
All required courses in the theatre track must be completed with a minimum grade of C. Students may not use correspondence courses in theatre for academic credit. Students may take one theatre course through Metroversity per year, totaling no more than 4 Metroversity credit hours.

Admission to the theatre major is by audition only. This requirement is intended to ensure that interested students have sufficient theatre background to succeed in the discipline. It also allows faculty to evaluate a student’s experience before placement in the production program.

1. THTR-T 115 Oral Interpretation I (or SPCH-C 205 Introduction to Oral Interpretation)
   THTR-T 120 Acting I
   THTR-T 220 Acting II or THTR-T 320 Acting III
   THTR-T 225 Stagecraft I

2. THTR-T 270 and T 271 Introduction to History of the Theatre I-II in addition to the theatre history course, which satisfies the communication core
   SPCH-S 325 Voice and Diction

3. A minimum of 15 credit hours above the 100 level to be completed as follows:
   a. A minimum of 6 credit hours from courses in dramatic literature offered by the English department.
   b. Nine (9) credit hours must be selected from courses in theatre.

4. Capstone Experience: Junior-level theatre-track majors within the Department of Communication Studies must schedule a capstone experience through their advisors.

5. Portfolio: Each senior-level theatre track major within the Communication Studies Department is required to schedule a portfolio review through his or her advisor to assess strengths and weaknesses in area concentration.

Requirements for the Theatre-Business Track
All required courses in the theatre-business track must be completed with a minimum grade of C. Students may not use correspondence courses in theatre for academic credit. Students may take one theatre course through Metroversity per year, totaling no more than 4 Metroversity credit hours.

Theatre Courses
THTR-T 115 Oral Interpretation
THTR-T 120 Acting I
THTR-T 225 Stagecraft I
THTR-T 270 Introduction to the History of the Theater I
THTR-T 271 Introduction to the History of the Theater II
THTR-T 321 Directing I

Two (2) credit hours Senior Capstone Experience

Two (2) credit hours Practicum Experience

**Business Courses**
- BUS-A 201 Introduction to Accounting
- BUS-L 201 Legal Environment of Business
- BUS-M 300 Introduction to Marketing Management OR BUS-M 301 Introduction to Marketing Management
- BUS-M 415 Advertising and Promotion Management
- BUS-W 211 Contemporary Entrepreneurship
- MUS-U 411 Concert Management
- Three (3) credit hours Professional Internship
- Three (3) credit hours elective from recommended list below:
  - BUS-A 202 Introduction to Managerial Accounting
  - BUS-F 260 Personal Finance
  - COAS-W 100 Introduction to Business
  - FINA-P 220 Computer Art and Design
  - SPCH-S 223 Business and Professional Speaking
  - SPCH-S 324 Persuasion
  - MUS-U 412 Music Theatre Management

Advertising courses in communication

Students concentrating in theatre business are required to take specific general-education courses. The following are required for this degree: MATH-M 119 Brief Survey of Calculus I or MATH-M 122 College Algebra; CSCI-C 106 Introduction to Computers and Their Use; ENG-W 231 Professional Writing Skills; and SPCH-S 121 Public Speaking.

The student should also be aware that this degree has B.A. distribution requirements that require PSY-P 101 Introductory Psychology I, SOC-S 163 Social Problems, and ECON-E 108 Introduction to Microeconomics to be taken to fulfill the Individual, Society, and Politics requirement.

**Communication Studies Minors**
Students majoring in other disciplines may choose to minor in either communication or theater.

**Communication Minor**
All courses in the minor must be completed with a grade of C or higher.
1. SPCH-S 121 Public Speaking
2. SPCH-S 122 Interpersonal Communication
3. SPCH-S 205 Introduction to Speech Communication
4. Select two courses (6 credit hrs.) from the following: S 228, S 229, S 322, S 324, S 421, S 440

**Theatre Minor**
All courses in the minor must be completed with a grade of C- or higher.
1. T 120 Acting I
2. T 225 Stagecraft I
3. T 270 Introduction to History of the Theatre I or T 271 Introduction to History of the Theatre II
4. Six (6) credit hours to be selected from theatre courses above the 100 level

**Associate of Arts Degrees in Communication Studies**

See “General Requirements for the Associate of Arts Degree.” A student may complete an Associate of Arts degree in two of the four tracks in communication studies: communication or theatre.

**Associate of Arts in Communication**

Students must complete the following courses with a minimum grade of C.
1. SPCH-S 121 Public Speaking
2. SPCH-S 122 Interpersonal Communication
3. SPCH-S 205 Introduction to Speech Communication
4. Select two communication courses (6 credit hrs.) at the 200 or 300 level

**Associate of Arts in Theatre**

Students must complete the following courses with a minimum grade of C-
1. THTR-T 270 or T 271: Introduction to History of the Theatre I and II
2. THTR-T 120 Acting I
3. THTR-T 225 Stagecraft
4. Two courses from one of the following groups:
   Group 1:
   THTR-T 326 Scene Design
   THTR-T 335 Stage Lighting
   THTR-T 424 Stagecraft I
   Group 2:
   THTR-T 220 Acting II
   THTR-T 340 Directing
   THTR-T 410 Movement for the Theatre

**Bachelor of Arts in English**

See “General Requirements for Undergraduate Degrees at IUS” and “General Requirements for the Bachelor of Arts Degree.”
During the past few decades, the English profession has changed dramatically in the way it thinks about literature and writing. The study of English now addresses such questions as the relationship between literature and writing, the place of both disciplines in society, the impact of culture on given texts, and the need for interdisciplinary instruction. In response to these developments, the IUS Department of English now offers comprehensive but flexible undergraduate majors both in literature and in writing, with small classes so that students can interact with each other and their professors. In addition, the Department of English sponsors a literary magazine, faculty readings, and annual writing contests in creative and expository writing. English majors can also take part in IUS theatre productions and many other extracurricular activities. IUS offers English majors a number of outstanding facilities, including a state-of-the-art computer service, a library that houses some 600,000 volumes and microforms and that subscribes to more than 1,000 periodicals, and a writing center with a full-time professional staff that offers comprehensive tutoring.

For students interested in an English curriculum aligned with the more traditional career paths, particularly those leading to teaching and to graduate school, IUS offers a scholarly environment that allows majors to gain knowledge and appreciation of the literatures of diverse periods and cultures. English majors have ample opportunity to take courses that specialize in literary periods, genres, individual authors, culture, rhetoric, and written communication. Designed to broaden an understanding of and facility with language, such courses are offered regularly at the undergraduate and graduate levels.

In recent years the study of English at IUS has become much more than a “preprofessional” major meant to provide an excellent foundation for graduate study. The English faculty at IUS strongly believe that the skills of critical thinking and writing are transferable to a wide variety of entry-level careers. The English major therefore encourages inquisitiveness and imagination, qualities in demand in the working world. A recent survey asked IUS English alumni how their English degrees have helped them in their careers. One former English major now working in publishing wrote that he learned to “analyze thoroughly, rationally, and effectively.” Another major, now working in finance, said, “IUS prepared me for a great career in business administration.”

The skills taught in the English curriculum at IUS enable our graduates to respond more flexibly to changes in the job environment, to rise higher in their fields, and to experience greater job satisfaction than people with strict professional degrees. And because of the flexibility and diverse strengths of the English department faculty and the program itself, our students have been able to combine courses in economics, management, human relations, and organizational theory within their English majors, making them even more attractive to businesses and organizations. In recent years, we have seen our majors enter the fields of teaching, publishing, business and industry, advertising, government, law, communications, and public relations. For additional information, please see our Web site at www.ius.edu/English.

**Student Learning Goals**

**Knowledge Bases:** Students will be familiar with rhetorical and literary traditions and will be able to apply rhetorical and literary theories.

**Integrated Literacies:** Students will be able to make connections between themselves and their audiences through the processes of speaking, reading, writing, and listening effectively.
Intellectual Growth—Critical Thinking and Argument: Students will be able to reason about and to transfer ideas and information soundly, using multiple perspectives on debatable issues in defense of their inferences and judgments.

Multicultural Awareness: Students will recognize and appreciate the worth of different value systems while developing their own ethic. They will understand the relationship of that ethic to other value systems and behavioral choices. They will become familiar with different paradigms for explaining human reality and how these paradigms have operated historically and continue to operate today.

Collaborative Skills: Students will understand and be able to negotiate group dynamics, to elicit the views of others, and to help reach conclusions. They will develop the ability to deal constructively with criticism.

Effective Citizenship: Students will be involved and responsible in their communities. They will act with an informed awareness of contemporary issues and their historical contexts. They will recognize the moral dimensions of their decisions and accept responsibility for the consequences of their actions. Students will develop leadership abilities.

Technological Competence: Students will be able to think critically about technological sources and to use technology as appropriate to carry out various tasks.

Career Awareness: Students will understand the value of a B.A. in English and be able to use that degree as a practical asset in career development.

Requirements for All Majors, Who Must Complete the Following 36 Credits in English
1. L 140 Introduction to English Studies (3 cr.)
2. L 202 Literary Interpretation (3 cr.)
   Students should take L 140 and L 202 as soon as possible after declaring a major. English majors entering the program in the fall of 2003 and thereafter need to take L 140 and L 202 before they can enroll for any 300-level or higher elective courses. With permission from the instructor, students may take an upper-division course concurrently with L 140 and L 202.
3. Two British literature survey courses from L 297, L 298, L 299 (or an approved substitute) (6 cr.)
4. Two American literature survey courses from L 351, L 352, L 354 (or an approved substitute) (6 cr.)
5. The 400-level capstone course (concentration specific to writing or literature) (3 cr.)
6. Concentration-specific electives (see details below) (15 cr.)

L351, L352, and L354 cannot be used as 300-level electives

Prerequisite W 290 Writing in the Arts and Sciences should be completed within the first 60 credit hours of college credit.

Substitutions  English majors may substitute any 300- or 400-level literature elective with appropriate historical breadth for L 297, L 298, L 299, L 351, L 352, or L 354; such substitutions cannot also be used as elective credit. See the Schedule of Classes for electives that may be substituted for these surveys or speak with your departmental advisor.

Literature Concentration Majors
Requirements 12 of the 15 credit hours of electives in literature must be taken at the 300 level or above.

A minimum of 3 credit hours must be chosen from one of the following categories:
   International English Literature (e.g., L 383 Studies in British or Commonwealth Culture)
   Multicultural Literature (e.g., L 374 Ethnic American Literature, A 380 Contemporary Black American Writing, or L 364 Native American Literature)
   Literature in Translation (e.g., L 365 Modern Drama: Continental)

A minimum of 3 credit hours (300 level or higher) must be devoted to a course focusing on a single author or with an otherwise very limited focus. (e.g. L 313, L 314; or L 369).

See Schedule of Classes for approved options or speak to your departmental advisor.

Recommendations The department encourages electives in a variety of periods in American and British literature, and especially in Shakespeare and other major figures. It also recommends a course in British or American history before taking the capstone course.

Writing Concentration Majors
Requirements
1. G 205 Introduction to English Language (3 cr.) or G 301 History of the English Language (3 cr.)
2. W 203 Creative Writing (3 cr.)
3. W 350 Advanced Expository Writing (3 cr.) or W 420 Argumentative Writing (3 cr.)
4. W 490 Writing Seminar (3 cr.) (capstone credit hours are included in part 1 above)

Recommendations The department urges writing concentration majors to complete above requirements 1, 2, 3, and 5 before taking W490.

Recommendations for All English Majors
The department urges all majors to consider taking ENG-G 301 History of the English Language and PHIL-P 150 Elementary Logic, as well as other electives outside their concentration.

Requirements for a Minor in English
Eighteen (18) credit hours at the 200 level or above, including:
1. L 202 Literary Interpretation (3 cr.)
2. Nine (9) credit hours in literature survey courses chosen from the following: L 297, L 298, L 299, L 351, L 352, L 354
3. One of the following (3 cr.):
   a. L 313 Early Plays of Shakespeare
   b. L 314 Late Plays of Shakespeare

Requirements for a Minor in Writing
Eighteen (18) credit hours at the 200 level or above, including:
1. G 205 Introduction to the English Language (3 cr.)
2. W 203 Creative Writing (3 cr.)
3. One of the following (3 cr.):
   a. W 231 Professional Writing Skills
   b. W 234 Technical Writing
   c. W 290 Writing in the Arts and Sciences
   d. W 315 Composing Computer-Delivered Text
4. W 350 Advanced Expository Writing (3 cr.)
5. One of the following (3 cr.):
   a. W 270 Argumentative Writing
   b. W 420 Argumentative Writing
6. Electives: 3 additional credit hours in a course chosen from the following:

**Associate of Arts in English**

In addition to the courses listed under “General Requirements for the Associate of Arts Degrees,” students desiring an Associate of Arts in English must complete the following beyond English W131:
1. W 290 Writing in the Arts and Sciences (3 cr.)
2. L 202 Literary Interpretation (3 cr.)
3. One of the following survey courses in British Literature (3 cr.): L 297, L 298, L 299
4. One of the following survey courses in American literature (3 cr.): L 351, L 352, L 354
5. One of the following (3 cr.):
   a. L 313 Early Plays of Shakespeare
   b. L 314 Late Plays of Shakespeare
6. One additional English course at the 200-300 level, excluding G 207 and W 231 (3 cr.)

**Bachelor of Arts in Fine Arts (B.A.) with Studio Concentration and Bachelor of Fine Arts (B.F.A.) with Studio Major**

See “General Requirements for Undergraduate Degrees at IUS” and “General Requirements for the Bachelor of Arts Degree.”

Artists create much of the world in which we live. They not only decorate and beautify, they inform, enlighten, and entertain. Art challenges us to see things in new and unique ways and to think and feel things we have not imagined. Artists help us define our views of the world, our values, and our social beliefs.

To be successful as an artist is a formidable undertaking. This process demands discipline, hard work, perseverance, and dedication. Both the journey and the destination are richly rewarding. The goal of the IUS Department of Fine Arts is to maximize your potential as an artist and help you realize your dreams. To that end we will challenge you at every stage to achieve your very best. By becoming a fine arts major at IUS, you will join a community dedicated to preparing you to meet the challenges and reap the rewards that accompany success as an artist. It is our goal to give the best and most thorough art education we can provide and to encourage each student to be the artist he or she aspires to be.

**Fine Arts Learning Goals** for all students have been established by the department. These include the following.
• Students will be able to conceptualize their ideas visually.
• Students will be able to express their interests and goals as artists.
• Students will be able to analyze and evaluate their own art.
• Students will be able to describe, analyze, interpret and judge the work of other artists.
• Students will have a knowledge of the vocabulary and concepts used in the study and creation of art.

The Bachelor of Arts in Fine Arts (B.A.) with Studio Concentration requires that a student focus on at least one studio area after completing a core of required classes and being accepted into the concentration. It is possible to change one’s area of concentration or concentrate in more than one area with the approval of the fine arts faculty. The B.A. in fine arts degree offers the student a focused studio experience. The B.A. in Fine Arts requires a total of 120 credit hours. This number includes courses taken to fulfill general education and B.A. distribution requirements as well as those specifically required by the fine arts major.

Acceptance into Area of Concentration: Students desiring a B.A. in fine arts will seek acceptance into an area of studio concentration. The choices include painting, printmaking, ceramics, drawing, and graphic design. After completing all four Foundation courses, three 200-level studio courses, and one additional 300-level studio course in the area of desired concentration, students may formally seek admittance into that concentration area. Acceptance will be determined after a student’s grades to date have been evaluated and the student has participated in a 200-level portfolio review. Fine Arts majors seeking the B.A. degree must earn at least a grade of C in all required studio and art history courses; courses with grades below this threshold must be repeated until a grade of C or higher is achieved.

The Bachelor of Fine Arts (B.F.A.) with Studio Major requires that a student major in a studio area after completing a required core of classes and being accepted into this specialized degree program. Since the student focuses on a particular field, this degree allows for a more in-depth experience in the studio major than does the BA. The B.F.A. requires 131 credit hours: the IUS general education requirements, 84 hours in the fine arts including both studio and art history courses (see section “Requirements for Bachelor of Fine Arts (B.F.A.) with Studio Major” below), an additional 8 hours of a single foreign language, 3 hours of history outside of the required art history, 3 hours of natural science, and 3 hours of social science.

The B.F.A. is for the student who seeks a professional degree that can lead to continued study on the graduate level or for the student who plans to make art a career.

Acceptance: Students desiring a B.F.A. will seek acceptance into a studio major. The major areas include painting, printmaking, ceramics, drawing, and graphic design. After completing all four foundation courses, three 200-level studio courses and one 300-level studio course in the desired major, students can formally seek acceptance into a specific B.F.A. area. To apply for admittance into the B.F.A. program, a student must have an overall GPA of 3.0 for studio and art history course with no grade below a C, and an overall 2.5 GPA. Acceptance will be determined after a portfolio review of work consistent with the intended major. Successful B.F.A. candidates must maintain an overall GPA of 3.0 for studio and art history courses with no grade below a C, and an overall 2.5 GPA.

First-Year (Freshman) Course Requirements for all Fine Arts Majors

F 100 Foundation Studio-Drawing
F 101 Foundation Studio-Three Dimensional Design
F 102 Foundation Studio-Two Dimensional and Color Design
P 273 Computer Art and Design or all three sections of P280 Desktop Publishing
A 101 Ancient and Medieval Art
A 102 Renaissance through Modern Art

All the above foundation studio and art history courses must be completed before the first semester of the sophomore year. Once students have completed all four studio foundation courses, they can receive department authorization to take upper-level fine arts courses.

200-Level Studio Courses
All Fine Arts majors must take all five 200 level studio courses. They include S 230 Painting I, S 240 Printmaking I, S 200 Drawing I, S260 Ceramics I, and S 250 Graphic Design I or S351 Graphic Design II.

Additional Art History Requirements (B.A. and B.F.A.)
All Fine Arts majors must take A 449 Twentieth-Century Art, 1925-Present. A course above the 200-level that focuses on an art tradition other than that of Europe, Euro-America, or Euro-Australia is also requisite. B.F.A. candidates must take one additional art history course of their choosing. Students are encouraged to take more than the minimum required art history. These advanced courses may be taken at any time during the student’s career at IUS.

Sophomore Portfolio Reviews
All fine arts majors must have a sophomore portfolio review upon completing all four foundation courses, three 200-level studio courses and one 300-level studio course. This review will be used in determining acceptance into the B.A. in fine arts with studio concentration program or to satisfy qualifications to apply for acceptance into the B.F.A. program with studio major. The portfolio review will also be used to identify weaknesses in a student’s progress that need to be addressed through remediation or probation.

Transfer students with art credit from other institutions must have a sophomore portfolio transfer review in order to determine which courses from other institutions will be accepted as satisfying the IUS fine arts studio requirements.

Upper-Level Requirements for Completion of Degree (Bachelor of Arts in Fine Arts—B.A.)
In addition to the required foundation and 200-level courses, students must take a minimum of four upper-level classes in each studio concentration to which they have gained acceptance. It is anticipated that the student will take more than the minimum.

Final Requirements for Completion of Degree (Bachelor of Arts in Fine Arts—B.A.)
All B.A. in Fine Arts majors must take A 401 Art Theory—Senior during the fall semester before graduation. In addition, at the end of the spring semester before graduation, seniors must participate in a formal exhibition of their work. All B.A. in fine arts majors will have a senior portfolio review at this time.

Upper-Level Requirements for Completion of Degree (Bachelor of Fine Arts—B.F.A.)
In addition to the required foundation, 200-level and 300-level courses, students must take a minimum of 18 upper-level studio credits in their major.
Final Requirements for Completion of Degree (Bachelor of Fine Arts–B.F.A.)
All B.F.A. majors must take U 400 (B.F.A. Seminar) in the fall semester before their graduation. In addition, in the spring semester before graduation all B.F.A. majors are required to take G 400 B.F.A. Final Review, which includes a written thesis, a defense of that thesis in an oral presentation, and a formal exhibition of their work. The B.F.A. portfolio review will take place at this time.

Requirements for Bachelor of Arts in Fine Arts (B.A.)
Students will have a portfolio review at the end of the second semester to determine acceptance into a specific studio concentration. If not accepted, students can reapply for a different studio concentration after taking both a 200- and a 300-level course in that area.

Ceramics Concentration

First Year
- F 100 Foundation Studio–Drawing
- F 101 Foundation Studio–Three-Dimensional Design
- F 102 Foundation Studio–Two-Dimensional and Color Design
- P 273 Computer Art and Design or all three sections of P 280 Desktop Publishing
- A 101 Ancient and Medieval Art
- A 102 Renaissance through Modern Art

Second Year*
Choose two:
- S 200 Drawing I
- S 230 Painting I
- S 240 Printmaking I
- S 250 Graphic Design I or S 351 Graphic Design II

Required courses:
- S 260 Ceramics I
- S 361 Ceramics II

After Acceptance into Ceramics Concentration:

Third Year
Choose two: *
- S 200 Drawing I
- S 230 Painting I
- S 240 Printmaking I
- S 250 Graphic Design I or S 351 Graphic Design II

Required courses:
- S 361 Ceramics III (repeat)
*The completion of all required 200-level courses is necessary before a student will be accepted for admittance into any 400-level studio.

Fourth Year

Required courses:
S 461 Ceramics IV
S 461 Ceramics IV (repeat)
A 401 Art Theory–Senior
Senior Exhibition

Drawing Concentration

First Year
F 100 Foundation Studio–Drawing
F 101 Foundation Studio–Three-Dimensional Design
F 102 Foundation Studio–Two-Dimensional and Color Design
P 273 Computer Art and Design or all three sections of P 280 Desktop Publishing
A 101 Ancient and Medieval Art
A 102 Renaissance through Modern Art

Second Year *

Choose two:
S 230 Painting I
S 240 Printmaking I
S 250 Graphic Design I or S 351 Graphic Design II
S 260 Ceramics I

Required courses:
S 200 Drawing I
S 301 Drawing II

After Acceptance into Drawing Concentration:

Third Year

Choose two: *
S 230 Painting I
S 240 Printmaking I
S 250 Graphic Design I or S 351 Graphic Design II
S 260 Ceramics I

Required courses:
S 301 Drawing II (repeat)

*The completion of all required 200-level courses is necessary before a student will be accepted for admittance into any 400-level studio
Fourth Year

Required courses:
S 401 Drawing IV
S 401 Drawing IV (repeat)
A 401 Art Theory–Senior

Senior Exhibition

Graphic Design Concentration

First Year
F 100 Foundation Studio–Drawing
F 101 Foundation Studio–Three-Dimensional Design
F 102 Foundation Studio–Two-Dimensional and Color Design
P 273 Computer Art and Design or all three sections of P 280 Desktop Publishing
A 101 Ancient and Medieval Art
A 102 Renaissance through Modern Art

Second Year*

Choose two:
S 200 Drawing I
S 230 Painting I
S 240 Printmaking I
S 260 Ceramics I

Required courses:
S 250 Graphic Design I
S 351 Graphic Design II

After Acceptance into Graphic Design concentration:

Third Year

Choose two: *
S 200 Drawing I
S 230 Painting I
S 240 Printmaking I
S 260 Ceramics I

Required courses:
S 352 Graphic Design III

Recommended elective:
P 380 Web Design (all three sections)
*The completion of all required 200 level courses is necessary before a student will be accepted for admittance into any 400 level studio.

**Fourth Year**

Required courses:
- S 451 Graphic Design IV
- S 451 Graphic Design IV (repeat)
- A 401 Art Theory–Senior

Senior Exhibition

**Painting Concentration**

**First Year**
- F 100 Foundation Studio–Drawing
- F 101 Foundation Studio–Three-Dimensional Design
- F 102 Foundation Studio–Two-Dimensional and Color Design
- P 273 Computer Art and Design
- A 101 Ancient and Medieval Art
- A 102 Renaissance through Modern Art

**Second Year** *

Choose two:
- S 200 Drawing I
- S 240 Printmaking I
- S 250 Graphic Design I or S 351 Graphic Design II
- S 260 Ceramics I

Required courses:
- S 230 Painting I
- S 331 Painting II

**After Acceptance into Painting Concentration:**

**Third Year**

Choose two: *
- S 200 Drawing I
- S 250 Graphic Design I or S 351 Graphic Design II
- S 240 Printmaking I
- S 260 Ceramics I

Required courses:
- S 331 Painting II (repeat)
The completion of all required 200-level courses is necessary before a student will be accepted for admittance into any 400-level studio.

**Fourth Year**

Required courses:
- S 431 Painting III
- S 431 Painting III (repeat)
- A 401 Art Theory–Senior

Senior Exhibition

**Printmaking Concentration**

**First Year**
- F 100 Foundation Studio–Drawing
- F 101 Foundation Studio–Three-Dimensional Design
- F 102 Foundation Studio–Two-Dimensional and Color Design
- P 273 Computer Art and Design
- A 101 Ancient and Medieval Art
- A 102 Renaissance through Modern Art

**Second Year**

Choose two:
- S 200 Drawing I
- S 230 Painting I
- S 250 Graphic Design I or S 351 Graphic Design II
- S 260 Ceramics I

Required courses:
- S 240 Printmaking I

Choose one:
- S 341 Printmaking II: Intaglio
- S 343 Printmaking II: Lithography
- S 348 Printmaking II: Relief

**After Acceptance into Printmaking Concentration:**

**Third Year**

Choose two: *
- S 200 Drawing I
- S 230 Painting I
- S 250 Graphic Design I or S 351 Graphic Design II
- S 260 Ceramics I
Choose one:
S 341 Printmaking II: Intaglio
S 343 Printmaking II: Lithography
S 348 Printmaking II: Relief

*The completion of all required 200-level courses is necessary before a student will be accepted for admittance into any 400-level studio.

**Fourth Year**
Choose two:
S 441 Printmaking III: Intaglio
S 443 Printmaking III: Lithography
S 448 Advanced Screen Printing

Required courses:
A 401 Art Theory–Senior

Senior Exhibition

**Requirements for Bachelor of Fine Arts (B.F.A.) with Studio Major**

*Students will have a portfolio review at the end of the second semester to determine acceptance into a specific studio concentration. If not accepted, students can reapply for a different studio concentration after taking both a 200- and a 300-level course in that area.

**B.F.A. Ceramics**

**First Year**
F 100 Foundation Studio–Drawing
F 101 Foundation Studio–Three-Dimensional Design
F 102 Foundation Studio–Two-Dimensional and Color Design
P 273 Computer Art and Design
A 101 Ancient and Medieval Art
A 102 Renaissance through Modern Art

**Second Year**
Choose two:
S 200 Drawing I
S 230 Painting I
S 240 Printmaking I
S 250 Graphic Design I or S 351 Graphic Design II

Required courses:
S 260 Ceramics I
S 361 Ceramics II
After Acceptance into B.F.A. Ceramics:

**Third Year**

Choose two: *
- S 200 Drawing I
- S 230 Painting I
- S 240 Printmaking I
- S 250 Graphic Design I or S 351 Graphic Design II

Required courses:
- S 361 Ceramics III (repeat)
- S 461 Ceramics IV
- A 478 The History of Ceramics
- S 462 B.F.A. Ceramics (6 cr.)

*The completion of all required 200-level courses is necessary before a student will be accepted for admittance into any 400-level studio.

**Fourth Year**

Choose two courses:
- 300- or 400-level drawing
- 300- or 400-level graphic design
- 300- or 400-level painting
- 300- or 400-level printmaking
- 300- or 400-level art history

Required courses:
- S 462 B.F.A. Ceramics (12 cr.)
- U 400 B.F.A. Seminar (3 cr.)
- G 400 B.F.A. Final Review

**B.F.A. Drawing**

**First Year**
- F 100 Foundation Studio–Drawing
- F 101 Foundation Studio–Three-Dimensional Design
- F 102 Foundation Studio–Two-Dimensional and Color Design
- P 273 Computer Art and Design
- A 101 Ancient and Medieval Art
- A 102 Renaissance through Modern Art

**Second Year**

Choose two:
- S 230 Painting I
S 240 Printmaking I
S 250 Graphic Design I or S 351 Graphic Design II
S 260 Ceramics I

Required courses:
S 200 Drawing I
S 301 Drawing II

**After Acceptance into B.F.A. Drawing**

**Third Year**

Choose two: *
S 230 Painting I
S 240 Printmaking I
S 250 Graphic Design I or S 351 Graphic Design II
S 260 (Ceramics I)

Choose one:
300- or 400-level ceramics
300- or 400-level graphic design
300- or 400-level painting
300- or 400-level printmaking
300- or 400-level art history

Required courses:
S 345 Life Drawing
S 401 Drawing IV
S 405 B.F.A. Drawing (6 cr.)

*The completion of all required 200 level courses is necessary before a student will be accepted for admittance into any 400 level studio.*

**Fourth Year**

Choose two:
300- or 400-level ceramics
300- or 400-level graphic design
300- or 400-level painting
300- or 400-level printmaking

Required courses:
S 405 B.F.A. Drawing (12 cr.)
U 400 B.F.A. Seminar (3 cr.)
G 400 B.F.A. Final Review
B.F.A. Graphic Design

First Year
F 100 Foundation Studio–Drawing
F 101 Foundation Studio–Three-Dimensional Design
F 102 Foundation Studio–Two-Dimensional and Color Design
P 273 Computer Art and Design
A 101 Ancient and Medieval Art
A 102 Renaissance through Modern Art

Second Year

Choose two:
S 200 Drawing I
S 230 Painting I
S 240 Printmaking I
S 260 Ceramics I

Required courses:
S 250 Graphic Design I
S 351 Graphic Design II

After Acceptance into B.F.A. Graphic Design

Third Year

Choose two: *
S 200 Drawing I
S 230 Painting I
S 240 Printmaking I
S 260 Ceramics I

Required courses:
S 352 Graphic Design III
P 380 Web Design
S 451 Graphic Design IV
S 452 B.F.A. Graphic Design (6 cr.)

*The completion of all required 200 level courses is necessary before a student will be accepted for admittance into any 400 level studio.

Fourth Year

Choose two:
300- or 400-level ceramics
300- or 400-level drawing
300- or 400-level painting
300- or 400-level printmaking
300- or 400-level art history

Required courses:
S 452 B.F.A. Graphic Design (12 cr.)
U 400 B.F.A. Seminar (3 cr.)
G 400 B.F.A. Final Review

B.F.A. Painting

First Year
F 100 Foundation Studio–Drawing
F 101 Foundation Studio–Three-Dimensional Design
F 102 Foundation Studio–Two-Dimensional and Color Design
P 273 Computer Art and Design
A 101 Ancient and Medieval Art
A 102 Renaissance through Modern Art

Second Year
Choose two:
S 200 Drawing I
S 240 Printmaking I
S 250 Graphic Design I or S 351 Graphic Design II
S 260 Ceramics I

Required courses:
S 230 Painting I
S 331 Painting II

After Acceptance into B.F.A. Painting

Third Year
Choose two: *
S 200 Drawing I
S 240 Printmaking I
S 250 Graphic Design I or S 351 Graphic Design II
S 260 Ceramics I

Choose one:
300- or 400-level ceramics
300- or 400-level graphic design
300- or 400-level drawing
300- or 400-level printmaking

Required Courses:
S 345 Life Drawing
S 438 Water Media
S 432 B.F.A. Painting (6 cr.)

*The completion of all required 200 level courses is necessary before a student will be accepted for admittance into any 400 level studio.

**Fourth Year**

Choose two:
300- or 400-level ceramics
300- or 400-level drawing
300- or 400-level graphic design
300- or 400-level printmaking

Required courses:
S 432 B.F.A. Painting (12 cr.)
U 400 B.F.A. Seminar (3 cr.)
G 400 B.F.A. Final Review

**B.F.A. Printmaking**

**First Year**
F 100 Foundation Studio–Drawing
F 101 Foundation Studio–Three-Dimensional Design
F 102 Foundation Studio–Two-Dimensional and Color Design
P 273 Computer Art and Design
A 101 Ancient and Medieval Art
A 102 Renaissance through Modern Art

**Second Year**

Choose two:
S 200 Drawing I
S 230 Painting I
S 250 Graphic Design I or S 351 Graphic Design II
S 260 Ceramics I

Required courses:
S 240 Printmaking I

Choose one:
S 341 Printmaking II: Intaglio
S 348 Printmaking II: Relief
S 343 Printmaking II: Lithography
S 344 Printmaking II: Silkscreen
After Acceptance into B.F.A. Printmaking:

Third Year

Choose two: *
S 200 Drawing I
S 230 Painting I
S 250 Graphic Design I or S 351 Graphic Design II
S 260 Ceramics I

Choose one:
300- or 400-level ceramics
300- or 400-level graphic design
300- or 400-level painting
300- or 400-level drawing

Choose three:
S 341 Printmaking II: Intaglio
S 348 Printmaking II: Relief
S 343 Printmaking II: Lithography
S 344 Printmaking II: Silkscreen

Required courses:
S 442 B.F.A. Printmaking (6 cr.)

*The completion of all required 200 level courses is necessary before a student will be accepted for admittance into any 400 level studio.

Fourth Year

Choose two:
300- or 400-level ceramics
300- or 400-level drawing
300- or 400-level graphic design
300- or 400-level painting

Required courses:
S 442 B.F.A. Printmaking (12 cr.)
U 400 B.F.A. Seminar (3 cr.)
G 400 B.F.A. Final Review

Associate of Arts in Art History

See “General Requirements for the Associate of Arts Degree.” In addition, students must complete the following courses:
A 101 Ancient and Medieval Art
A 102 Renaissance through Modern Art
A 458 Topics in the Ethnographic Arts
Upper-level elective, Western topic
Upper-level elective, Indigenous topic
Upper-level elective, student choice of topic

Minor in Fine Arts

Students majoring in other areas may choose to minor in fine arts. The fine arts minor requires the foundations sequence:
- F 100 Foundation Studio–Drawing
- F 101 Foundation Studio–Three-Dimensional Design
- F 102 Foundation Studio–Two-Dimensional and Color Design
- P 273 Computer Art and Design or all three sections of P 280 Desktop Publishing
- A 101 Ancient and Medieval Art
- A 102 Renaissance through Modern Art

Also required are the five 200-level fine arts studio courses:
- S 230 Painting
- S 200 Drawing
- S 240 Printmaking
- S 260 Ceramics
- S 250 Graphic Design

Fine arts minors must meet with a fine arts departmental advisor for program planning.

Minor in Art History

The minor in Art History is open to all students who have an interest in the history of art regardless of their major. At least 18 credit hours are required, including A 101 Ancient and Medieval Art, A 102 Renaissance Through Modern Art, A 458 Topics in the Ethnographic Arts, plus a minimum of three other courses above the 200 level. At least one of these additional courses must cover a European, Euro-American, or Euro-Australian topic. At least one must concentrate on the arts of an indigenous people (e.g., Native American, African, South Pacific, or Asian). Art history minors must meet with a fine arts departmental advisor for program planning.

Modern Languages: French, German, and Spanish

Students in every field benefit from proficiency in a modern language, because it develops critical-thinking skills and understanding of their own first language. Another language broadens appreciation for one’s culture and that of others. It prepares one for active citizenship in an increasingly multicultural and multilingual world.

In a highly competitive world, with an ever more intricate global economy, proficiency in at least one additional language represents an invaluable asset. It opens wide opportunities for careers in business, law, government, communication, medicine, and many other fields.

We recommend a major in a modern language or a double major including a modern language, to all students pursuing a bachelor’s degree on this campus. In addition, all language majors at IUS are encouraged to minor in one of the other modern languages offered.
Mission
The Department of Modern Languages at IU Southeast believes that the study of a language should enable the student to participate in written and oral communication in the foreign language. Through language study, students gain knowledge and understanding of the cultures of the world, connect with other disciplines and acquire information that may be unavailable to the monolingual English speaker, develop insight into the nature of language and culture, are more aware of the inner workings and richness of their first language, and participate in communities at home and abroad.

The Spanish, French, and German undergraduate programs are designed for those who desire a greater understanding of the world through the study of language, contemporary culture, history, literature, music, and film. Specifically, Spanish, French, and German majors receive excellent professional preparation for a career as language teachers (note that there are additional requirements for teacher certification) and for entry into an advanced degree program. To expand employment options, students are encouraged to combine a language degree with a major in one or more additional fields.

Student Learning Goals
- Students will demonstrate ability to communicate orally in the target language.
- Students will demonstrate ability to understand spoken Spanish, French, or German.
- Students will demonstrate ability to write accurately, convincingly, and in a logical, organized fashion in the target language.
- Students will demonstrate an ability to read, understand, and analyze texts written in the target language.
- Students will demonstrate knowledge of literature, history, and contemporary culture of the Spanish-, German-, or French-speaking worlds.

Requirements
Students must complete a minimum of 30 credit hours above the 100 level, some of which may be taken overseas (see the “Overseas Study” section of this bulletin) or at the University of Louisville.

Bachelor of Arts in French

See “General Requirements for Undergraduate Degrees at IUS” and “General Requirements for the Bachelor of Arts Degree.”

Requirements
1. F 200, F 250
2. 300 level
   Eighteen (18) credit hours from the following:
   F 300, F 305, F 306, F 313, F 314, F 315, F 316, F 363, F 375
3. 400 level
   Six (6) credit hours from the following:
   F 453, F 454, F 461, F 474, F 475
   Any appropriate University of Louisville 500–level courses.

Minor in French
Requirements 15 credit hours, including:
F 200 Second-Year French I (3 cr.)
F 250 Second-Year French II (3 cr.)
Nine (9) credit hours in French beyond F250

**Bachelor of Arts in Germanic Studies**

See “General Requirements for Undergraduate Degrees at IUS” and “General Requirements for the Bachelor of Arts Degree.”

**Requirements**  Students must complete the following:
1. G 200, G 250
2. One 300-level course each in language (G 311 or G 330), literature (G 305 or G 306), and culture studies (G 363 or G 464)
3. Four 400-level courses in language, literature, or culture

**Minor in Germanic Studies**

**Requirements**  Students must complete three courses on the 300 level.

**Bachelor of Arts in Spanish**

See “General Requirements for Undergraduate Degrees at IUS” and “General Requirements for the Bachelor of Arts Degree.”

**Requirements**
1. S 200, S 250 (6 cr.)
2. S 275, S 291, and S 300 level
   Eighteen (18) credit hours from the following: S 275, S 301, S 302, S 303, S 311, S 312, S 317 (S 312 and S 317 are required.)
3. 400 level (6 cr. hr. minimum)
   S 411 or S 412 (required)
   S 407/S 471 (University of Louisville S 503/S 505)
   or
   S 408/S 472 (University of Louisville S 504/S 506)
   or
   S 419/S 420 (or another University of Louisville 500-level literature course)

**Minor in Spanish**

**Requirements**  15 credit hours, including:
   S 200 Second-Year Spanish I (3 cr.)
   S 250 Second-Year Spanish II (3 cr.)

Nine (9) credit hours of Spanish beyond S 250 (S 275, S 312, S 317 or another S300- or S400-level course)

Native speakers who test out of S 200 and S 250 are not allowed to take S 317.

**Bachelor of Arts in Music**

Department of Music
Ogle Center 051
Music is a language of human expression that communicates the spirit and creative impulse of the society that gives rise to it. The music we create helps us to know ourselves and understand the peoples of other cultures. It is an academic study that develops creativity and discipline and has long been considered an intrinsic part of a liberal education.

Students who wish to make music their major focus of study have the opportunity to do so at IUS by enrolling in the B.A. in music degree program. Admission is by audition only, to ensure that students are properly placed in courses and have the background and ability to succeed in the program. Information is available through the department office at (812) 941-2655. Students may enroll as a minor or take music courses as electives without an audition.

All students, regardless of major, have the opportunity to participate in a number of choral and instrumental ensembles with or without credit. All students are encouraged to take private lessons so that they may broaden their college education by developing their innate musical abilities.

**Student Learning Goals**  All music major curricula are designed to foster student learning in: technical proficiency in the student’s major concentration; the ability to interpret, perform and/or recognize a breadth of musical styles and genres, the ability to learn independently; knowledge of and the ability to use the grammar of the musical language; familiarity with masterpieces and composers/artists of the Western classical music lexicon; understanding the historical, sociological, and political contexts which gave rise to music; knowledge and experience with basic research techniques in music; exposure to non-Western music; and a basic proficiency in current music technology.

**Concentrations**  Students working toward the B.A. in music select a concentrated area of study within the degree. Music majors must earn a minimum grade of C– in all required music courses. All music students are required to participate in a major ensemble every fall and spring semester in which they are registered. The following are the departmental requirements for each concentration:

**Vocal or Instrumental Performance Requirements**

A 301 Electronic Studio Resources I  
M 201-M 202 Literature of Music I and II  
M 403-M 404 History of Music I and II  
T 113-T 114 Music Theory I and II  
T 115-T 116 Ear Training I and II  
T 215-T 216 Ear Training III and IV  
T 417-T 418 Music Theory III and IV  
Applied Vocal/Instrumental Study  
Applied Piano Study  
(P 100 for vocal or instrumental majors) or
### Recommended Electives
- G 370 Techniques for Conducting (2 cr.)
- X 002 Piano Accompanying (2 cr.)
- Vocal or Piano Pedagogy (2 cr.)

Several semesters of applied piano study are strongly recommended for all performance majors. Vocal majors are urged to take U230 Foreign Language for Singers.

### Music Composition
**Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 301 Electronic Studio Resources I</td>
<td>2</td>
</tr>
<tr>
<td>M 201-M 202 Literature of Music I and II</td>
<td>6</td>
</tr>
<tr>
<td>M 403-M 404 History of Music I and II</td>
<td>6</td>
</tr>
<tr>
<td>T 113-T 114 Music Theory I and II</td>
<td>6</td>
</tr>
<tr>
<td>T 115-T 116 Ear Training I and II</td>
<td>2</td>
</tr>
<tr>
<td>T 215-T 216 Ear Training III and IV</td>
<td>2</td>
</tr>
<tr>
<td>T 417-T 418 Music Theory III and IV</td>
<td>6</td>
</tr>
<tr>
<td>Applied Composition Study</td>
<td>12</td>
</tr>
<tr>
<td>K 312 Arranging for Instrumental and Vocal Groups</td>
<td>2</td>
</tr>
<tr>
<td>K 402 Senior Recital</td>
<td>1</td>
</tr>
<tr>
<td>Ensemble Participation</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>

### Recommended Electives
- A 302 Electronic Music Resources II (2 cr.)
- G 370 Techniques for Conducting (2 cr.)
- Applied Instrument/Voice Study

### Music Technology
All technology students spend the first two years working on the core requirements for the degree concentration. During the Sophomore Assessment Gateway (see *Music Student Handbook*), students must declare a production or creation emphasis for their remaining two years. The production track emphasizes critical skills in recording, mixing, and editing specific sound projects, whereas the creation track concentrates the student’s skills in areas of electronic music composition and audio/visual scoring.

### Production Track
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 101 Intro to Audio Technology</td>
<td>2</td>
</tr>
<tr>
<td>A 301-302 Electronic Studio Resources I and II</td>
<td>4</td>
</tr>
<tr>
<td>A 370-470 Studio Techniques I and II</td>
<td>4</td>
</tr>
<tr>
<td>A 461 Final Project in Audio Technology</td>
<td>1</td>
</tr>
<tr>
<td>A 480 Internship in Audio Production</td>
<td>6</td>
</tr>
<tr>
<td>M 201-202 Literature of Music I and II</td>
<td>6</td>
</tr>
<tr>
<td>M 403-404 History of Music I and II</td>
<td>6</td>
</tr>
</tbody>
</table>
T 113-114 Music Theory I and II 6
T 115-116 Ear Training I and II 2
T 215-216 Ear Training III and IV 2
T 417-418 Music Theory III and IV 6
Ensemble Participation 4
Total Credits 49

Creation Track
A 101 Intro to Audio Technology 2
A 301- 302 Electronic Studio Resources I & II 4
A 321 Media Techniques 3
K 300 Applied Composition 4
K 312 Arranging and Orchestration 3
K 406 Final Project in Audio Technology 1
M 201-202 Literature of Music I and II 6
M 403-404 History of Music I and II 6
T 115-116 Ear Training I and II 2
T 113-114 Music Theory I and II 6
T 215-216 Ear Training III and IV 2
T 417-418 Music Theory III and IV 6
Ensemble Participation 4
Total Credits 49

Music Business
Requirements

A 301 Electronic Studio Resources I 2
T 113-T 114 Music Theory I and II 6
T 115-T 116 Ear Training I and II 2
M 201-M 202 Literature of Music I and II 6
M 403-M 404 History of Music I and II 6
Applied Vocal/Instrumental Study 4
Ensemble Participation 4
BUS-A 201 Introduction to Financial Accounting 3
BUS-L 201 Legal Environment of Business 3
BUS-W 211 Contemporary Entrepreneurship 3
BUS-M 300 Introduction to Marketing Management 3
MUS-U 411 Concert Management 3
MUS-U 440 Field Experience: Practicum 4
Total Credits 49

Students concentrating in music business should be aware that the concentration requires specific general-education courses. The following are required for this degree: MATH-M 119 Brief Survey of Calculus I or MATH-M 122 College Algebra, CSCI-C 106 Introduction to Computers and Their Use, ENG-W 231 Professional Writing Skills, and SPCH-S 121 Public Speaking.
The student should also be aware that this degree has B.A. distribution requirements that require PSY-P 101 Introductory Psychology I, SOC-S 163 Social Problems, and ECON-E 108 Introduction to Microeconomics to be taken to fulfill the Individual, Society, and Politics requirement.

**Recommended Courses to Fulfill B.A. Distribution Requirement**

**History (two courses)**
- MUS-M 110 History of Rock and Popular Music (3 cr.)

**Ideas (one course)**
- PHIL-P 140 Introduction to Ethics (3 cr.)

**Arts (one course)**
- THTR-T 105 Appreciation of Theatre or
- FINA-P 273 Computer Art and Design (3 cr.)
- THTR-T 270 Introduction to History of the Theatre I (3 cr.)

**Recommended Electives**

- BUS-A 202 Introduction to Managerial Accounting (3 cr.)
- BUS-F 260 Personal Finance (3 cr.)
- BUS-M 415 Advertising and Promotion Management (3 cr.)
- BUS-W 100 Business Administration: Introduction (3 cr.)
- MUS-U 412 Music Theater Management (3 cr.)

Additional internship hours

**Minor in Music**

A minimum of 20 credit hours in music is required to earn a minor in music. The required courses for a minor are as follows:

- T 113-T 114 Music Theory I and II 6
- T 115-T 116 Ear Training I and II 2
- M 201-M 202 Literature of Music I and II 6
- Applied Vocal/Instrumental Study 4
- Ensemble Participation 2
- Total Credits 20

Note that some students may need to enroll in Music Fundamentals (E 241 or T 109) to prepare for the work in T 113 Music Theory. Please contact the department for advising.

**Associate of Arts in Music**

See “General Requirements for the Associate of Arts Degree.” A minimum of 16 credit hours in music is needed for the A.A. in music. The required courses for the A.A. in music are as follows:

- T 113-T 114 Music Theory I and II 6
- T 115-T 116 Ear Training I and II 2
- M 201-M 202 Literature of Music I and II 6
- Ensemble or Applied Study 2
- Total Credits 16
Note that some students may need to enroll in Music Fundamentals (E 241 or T 109) to prepare for the work in T 113 Music Theory. Please contact the department for advising.

**Bachelor of Arts in Philosophy**

See “General Requirements for Undergraduate Degrees at IUS” and “General Requirements for the Bachelor of Arts Degree.”

When Socrates exclaimed to his incredulous accusers, “I know you won’t believe me, but I truly believe the highest human excellence is to question oneself and others,” he captured the spirit of all philosophical effort. Although philosophy has undergone profound changes since his time, it still seeks to come to terms with the questions and issues provoked by every phase of life, and it produces arguments and accounts bearing on every subject worthy of disciplined reflection.

Majoring in philosophy offers a student the opportunity to gain skills in critical thinking, writing, and reading not afforded by many other disciplines. These are vital skills if one is to succeed in a rapidly changing work world. For those students who intend to pursue an advanced professional degree (for example, in medicine or law), the philosophy major provides the analytic training and intellectual studies that make for a well-rounded, qualified, and attractive candidate. Further, the B.A. with a major in philosophy (or a double major including philosophy) is an excellent degree for those who intend to study for an advanced degree, even if the advanced degree will not be in philosophy. Finally, those whose main goal in pursuing an undergraduate degree is to gain a deeper understanding of the world in which we live would do well to consider a major in philosophy. For more information, see our Web site at macserver.ius.indiana.edu/humanities/philosophy/philosophy.html

**Student Learning Goals**

- Students will be able to interpret philosophical texts.
- Students will be able to present the strongest case for any position on a given issue.
- Students will be able to evaluate ethical positions with recourse to at least one theoretical approach.
- Students will be able to evaluate arguments by means of one or more logical systems.

**Requirements**  The philosophy major has two tracks, the traditional track and the religious studies track.

**Traditional Track**
The traditional track of the philosophy major requires a minimum of 36 credit hours in philosophy. Three courses at the 100-level may be included in the 36 credit hours.

The following requirements must be satisfied:

**Introductory Studies**
Students must take P 100 Introduction to Philosophy and P 140 Introduction to Ethics.

**Logic Requirement**
Students must take one course in logic, either P 150 Elementary Logic or P 250 Symbolic Logic.
**Upper-Level Course Requirements**
Philosophy majors must complete the IUS research writing requirement before taking a third upper-level course in philosophy.

**History of Philosophy Requirement**
At least two courses chosen from P 302 Medieval Philosophy, P 304 Nineteenth-Century Philosophy, P 314 Modern Philosophy, and P 410 Ancient Greek Philosophy.

**Twentieth-Century Philosophy Requirement**
At least one course chosen from P 319 American Pragmatism, P 335 Phenomenology and Existentialism, and P 336 Analytic Philosophy.

**Social and Political Philosophy and Ethics Requirement**
One course in social and political philosophy or ethics at the 200 level or above. (e.g., P 340 Classics in Ethics, P 342 Problems in Ethics, P 343 Classics in Social and Political Philosophy, or P 345 Problems in Social and Political Philosophy).

**Metaphysics and Religion Requirement**
At least one course in metaphysics or philosophy of religion at the 200 level or above. (e.g., P 310 Metaphysics, P 334 Buddhist Philosophy, or P 371 Philosophy of Religion).

**Knowledge and Science Requirement**
At least one course in epistemology or philosophy of science at the 200 level or above. (e.g., P 313 Theories of Knowledge, X 303 Introduction to Philosophy of Science, or X 355 Special Topics in the History and Philosophy of Science).

**Philosophy Seminar Requirement**
At least one philosophy seminar (P 333). (The philosophy seminar is offered every spring semester and may be repeated for credit.)

**Religious Studies Track**
The religious studies track of the philosophy major requires a minimum of 39 credit hours in philosophy and religious studies.

The following requirements must be satisfied:
I. Lower-level philosophy requirements:
   - P 100 Introduction to Philosophy
   - P 140 Introduction to Ethics
   - P 150 Elementary Logic or P 250 Symbolic Logic
II. Lower-level religious studies requirements:
   - R 152 Religion of the West
   - R 153 Religion of the East
III. Upper-level philosophy requirements:
   - P 371 Philosophy of Religion
   - P 333 Philosophy Seminar

Two courses in the History of Philosophy selected from P 302 Medieval Philosophy, P 304 Nineteenth-Century Philosophy, P 314 Modern Philosophy, and P 410 Ancient Greek Philosophy
IV. Upper-level Religious Studies Requirements:

Two courses in world religions selected from R 210 Religion of Ancient Israel, R 220 The Christian Church in New Testament Times, R 245 Introduction to Judaism, R 257 Introduction to Islam, R 354 Buddhism, R 358 Hinduism

One course in religious history selected from R 327 The Origins of Christianity, R 331 Christian Thought: From the Reformation to the Present, R 335 Religion in Early America, R 336 Religion in Modern America, R 345 Religious Issues in Contemporary Judaism

One course in religion and culture selected from R 362 Religion in Literature, R 364 Feminist Critique of Western Religion, R 371 Religion, Ethics, and the Environment

Minor in Philosophy

By completing 15 credit hours in philosophy, including 3 credit hours in logic and 9 credit hours at the 200 level or above, students can receive a minor in philosophy. Minoring in philosophy offers students working toward another major the opportunity to expand their studies and inform their work in other disciplines. It gives students a chance to address some of the ethical questions that will undoubtedly arise within the context of their chosen field, as well as to gain a stronger grasp of the philosophical and historical elements that contribute to the foundations of their discipline. In addition, minoring in philosophy helps the student to sharpen his or her analytic skills and to achieve a greater cultural awareness.

Minor in Religious Studies

Students can minor in religious studies by completing 15 credit hours of religious studies courses with 9 credit hours at the 200 level or above. P 371 Philosophy of Religion (3 cr.) may be counted in the 15 credit hours.

Bachelor of Arts with an Individualized Major Program

The Individualized Major Program (IMP) enables students to pursue a Bachelor of Arts (B.A.) degree through a course of study that meets IU Southeast’s Arts and Sciences requirements, conforms to general university standards of breadth and rigor, and is tailored to individual interests and goals. IMP students, working closely with their faculty sponsors, pursue interests that often, but not always, cut across the usual departmental and disciplinary boundaries.

The possible majors that students might pursue under the auspices of the IMP are limited only by the courses available at IU Southeast and the creativity of students and their faculty advisors. Some possible examples of majors include musical theater, arts management, international studies, environmental studies, screenwriting, Latin American culture, multimedia studies, and animal psychology.

Basics of the IMP admission and advising process include identification of an IMP advisor, an admissions interview with the Arts and Sciences Coordinating Committee, curriculum planning with semester-by-semester review, a degree culmination project, a senior review dossier, and a senior review interview with the Arts and Sciences Coordinating Committee.
Students generally apply for admission to the program as sophomores or juniors, but it is possible to apply after having earned a minimum of 15 college credits or a maximum of 86 credits. A copy of the IMP Admission and Advising/Counseling Procedures can be obtained at the offices of the School of Arts and Letters, Knobview 110, (812) 941-2343.

**Noncredit Programs: The Arts Institute**

The Indiana University Arts Institute offers quality non-credit instruction in the areas of music, art and theatre to learners of all ages. Faculty members are respected artists and educators in the region, and a majority of them teach in the college curriculum. The mission of the Arts Institute is to extend the outreach of our academic programs at IU Southeast by bringing the best in available and reasonably priced arts education to the community.

Private lessons are offered in a broad range of musical instruments, as well as instruction in voice for the actor. Classes are offered in preschool music, the Suzuki music method in piano and strings, music appreciation, music technology, art, and theater improvisation. Private lessons are scheduled on a 14-week semester basis, while classes range from four to eight weeks in length.

The Arts Institute also sponsors special summer programs that have included professional development seminars for studio teachers, a high school string clinic, and an interdisciplinary arts camp for ages 10-14. A summer brass clinic and additional offerings in arts and theatre are among the new programs under way.

For more information, contact the IU Southeast Arts Institute at (812) 941-2436, or consult the Website at www.ius.edu/artsinstitute. The Arts Institute office is in Ogle 051.

**School of Business**

Hillside Hall 214  
Phone: (812) 941-2362  
Fax: (812) 941-2672  
Web Site: www.ius.edu/Business

**Professors**  Altmann, Barney, R. French, Keefe, E. Little, V. Meredith, Rakich, Schansberg, Tipgos, Wheat, Wong

**Associate Professors**  Alse, Ash, Bjornson, Dufrene (Dean), Ernstberger, Kalmey, Pittman, Wadsworth, White

**Assistant Professors**  Boonthanom, Christiansen, Eplion, Faulk, He

**Senior Lecturers**  Beckman

**Lecturers**  Bingham, M. Forinash, Srinivasan, Taurman

**Adjunct Lecturers**  Adams, Becka, Crabb, M. Deal, Dunlop, Gardner, Granger, Handy, Hoisch, R.S. Holman, Hoskinson, Krieger, McGinty, Miles, Milliner, Riordan, Shourds, Simms, Swartz, Williams, Zubric, Zurschmeide
Mission Statement
“Quality education for a lifetime of achievement.”

The mission of the School of Business is to provide both traditional and nontraditional students with a “quality education for a lifetime of achievement” through a challenging, innovative, and supportive learning environment that enables students to achieve their potential.

The School of Business serves the community through student, alumni, and faculty involvement. The school’s undergraduate population is predominantly drawn from the nine-county service region in southern Indiana, with additional students originating from greater Louisville in Kentucky. A large number of the undergraduate population are first-generation college students, and approximately 85% of graduates continue their professional careers in southern Indiana and the greater Louisville area. The school’s Master of Business Administration (M.B.A.) population consists of working professionals and is approximately evenly distributed between southern Indiana and Louisville. The Master of Science in Strategic Finance (M.S.F.) is an interdisciplinary program catering primarily to finance and accounting professionals in southern Indiana and Louisville.

To accomplish our mission, the School of Business provides excellent professional business and economics education in fully accredited undergraduate and graduate business degree programs with a balanced emphasis on each program. Elements related to our mission are teaching, to enhance student learning and instructional effectiveness continuously so that students can succeed in their professional careers; scholarship, to enhance faculty intellectual capital and the advancement of knowledge; and service, to enrich the university and community through faculty service and professional activities.

1. Teaching: Enhancing Student Learning and Faculty Instructional Effectiveness

Enhancing student learning to prepare them for a lifetime of achievement includes increasing their knowledge of subjects common to business curricula and their awareness of ethical, societal, and global dimensions of business. It also includes the development of skills in such areas as technology, group activities and interaction, critical thinking, problem solving, and oral and written communications. Such student knowledge, awareness, and skills will prepare them to make better decisions throughout their life and careers.

Enhancing instructional effectiveness includes providing a supportive and innovative learning environment in which the faculty uses a variety of pedagogical approaches appropriate to the subject matter to facilitate student learning. Attributes of a supportive learning environment include academic advising, career counseling, faculty-student interaction, and both traditional and innovative methods of delivery.

2. Scholarship: Continuously Enhance Faculty Intellectual Capital and Advancement of Knowledge

Enhancing faculty intellectual capital is integral to student learning and instructional effectiveness. The IUS School of Business is primarily a teaching institution. Consistent with our mission statement, faculty research programs focus on learning and pedagogical research and contributions to practice. However, discipline-based scholarship is also encouraged. This scholarship augments faculty intellectual capital, improves instructional pedagogy, and advances knowledge by contributing to academic and professional literature.
3. Service: Enriching the University and Community through Faculty Service and Professional Activities

Faculty service has multiple components including service to the university, community and profession. University service is necessary to successful academic programs. Service to the community at large and its organizations enables them to better respond to changing needs and economic conditions. The practice of academic and professional competencies directly facilitates faculty intellectual development and ultimately contributes to instructional excellence and student learning.

**Vision Statement**

“To Be a Premier Regional School of Business”

Our vision is to be a premier regional school of business, serving our region comprising southern Indiana and the greater Louisville metropolitan area.

**Academic Programs**

Master of Business Administration degree (M.B.A.)

Master of Science in Strategic Finance (M.S.F.)

Bachelor of Science in Business (B.S.) with concentrations in accounting, business economics and public policy, finance, information and operations management, management, and marketing

Bachelor of Arts in economics (B.A.)

Associate of Science in business (A.S.) with emphasis in business or accounting

Associate of Arts in economics (A.A.)

Minors in business for nonbusiness majors include economics and business

Postbaccalaureate Certificates in accounting, economics, finance, general business, information and operations management, management, and marketing. Contact the business school office for information.

**Scholarships and Awards**

Each year the School of Business awards the following scholarships and awards to students. Contact the School of Business office for more information.

- Indiana C.P.A. Society
- Institute of Management Accounts Awards
- Wall Street Journal Student Achievement Award
- Financial Executives Institute Award
- Schuler Bauer Real Estate Services Scholarship
- Monroe Shine & Co., Inc. Scholarship
- McCauley Nicolas & Co., C.P.A. Scholarship
- Melhiser, Endres, Tucker, CPA’s Scholarship
PQ Corporation Scholarship
Jennings Award for Outstanding Scholarship in Accounting
Jay and Mona Brodsky Scholarship for Entrepreneurship
School of Business Alumni Scholarship
William H. Riggs Scholarship
First Harrison Bank Scholarship for Student Leadership
The APICS Falls Cities Chapter Resources Management Scholarship
George M. Hand Scholarship
Robert & Arlene Rakich Family Charitable Foundation Scholarship/Research Fund
John P. Briscoe Scholarship
Discount Labels Scholarship
Jerrol Z. Miles Scholarship
Drew and Christy Callagan Pfeifer Scholarship
Beta Gamma Sigma Scholarship
Outstanding M.B.A. Graduate

Student Clubs and Activities
Students are encouraged to supplement their course work with preprofessional activities such as internships offered through the Office of Career Services and Placement and membership in professionally oriented clubs such as the Accounting Club, the Economics Club, the Finance Club, the Society for Human Resources Management, and the Marketing Club.

The IUS School of Business is one of only 408 business schools with a chapter of Beta Gamma Sigma, the international honor society for business majors. Membership in this prestigious honor society is by nomination of the faculty.

Policies
Candidates for the Bachelor of Science in business degree and the Associate of Science in business degree should review “General Requirements for All Undergraduate Degrees at IUS,” found in the “Academic Programs” section of this bulletin. While each student is responsible for his or her own progress toward a degree, the faculty and academic advisor for the School of Business are available for advice concerning courses, requirements, and the curriculum best suited to the student’s goals. To ensure the quality of the student’s educational experience, the following policies are in place for all degrees:

1. The student must successfully complete a minimum of 124 credit hours for the B.S. degree and 63 credit hours for the A.S. degree with a minimum overall grade point average (GPA) of at least 2.0 (not including developmental courses such as English W 100, Education X 150, and Mathematics M 007).

2. Students are admitted to the School of Business with a minimum overall GPA of 2.0 and a minimum GPA of 2.3 in English W 131 (course minimum C) or W 231 and two of the following courses: Economics E 100 or E 200 or Business A 201.

3. For the bachelor’s degree, 45 of the 124 credit hours must be at the 300 to 400 level (including business core, concentration, general-education, and elective courses).

4. An overall GPA of 2.0 is required in business and economics courses.
5. The last 30 credit hours toward a bachelor’s degree must be taken at IUS; the last 15 credit hours for an associate degree must be taken at IUS.

6. In general, for a course to count toward a business degree, a minimum grade of C– is required unless otherwise noted.

7. Students who drop out of the university for longer than one year will automatically move to the most recent course requirements on resuming their studies.

8. At least half of all required business courses must be taken at IUS. This rule applies to all students, including those earning a second degree or a business minor.

9. Students must apply for their degree in the School of Business Office (Hillside Hall 214) six months before graduation.

10. Credit by examination may be earned in COAS-W 100 Introduction to Business, BUS-A 201-A 202 Introduction to Accounting I-II, E 100 Current Economic Topics, E 200 Fundamentals of Economics, or BUS-L 201 Legal Environment of Business. Contact the Student Development Center, Knobview Hall 235, or phone (812) 941-2312 for information about these examinations.

11. Academic Advising: Beginning business students are advised in the University Division and are encouraged to take courses in both the general-education area and the appropriate business core courses. Once admitted to the School of Business, students are encouraged to meet regularly with an academic advisor or faculty member to discuss career and academic issues.

12. Students completing internships for credit earn pass or fail grades only.

13. Students must complete BUS-X 220 within the first 60 hours of course work and MATH-M 119 and ECON-E 281 within the first 80 hours of course work. If these courses are not completed as required, the student will not be allowed to register for additional classes until they are completed.

**Bachelor of Science in Business**

See also “General Requirements for All Undergraduate Degrees at IUS.”

**Student learning goals for the B.S. in Business**

1. Students are able to use common application software to communicate, solve business problems, and aid in decision making.

2. Students are able to evaluate the quality of arguments and evidence and the accuracy of claims.

3. Students are able to define a problem, gather relevant information, and reach an appropriate conclusion.

4. Students are able to make an informed career choice, understand the job search process, and develop the professional skills necessary for career advancement.

5. Students demonstrate knowledge of and competency in small-group team-based management activities.

6. Students communicate using oral and written presentations.

7. Students demonstrate an awareness and appreciation of ethical, cultural, legal, and global issues affecting society in general and business in particular.
8. Students demonstrate knowledge of the functional areas of business, including accounting, economics, management, finance, marketing, and production management.

The B.S. in Business degree includes:
Business and Economics Core
General-Education Component
Concentration courses

**The Business and Economics Core**
To avoid scheduling problems, students should always consult the IUS Bulletin before registering to be sure they have met prerequisite course requirements.

BUS-A 201 Introduction to Financial Accounting
BUS-A 202 Introduction to Managerial Accounting
BUS-F 301 Financial Management
BUS-J 401 Administrative Policy
BUS-K 201 The Computer in Business
BUS-K 321 Management Information Systems
BUS-L 201 Legal Environment of Business
BUS-M 301 Introduction to Marketing Management
BUS-P 301 Operations Management
BUS-X 220 Career Perspectives
BUS-X 410 Business Career Planning and Placement
BUS-Z 302 Managing and Behavior in Organizations
ECON-E 100 Current Economic Topics
ECON-E 200 Fundamentals of Economics
ECON-E 280 Applied Statistics for Business and Economics I
ECON-E 281 Applied Statistics for Business and Economics II

Typically, all business and economics core courses are offered each semester during the academic year and during at least one of the two summer sessions. The business school makes every attempt to offer both day and night sections of required core courses during the regular academic year.

**The General-Education Component**
The general-education component is intended to foster a well-rounded education. Students must take Economics E 100 and E 200 in addition to the campus general education requirements.

These courses constitute many of the first 30 credit hours and make up a significant portion of the rest of the student’s education.

**Concentrations**
In addition to the business and economics core and general-education component, students must select and complete a concentration. To complete a double concentration, students must complete all required courses for both concentrations, and at least 12 credit hours must be distinct to each.

**Accounting Concentration (24 credit hours)**
Employment opportunities open to accounting majors include public accounting, private accounting for large and small enterprises, and governmental accounting. Within each of these arenas, accountants may develop specialties such as financial accounting, managerial accounting, tax accounting, auditing, or accounting systems design. Candidates for the C.P.A. exam must have 150 credit hours of college education, including a bachelor’s or higher degree. Students may fulfill this requirement by pursuing a master’s degree or by completing an additional 26 undergraduate credit hours after the bachelor’s degree. Indiana University Southeast offers a 30 credit hour Master of Science in Accounting. An optional accounting track is available within the 36 credit hour Master of Business Administration degree at IUS. Students wishing to pursue an additional 26 credit hours other than through a master’s degree will be counseled toward appropriate classes. Students who do not plan to sit for the C.P.A. exam may elect a managerial accounting emphasis. Electing this undergraduate emphasis does not preclude ultimately completing the 150 credit hour requirement.

The course requirements for students planning a career in accounting are as follows:

A. **Required courses** (18 credit hours)
   - BUS-A 311 Intermediate Accounting I
   - BUS-A 312 Intermediate Accounting II
   - BUS-A 325 Cost Accounting
   - BUS-A 328 Taxation of Individuals
   - BUS-A 337 Computer-Based Accounting Systems
   - BUS-A 424 Auditing

B. **Elective courses** (6 credit hours)
   For students planning to pursue 150 credit hours and take the C.P.A. examination, select 6 credit hours from:

   - BUS-A 339 Advanced Taxation (3 cr.)
   - BUS-A 413 Government and Not-for-Profit Accounting (3 cr.)
   - BUS-A 422 Advanced Financial Accounting I (3 cr.)
   - BUS-A 437 Advanced Managerial Accounting (3 cr.)
   - BUS-L 303 Commercial Law (3 cr.)

For students planning a career in corporate accounting and not planning to take the C.P.A. examination after graduation, select 6 credit hours of other 300 or 400-level courses in business. These students are encouraged to select A 437 Advanced Accounting as one of the courses to fulfill this requirement.

When two sections of a course are offered, one section is offered during the day and one at night. If only a single section is offered, it is generally offered at night. Planned scheduling, subject to changing resources and conditions, is as follows: two sections of A 311 in the fall and one in the spring, two sections of A 337 in the spring, one section of A 312 in the spring and one in the fall, two sections of A 325 in the spring and one in the summer, two sections of A 328 in the fall and one in the spring, one section of A 424 in the fall and one in the spring, L 303 to be offered fall and spring, A339 in spring and summer, other accounting electives to be offered once a year.

**Business Economics and Public Policy Concentration (21 credit hours)**
Probably more than any other factor, it is the relevance of economics that initially attracts students. Few, if any, disciplines are equal to economics in preparing one to be an interested, interesting, and competent observer of current events. This is because economics is a social science that develops models for organizing facts and thinking effectively. This empowers its students to make well-reasoned decisions—analyzing personal decisions and business problems and in drawing informed conclusions about public policy—based on a comprehensive analysis of the costs and benefits of alternatives. Because economics is so often connected to governmental policy, students also learn about the legal and political institutions that affect consumers, workers, and businesses.

“But what kind of job can I get?” Most graduates use economics as a stepping stone to other occupations. Economic training is wide reaching, and thus, career alternatives are relatively well paid and unusually varied, including business, finance, banking, journalism, and government service. If one is unsure of what major to choose or what career to pursue, economics offers the ability to keep one’s options for the future more flexible.

Moreover, the study of economics is an excellent preparation for graduate school in law, business, and public administration, given that it develops one’s ability to think analytically. Law students list economics and accounting as the undergraduate courses they value most and wish they had taken more often. Those who majored in economics as undergraduates have the highest LSAT scores (Journal of Economic Education, Fall 1998, pp. 377-379).

In a word, economics offers a course of study that is interesting and provocative, beneficial in terms of career options, and useful in understanding the world.

A. Required courses (15 credit hours)
   ECON-E 321 Intermediate Microeconomic Theory
   ECON-E 322 Intermediate Macroeconomic Theory
   Any nine other credits of 300 and 400-level economics courses

B. Elective courses (6 credit hours)
   Select two other 300 and 400-level courses in business outside of economics.

Finance Concentration (21 credit hours)
The finance curriculum at IUS includes studies in the area of corporate finance, investments, international finance, financial institutions, and markets. Students are introduced to the major theories and learn the tools utilized by financial professionals to make decisions in today’s dynamic economy. The finance curriculum prepares students for careers in corporate finance, banks, and other financial institutions, investments, and financial services, such as financial planning, insurance, and real estate.

A. Required courses (15 credit hours)
   BUS-F 302 Financial Decision Making
   BUS-F 420 Investments
   BUS-F 446 Management of Commercial Banks and Other Financial Institutions
   BUS-F 494 International Financial Management
   ECON-E 350 Money and Banking

B. Elective courses (6 credit hours)
   Select two other 300- and 400-level business courses outside of finance.
Students considering a career in corporate finance are encouraged to select their two courses from the following:
BUS-A 311 Intermediate Accounting I
BUS-A 312 Intermediate Accounting II
BUS-A 325 Cost Accounting
BUS-A 337 Computer-Based Accounting Systems
BUS-A 437 Advanced Managerial Accounting

Information and Operations Management Concentration (21 credit hours)
This concentration consists of three related areas of business: (1) Organizations-business processes and people as problem solvers and decision makers; (2) Technology-current information technology and methodologies that enable organizations, and (3) Operations-systems and processes for manufacturing goods and providing services. The integration of information systems with operations management will uniquely prepare students for the operational challenges of the future.

A. Required courses (15 credit hours)
   BUS-K 330 Contemporary Topics in Information Technology
   BUS-K 335 Information Systems Analysis and Design
   BUS-K 400 Information for Operating Control and Data Management
   BUS-P 330 Project Management
   BUS-P 430 Total Quality Management

B. Elective courses (6 credit hours)
   Select two from any 300 or 400-level required course in a Business concentration other than information and operations management or any 200-level or above computer science course.

Management Concentration (21 credit hours)
The courses offered in this concentration are concerned not only with the broad aspects of management and organizations, but also with developing skills for dealing with problems of motivation, organization design, and human resource allocations. This concentration provides the flexibility to accommodate students whose interests include the preparation for entry into management training positions, the application of behavioral science to management, the personnel function in both line and staff capacities, and managing the small business.

A. Required courses (15 credit hours)
   BUS-D 300 International Business
   BUS-W 301 Management and Organizational Theory
   BUS-W 430 Organizations and Organizational Change
   BUS-Z 440 Personnel-Human Resource Management
   BUS-Z 441 Wage and Salary Administration

B. Elective courses (6 credit hours)
   Select two from any 300 or 400-level required course in a business concentration other than management.

Marketing Concentration (21 credit hours)
Marketing is fundamental to the success of both for-profit and not-for-profit enterprises. Projected to be one of the fastest-growing employment areas in the twenty-first century, marketing entry-level and career progression opportunities lie primarily in the fields of advertising and promotion, distribution management, entrepreneurship, international business, market analysis, marketing research, retail management and sales, and sales management. The marketing concentration at IUS is designed to help the student build a customer-driven orientation combined with the strong analytical, communication, and technical skills necessary to be successful in today’s global economy.

A. Required courses (15 credit hours)
   - BUS-D 300 International Business
   - BUS-M 303 Marketing Research
   - BUS-M 405 Buyer Behavior
   - BUS-M 415 Advertising and Promotion Management
   - BUS-M 450 Marketing Strategy and Policy

B. Elective courses (6 credit hours)
   Select two other 300- or 400-level business courses outside of marketing.

Bachelor of Arts in Economics

See “General Requirements for All Undergraduate Degrees at IUS,” and “Graduation Requirements for the Bachelor of Arts Degree.”

Note that this degree does not require meeting the requirements of a B.S. in Business.

Probably more than any other factor, it is the relevance of economics that initially attracts students. Few, if any, disciplines are equal to economics in preparing one to be an interested, interesting, and competent observer of current events. This is because economics is a social science that develops models for organizing facts and thinking effectively. This empowers its students to make well-reasoned decisions—in analyzing personal decisions and business problems and in drawing informed conclusions about public policy—based on a comprehensive analysis of the costs and benefits of alternatives. Because economics is so often connected to government policy, students also learn about the legal and political institutions that affect consumers, workers, and businesses.

“But what kind of job can I get?” Most graduates use economics as a stepping stone to other occupations. Economic training is wide reaching, and thus, career alternatives are relatively well paid and unusually varied, including business, finance, banking, journalism, and government service. If one is unsure of what major to choose or what career to pursue, economics offers the ability to keep one’s options for the future more flexible.

Moreover, the study of economics is an excellent preparation for graduate school in law, business, and public administration—given that it develops one’s ability to think analytically. Law students list economics and accounting as the undergraduate courses they value most and wish they had taken more often. Those who majored in economics as undergraduates have the highest LSAT scores (Journal of Economic Education, Fall 1998, pp. 377-379).

In a word, economics offers a course of study that is interesting and provocative, beneficial in terms of career options, and useful in understanding the world.
Student Learning Goals
1. Students are able to evaluate the quality of arguments and evidence and the accuracy of claims.
2. Students are able to define a problem, gather relevant information, and reach an appropriate conclusion.
3. Students communicate using oral and written presentations.
4. Students demonstrate an awareness and appreciation of ethical, cultural, legal, and global issues affecting society in general and business in particular.
5. Students demonstrate knowledge of macroeconomics and microeconomics.

A. Required courses (27 credit hours)
   - ECON-E 100 Current Economic Topics
   - ECON-E 200 Fundamentals of Economics
   - ECON-E 280 Applied Statistics for Business and Economics I
   - ECON-E 281 Applied Statistics for Business and Economics II
   - ECON-E 321 Intermediate Microeconomic Theory
   - ECON-E 322 Intermediate Macroeconomic Theory
   - Any nine other credits of 300 and 400-level economic courses

B. Elective courses (6 credit hours)
   Select any two courses from the following:
   • in the School of Business: A 201, A 202, F 301, F 302, F 420, M 301, M 303, M 405, L 201, L 303, P 301
   • from outside the School of Business: HIST-A 353; MATH-M 215, M 216; POLS-Y 304; SPEA-J 301
   The following courses are recommended for those planning to pursue graduate studies in economics:
   MATH-M 215, M 216; ECON-E 470, G 450.
   The following courses are recommended for those planning to pursue law school: BUS-A 201, A 202; POLS-Y 304; SPEA-J 301.

Associate of Arts in Economics

See “General Requirements for the Associate of Arts Degree.”

Required Courses
- ECON-E 100 Current Economic Topics
- ECON-E 200 Fundamentals of Economics
- ECON-E 321 Intermediate Microeconomic Theory
- 6 additional credit hours of 300- 400-level economics courses

Requirements for a Minor in Economics (15 credit hours)
1. Two of the following: ECON-E 100 Current Economic Topics, ECON-E 107 Introduction to Macroeconomics, ECON-E 108 Introduction to Microeconomics, ECON-E 200 Fundamentals of Economics (but E 100 cannot be counted for credit along with either E 107 or E 108).
2. ECON-E 321 Intermediate Micro Theory or ECON-E 322 Intermediate Macro Theory
3. Any 6 other credits of 300 and 400-level economic courses
Associate of Science in Business Administration

The School of Business offers an associate degree for students who wish to acquire minimal skills that may lead to employment.

General-Education Requirements

Communication (3 credit hours)
ENG-W 131 Elementary Composition I

Behavioral Sciences (6 credit hours)
PSY-P 101 Introductory Psychology I
SOC-S 163 Social Problems

Mathematics (3 credit hours)
MATH-M 122 College Algebra

Arts, Humanities, and History (6 credit hours)
CMLT Any comparative literature course
ENG Any English literature course from L 100 to L 495
FINA Any fine arts A course or H 100 Art Appreciation
HIST Any history course
HUMA Any general humanities course
MUS Music courses from M 100 to M 499 or E 241
PHIL Any philosophy course
REL Any religion course
THTR Theatre courses from T 105 Appreciation of Theatre, T 270-T 271 Introduction to History of the Theatre, and T 302 Musical Theatre through T 400 Arts Management
Any foreign language beyond the 100 level

Social Sciences (3 credit hours)
ANTH Any anthropology course other than E 320
JOUR Any journalism course
POLS Any political science course
PSY Any psychology course other than P 101
SOC Any sociology course other than S 163
SPEA Any criminal justice course
SPEA Any public and environmental affairs course

Diversity (3 credit hours from the approved list of general education diversity courses)

Natural Sciences (3 credit hours)
ANAT Any anatomy course
AST Any astronomy course
BIOL Any biology course
CHEM Any chemistry course
GEOG Any geography course other than GEOG-G 110
GEOL Any geology course
PHSL Any physiology course
PHYS Any physics course
PLSC Any plant science course
SPEA-E 162 Environment and People
ZOOL Any zoology course

**Business and Economics Core Requirements (18 credit hours)**

**Take these courses:**
- COAS-W 100 Introduction to Business
- ECON-E 100 Current Economic Topics (see course prerequisites)
- ECON-E 200 Fundamentals of Economics (see course prerequisites)
- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-K 201 The Computer in Business (see course prerequisites)
- BUS-L 201 Legal Environment of Business

**Select one from:**
- BUS-A 325 Cost Accounting
- BUS-A 328 Individual Taxation
- BUS-F 260 Personal Finance
- ECON-E 280 Applied Statistics for Business and Economics I (Prerequisite: M 122 or M 125)

**Select one from:**
- BUS or ECON at the 300 level

**For an emphasis in accounting, take these courses:**
- COAS-W 100 Introduction to Business
- ECON-E 100 Current Economic Topics (see course prerequisites)
- ECON-E 200 Fundamentals of Economics (see course prerequisites)
- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-F 260 Personal Finance
- BUS-L 201 Legal Environment of Business

**Select two courses from:**
- BUS-A 311 Intermediate Accounting Theory I
- BUS-A 312 Intermediate Accounting Theory II
- BUS-A 325 Cost Accounting
- BUS-A 328 Taxation of Individuals
- BUS-A 335 Fund Accounting
- BUS-A 339 Advanced Taxation

Students must consult a School of Business academic advisor before enrolling in electives. Students pursuing the B.S. in Business after completing the A.S. should select ECON-E 280 for the first elective and BUS-F 301, M 301, or Z 301 for the second elective. Failure to do so may delay completion of the B.S. program.

**Requirements for a Minor in Business Required Courses (24 credit hours)**
- BUS-A 201 Introduction to Financial Accounting
BUS-F 301 Financial Management
BUS-M 301 Introduction to Marketing or M 300 Marketing for Non-Business Majors (M 300 does not count as credit for Business B.S. or B.A. Degrees)
COAS-W 100 Introduction to Business
ECON-E 100 Current Economic Topics
3 credit hours in statistics (ECON-E 280 recommended)
6 credit hours from the list below:
BUS-D 300 International Business Administration
BUS-K 321 Management Information Systems
BUS-L 201 Legal Environment of Business
BUS-P 301 Operations Management
BUS-W 311 Small Business Entrepreneurship
BUS-Z 302 Managing and Behavior in Organizations

Postbaccalaureate Certificate for Business Professionals

Working professionals have an opportunity to pursue life-long learning opportunities through the post-baccalaureate certificate program. The program is designed for professionals with business degrees employed outside their academic major and professionals with degrees in arts and sciences. Certificates are available in accounting, economics, finance, general business, information and operations management, management, and marketing. Contact the School of Business office for more information.

Master of Science in Strategic Finance

IUS provides a Master of Science in Strategic Finance (M.S.F.) degree program for students interested in pursuing postgraduate education in the field of accounting and financial analysis. The plan of study ensures that students are well versed in the technical aspects of their chosen specialty but also emphasizes the new technical skills that are required to become true leaders in industry and government.

For additional information, contact the Office for Graduate Business Programs:
Hillside Hall 117
Phone: (812) 941-2364
Fax: (812) 941-2581

Master of Business Administration Program

IUS provides a Master of Business Administration (M.B.A.) degree program for students interested in continuing their postgraduate education in the field of business. The M.B.A. program is primarily for persons employed in professional positions who seek to pursue an M.B.A. degree on a part-time basis.

The goals of the graduate business program are to increase the business professional’s breadth of knowledge, to enhance the individual’s ability to analyze business alternatives more thoroughly, and ultimately to enable that person to have a more productive career. These goals are achieved through a variety of activities that prepare students for accepting challenging and responsible positions in the business community.

For additional information, contact the Office for Graduate Business Programs:
General Studies Programs

General studies degree programs offer both associate and bachelor’s degrees. The course work consists of a minimum number of credit hours in each of three areas—arts and letters, natural sciences, and social sciences—plus a wide range of electives. In addition, students are required to complete ENG-W 131 or its equivalent with a grade of C or higher, ENG-W 290, ENG-W 405, a speech course, a computer course (3 credit hours), and a mathematics course, M110, M112, M117, or PHIL-P 150, grade C or better.

The general education requirements for all IUS baccalaureate degrees apply to the B.G.S. program, and may also fulfill general studies degree requirements. Degree requirements may be completed in a variety of ways, allowing students to design a program of study tailored to their individual needs. The program accepts accredited course work earned through several methods:

1. regular courses taken at an Indiana University campus or another accredited institution
2. independent study by correspondence
3. credit by examination such as DANTES exams administered through the Student Development Department
4. military service credit
5. self-acquired competency credit for life and work experience

Because the general studies degree program is currently under revision, degree requirements will change during the life of this bulletin. Students should maintain close contact with the general studies advisor to keep abreast of these changes.

Admission Requirements

The general studies degree programs are open to all qualified high school graduates or individuals with the General Educational Development (GED) certificate. Any student with a minimum of 26 credit hours and a minimum GPA of 2.0 may apply for admission.

Admission Procedures

1. All applicants must meet with the general studies academic advisor and complete the application form.
2. If applicants have previously attended a college or university, they should direct that institution to forward a transcript to Office of Admissions, Indiana University Southeast, 4201 Grant Line Road, New Albany, IN 47150.
3. Students who wish to transfer from another academic unit must first make an appointment with the general studies advisor.

General Degree Requirements for the General Studies Degree Programs

The following general requirements apply to both the associate and bachelor’s degree programs.
Plan of Study After being accepted by the School of Continuing Studies, the student, in consultation with the general studies advisor, will create a plan of study. This will consist of a written work-up of the student’s projected courses, minors, and goals and objectives for the degree. Since individual flexibility is part of the general studies program, the plan of study may be changed with approval from the general studies advisor.

Students admitted to the general studies program beginning in the fall semester 1998 are required to take a threshold and a capstone course as part of the A.A.G.S. and B.G.S. curricula. Two writing courses have been approved for this purpose: ENG-W 290 Writing in the Arts and Sciences (threshold) and ENG-W 405 Writing Prose Nonfiction (capstone). Students must successfully complete ENG-W 131 Elementary Composition with a minimum grade of C as a prerequisite for ENG-W 290.

Students who apply to the general studies degree program with 75 percent or more of their course work (45 credit hours for the A.A.G.S. and 90 credit hours for the B.G.S.) may apply for exemption from the threshold and/or capstone course. Exempt A.A.G.S. graduates pursuing the B.G.S. must take the threshold and capstone.

Transfer credit courses completed at another college or university may be accepted for credit toward the degree programs in the School of Continuing Studies, provided the course work was taken at an accredited institution and the grade received in the course was at least a C.

Upon receipt by IUS, the student’s transcripts will be evaluated to determine which courses are acceptable for the degree programs in the School of Continuing Studies. A report will be given to the student, and the transfer credit report will be used in the development of the student’s plan of study.

Probation Enrolled students whose cumulative GPA falls below 2.0 (C) will be placed on academic probation until the cumulative GPA is 2.0 (C) or higher. If the student is unable to raise the cumulative GPA to at least a C after a probationary period of one year, the student’s academic record will be reviewed by the campus General Studies Committee and the student’s faculty committee to determine if the student is eligible to continue in the program.

Graduation Requirements To be eligible for graduation, the student must complete the course work specified in the plan of study with an overall GPA of at least 2.0 (C), as well as a 2.0 GPA after admission to the School of Continuing Studies. The student must receive a grade of C or higher in all courses used to fulfill course requirements of the three major areas of learning. Any course in which the student receives a grade of D will count only as a general elective toward fulfilling total credit hours required for the degree program.

General Education Requirements Many of the courses required to fulfill the general studies degree requirements also fulfill the general education requirements. For Example, the Category 2 writing requirement is fulfilled by satisfactorily completing the ENG-W 290 threshold requirement.

Associate of Arts in General Studies (A.A.G.S.)

Total credit hours required for the A.A.G.S. degree program: 60 credit hours.

Requirements for the Associate of Arts in General Studies degree program are as follows:
Basic skills requirements: ENG W131 or equivalent with a grade of C or higher; a speech course; a computer course (3 cr. minimum); and a mathematics course, chosen from M110, M112, M117, or Philosophy P150.

A minimum of 12 credit hours in each of the three areas of learning: Humanities/Arts and Letters, Natural Sciences, and Social Sciences.

Total credit hours required in the major areas of learning: 36 credit hours

The 12 credit hours required in each area must be distributed over at least two subjects within that area.

Free electives: 24 credit hours

Students, in consultation with their academic advisors, are encouraged to concentrate their elective courses in related subject areas.

Other requirements and limitations:
1. A minimum of 15 credit hours of the required 60 credit hours must be taken within the eight campuses of Indiana University.
2. A minimum of 10 credit hours of course work accepted for the A.A.G.S. degree must be taken after the student has been admitted to the School of Continuing Studies.
3. A maximum of 15 credit hours toward any major or any concentration in any department will be accepted for the A.A.G.S. degree.

**Bachelor of General Studies (B.G.S.)**

See “General Requirements for Undergraduate Degrees at IUS.”

Total credit hours required for the B.G.S. degree program: 120 credit hours.

The requirements for the Bachelor of General Studies degree program are as follows:

Basic skills requirements: ENG W131 or equivalent with a grade of C or higher; a speech course; a computer course (3 cr. minimum); and a mathematics course, chosen from M110, M112, M117, or Philosophy P150.

A minimum of 12 credit hours in each of the three areas of learning: Humanities/Arts and Letters, Natural Sciences, and Social Sciences.

Total credit hours required in the major areas of learning: 36 credit hours

A minimum of 18 additional credit hours in one of the above areas (The resulting 30 hours include the student’s area of concentration): 18 credit hours

The credit hours required in each of the above areas of learning (12 credit hours in two areas and 30 credit hours in the third area) must be distributed over at least two of the subject fields in each area of learning.
Students, in consultation with their academic advisors, are encouraged to concentrate their elective courses in related subjects.

Free electives: 66 credit hours

Other requirements and limitations:
1. A minimum of 30 credit hours of the required 120 credit hours must be taken within the eight campuses of Indiana University.
2. A minimum of 20 credit hours of course work accepted for the B.G.S. degree must be taken after the student has been admitted to the School of Continuing Studies.
3. A minimum of 30 credit hours of the required 120 must be taken at the upper-division level. The 30 credit hours must include at least one 3-credit course from each of the three areas of learning. Upper-division course work is numbered in the 300s and 400s.
4. A maximum of 21 credit hours toward any major or concentration in any department will be accepted for the B.G.S. degree.
5. A maximum of 30 hours will be accepted from any single professional school with a maximum of 51 total professional credit hours accepted.

Self-Acquired Competencies

The School of Continuing Studies recognizes that individuals are constantly involved in learning situations throughout their lives. Knowledge gained through on-the-job training programs, short courses in the military or private industry, or in other learning activities can be very valuable to a student. General studies programs award academic credit for some self-acquired competencies (i.e., college-level knowledge learned through life experience). A maximum of 15 credit hours of self-acquired competencies credit may be approved for the Associate of Arts in General Studies degree program and a maximum of 30 hours of credit for the Bachelor of General Studies degree program.

Decisions concerning self-acquired competencies credit will be made after the student has been accepted and enrolled in the School of Continuing Studies. Students who believe that they might be eligible for self-acquired competencies credit should contact the general studies advisor or inquire about procedural information after they have been accepted for the general studies programs. Any credit obtained in this way will be assessed the campus per credit hour fee.

Applied Health Science Degrees in Safety Management

As a result of a cooperative effort involving IU Southeast, the School of Continuing Studies and the School of Health, Physical Education, and Recreation at IU Bloomington, IU Southeast students may take all classes needed for a Bachelor of Science, an Associate of Science or a minor in applied health sciences for safety management. The safety management degree can be completed with a focus on business or psychology. These degrees are certified through the Bloomington campus, and graduates are invited to attend the IU Bloomington graduation ceremony for conferral of their degrees.

Requirements for B.S. in Applied Health Science degree (124 credit hours)
All students must have a minimum GPA of 2.3 to gain admission into the safety management programs. A 2.0 GPA is required for graduation. The Pass/Fail option is not available on required classes, but may be used for free electives.
Professional Safety and Health Courses (36 cr.)
A grade of C– or above is required for each course.

HPER-S 101 Introduction to Safety Science (3 cr.)
HPER-S 151 Legal Aspects of Safety (3 cr.)
HPER-S 201 Introduction to Industrial Hygiene (3 cr.)
HPER-S 202 Fundamentals of Fire Protection (3 cr.)
HPER-S 231 Safety Engineering and Technology (3 cr.)
HPER-S 251 Incident Investigation and Analysis (3 cr.)
HPER-S 345 Safety Program Management (3 cr.)
HPER-S 352 Systems Safety Analysis (3 cr.)
HPER-S 370 Principles and Strategies of Behavioral Safety (3 cr.)
HPER-S 415 Safety Education and Training (3 cr.)
HPER-S 425 Safety Process Administration and Leadership (3 cr.)
HPER-S 430 Exploring Safety Culture (3 cr.)

Professional and Business Courses (36 cr.)

Required Courses (24 cr.):
BUS-K 201* The Computer in Business (3 cr.)
(or EDUC-W 200, HPER-P 200, HPER-R 237, or CSCI-A 110)
BUS-G 300* Introduction to Managerial Economics (3 cr.)
BUS-J 306* Strategic Management and Leadership (3 cr.)
(or BUS-Z 302 Managing and Behavior in Organizations (choose either J306 or Z302 for Business Minor)
SPEA-H 316 Introduction to Environmental Health (3 cr.)
or SPEA-E 311 Introduction to Risk Assessment (3 cr.)
HPER-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)

Select 9 cr. from the following courses:
HPER-S 440 Research in Safety Education (1-3 cr.)
HPER-S 441 Readings in Safety Education (1-3 cr.)
HPER-S 444 Field Experience in Occupational Safety (1-10 cr.)

Selective Courses (Select 12 credits from the following)
BUS-A 201/202* Introduction to Financial Accounting/Introduction to Managerial Accounting
BUS-M 300* Intro to Marketing (3 cr.)
BUS-L 201* Legal Environment of Business (Prerequisite: sophomore or honors freshman) (3 cr.)
BUS-F 301* Financial Management (Prerequisite: A201, A202, CSCI-C 100 or C106, and junior standing) (3 cr.)
BUS-W 430 Organizations and Organizational Change (Prerequisite: Z302) (3 cr.)
SPEA-E 162 Environment and People (Prerequisite: sophomore standing ) (3 cr.)

*Note: Courses with an asterisk are required for the business minor.
General-Education Courses (39–45 credits)

**Humanities (9-12 cr.)**

*Oral Expression (3 cr.)*  
SPCH-S 121 Public Speaking

*Written Expression (3 cr.)*  
ENG-W 131 Elementary Composition (3 cr.)

*Advanced Writing or Intensive Writing (3 cr.)*  
BUS-X 204 Business Communications (3 cr.)  
or ENG-W 231 Professional Writing Skills (3 cr.)
Select 3 credits from the humanities course list in the HPER Bulletin

**Life and Physical Sciences (9-12 cr.)**

*Select one of the following MATH options:*  
MATH-M118 Finite Mathematics (3 cr.)  
or MATH-M 119 Brief Survey of Calculus I (3 cr.)

*Select one course from:*  
ANAT-A 215 Basic Human Anatomy (5 cr.)  
or CHEM- C 101 Elementary Chemistry I (3 cr.)

*Required:*  
MATH-K 300 Statistical Techniques (3 cr.)  
or SOC-S 250/251 Methods and Statistics (6 cr.)  
or PSY-P 250/251 Research and Quantitative Methods in Psychology (6 cr.)

**Social and Behavioral Sciences (18 cr.)**

PSY-P 101 Introductory Psychology I (3 cr.)  
PSY-P 102 Introductory Psychology II (Prerequisite: P101 or P151) (3 cr.)  
PSY-B 366 Concepts and Applications of Organizational Psychology  
or PSY-B 378 Introduction to Industrial Psychology

Select 9 credits from social and behavioral course list in the School of HPER Bulletin. (For psychology minor select one 300-level PSY course.)

**Free Electives (10-13 cr.)**  
May be taken Pass/Fail.
**Associate of Science Degree in Safety Management**

A two-year program designed to prepare entry-level specialists. Building on the one-year certificate program, the associate degree provides a professional background for students interested in pursuing a career in safety. It may serve as a foundation for students seeking a bachelor’s degree in safety. Required are 64 credit hours, 39 of which must be in safety and health courses and 25 of which must be in general education. See an advisor for specifics. No Pass/Fail allowed. A minimum 2.0 cumulative grade point average (GPA) is required in all courses applying toward the AHS degree.

For additional information on requirements for the associate of science degree, obtaining a certificate, or meeting the requirements for the minor in Safety Management, please contact the School of Continuing Studies, located in Knobview Hall 225, or by phone at (812) 941-2315.

**Minors Offered through the Division of Continuing Studies**

**Supervision Program**

Saundra E. Brown (Coordinator)

Indiana University Southeast offers both a certificate and a minor in the Supervision Program. The certificate program consists of the five courses listed below under “Requirements for a Certificate in Supervision.” These courses may be taken on either a credit or noncredit basis. Persons selecting the noncredit option earn continuing education units (CEUs). Persons selecting the credit option may apply the credits toward an academic minor in supervision.

Upon completion of the program, the Indiana University Southeast Certificate in Supervision is awarded. The program is designed to prepare trainee–and entry-level supervisory personnel for more effective roles in business, industry, or public-sector agencies.

**Requirements for a Certificate in Supervision**

15 credit hours as follows:

- BUS-W 100 Business Administration: Introduction (3 cr.)
- SPCH-S 122 Interpersonal Communication (3 cr.)
- SUPV-S 300 Personnel Supervision (3 cr.)
- SUPV-S 310 Production Supervision (3 cr.)
- SUPV-S 320 Labor Relations (3 cr.)

The minor requires 21 credit hours. Persons completing the minor select two courses from a body of knowledge consistent with the supervision field. The additional courses should be consistent with career goals of the student and come from the following categories:

**Manufacturing Processes and Technology** ❯ BUS P 301 Operations Management (Business and Economics), BUS-P 430 Total Quality Management (Business and Economics), ECON-E 280 Applied Statistics for Business Economics (Business and Economics), IET104 Industrial Organization (Purdue Programs), MATH-K 300 Statistical Techniques (Natural Sciences), MET141 Materials and Processes (Purdue Programs), MET242 Manufacturing Processes (Purdue Programs)

*Students may use R300 or E280; only one course can count toward the minor.

Counseling and Human Behavior  BUS-Z 302 Organization Behavior (Business and Economics), PSY-B 366 Introduction to Organizational Psychology in Business and Industry (Social Sciences), PSY-B 368 Introduction to Personnel Psychology in Business and Industry (Social Sciences), PSY-P 233 Industrial Psychology (Social Sciences)

Industry-Specific Courses  AHLT-M 330 Medical Terminology (Natural Sciences), CHEM-C 104 Physical Sciences and Society (Natural Sciences), HPER-H 160 First Aid (Education)

Persons who have already completed Business W 100 and Speech S 122 at accredited institutions need not repeat them. The remaining courses must be taken after admission to the program.

A total of 15 credit hours must be completed with a minimum GPA of 2.0 (C) for all 15 credit hours, with no grade below a C– in any course. Pass/Fail grades are not applicable to the certificate or minor.

Recreation Program

Saundra E. Brown (Coordinator)

For students who recognize the importance and power of being a well-rounded professional in today’s job market, the School of Continuing Studies has designed an academic minor for students interested in a career in Parks and Recreation programming and management. Students complete courses that will cover academic and practical skills in many areas, including: sports management, outdoor recreation, problem solving, leading, motivating and empowering others, team building, and effective communication. This 17-hour minor will follow the same curriculum offered by the Department of Recreation and Parks Administration at IU Bloomington. Core courses include:

HPER-R 160 Recreation and Leisure (3 cr.)
HPER-R 271 Dynamics of Outdoor Recreation (3 cr.)
HPER-R 272 Recreation Activities and Leadership Methods (3 cr.) (Prerequisite: R 160)
HPER-R 324 Recreational Sports Programming (3 cr.)
HPER-R 399 Practicum in Parks and Recreation (1–6 cr.)

Other courses offered on a rotating basis through the School of Continuing Studies for the recreation program:
HPER-C 366 Health Problems in the Community (3 cr.)
HPER-E 100 Snowboarding (1 cr.)
HPER-E 181 Tennis (1 cr.)
HPER-E 185 Volleyball (1 cr.)
HPER-E 196 Skiing (1 cr.)
HPER-H 305 Women’s Health (3 cr.)
HPER-H 317 Stress Management Workshop (1-3 cr.)
HPER-H 363 Personal Health (3 cr.)
Noncredit Programs
Christy A. Harper, Manager
Knobview Hall 225
Telephone: (812) 941-2206
Web site: www.ius.edu/noncredit, (click on “Course Catalog” for our registration site)

General Information
Personal and professional development through lifelong learning is the special mission of Continuing Studies noncredit programs. Formal admittance to the university is not required to attend our programs. Noncredit programs do not coincide with the university schedule. Evening courses, certificate programs, daytime workshops, conferences, and special events are offered throughout the year. We release four course catalogs per year. Noncredit Programs also offers customized training for business and industry, either on campus or at the work site. These cost-effective, results-oriented programs have been utilized by a wide range of local companies.

Certificate Programs
IU Southeast Continuing Education offers certificates in Paralegal, digital photography, and Adobe Photoshop training.

The Paralegal Certificate is offered through our partnership with the Center for Legal Studies, located in Golden, Colorado. The program is offered twice per year, in spring and in fall. Classes meet for six weekends, Saturdays and Sundays, from 9 a.m. to 5 p.m. For more detailed information on the program, visit CLS online at www.legalstudies.com.

Sharpen your photography skills by completing our Digital Photography Certificate Program. To earn the certificate, take the two required courses: Introduction to Digital Photography and Content and Composition. Then select two electives from the following course offering:
   - Lighting and Metering
   - Shooting for Print and the Web
   - Photo Manipulation and Restoration
   - Photographing the Subject

After completing the courses, arrange with us to submit a portfolio of your photographs for review.

To master the art of enhancing your photographic images, enroll in our Adobe Photoshop Certificate Program. To earn the certificate, take the two required courses: Introduction to Adobe Photoshop, parts I and II. Then select two electives from the following course offerings:
   - Adobe Photoshop for the Photographer
   - Print and the Web
   - Image Restoration and Retouching
   - Adobe Photoshop Tip and Tricks

After completing the courses, arrange with us to submit a portfolio of your photographs for review.
**Safety, Health, and Wellness Institute**

Safety in the workplace is a topic of vital concern to everyone. Noncredit Programs conducts a wide variety of safety training programs for area contractors, manufacturing plants, and other business owners.

The institute is one of only two vendors selected by the Kentuckiana Construction Users Council (KCUC) to provide its Basic Orientation Plus and Basic Orientation Plus Refresher programs for area contractors. We are also a vendor for the Passport safety program, completion of which is required by Louisville Gas & Electric (LG&E) prior to admittance to their plant sites.

Other courses offered include, but are not limited to:
- 10-Hour/30-Hour OSHA Compliance—Construction and General Industry
- OSHA 500, 501, 510, 511, 502 & 503
- Accident Investigation
- Behavioral-Based Safety
- Bloodborne Pathogens
- Confined Space Entry
- Electrical Safety
- Emergency Action
- Fall Protection
- Fire Prevention/Incipient Fire Force
- Forklift Safety/Certification
- Hazardous Material Response—All levels
- Hazardous Communications (MSDS)
- Hearing Protection
- Industrial Rigging Safety
- Inspection Techniques
- Lockout/Tag out
- Machine Guarding
- Manual Lifting
- OSHA Recordkeeping
- Personal Protective Equipment
- Portable Fire Extinguishers
- Respirators
- Walking and Working Surfaces
- Welding/Hot Works Safety

Contact Christy Harper at (812) 941-2321 or 941-2314 for more information.

**Project AHEAD Enrichment Program for Children**

Designed for high academic achievers in grades two through six, Project AHEAD is a series of enrichment classes offered four times per year, typically on Saturdays. For each session, brochures detailing class offerings for that session are sent to area schools. Teachers determine which of their students meet the criteria for attendance. Children must be in the top 10–20 percent of their class, be consistent academic achievers, and be enthusiastic about learning opportunities outside of the regular classroom. The Project AHEAD program has been in operation for over 18 years and classes consistently receive excellent reviews from students and parents alike.
**Personal Computer Training**
The division provides hands-on training in Windows-based software programs. An extensive list of courses and workshops in business applications and Internet-related topics is offered throughout the year.

**Personal Enrichment Programs**
For adults and children over 14 seeking information or training for pleasure, we offer a variety of classes such as:
- Spanish for Beginners
- American Sign Language
- Creative Writing/Publishing
- Meditation
- Medical Qigong
- Reiki
- Belly Dance
- Photography
- Drawing and art
- Retirement Planning
- Home Buying
- Golf Basics (summer and fall only)

**School of Education**

www.ius.edu/Education
School of Education Office
Hillside Hall 0020
Phone: (812) 941-2385
Fax: (812) 941-2667

Student Services Office
Hillside Hall 0029
Phone: (812) 941-2386
Fax: (812) 941-2175

**Professors** Bailey, deGraaf, Fields, Jamski, Morganett, Ridout, Shea, Smead, Wall

**Associate Professors** Babione, Herdoiza-Estevéz, Murray (Dean), Nunnelley, Ryan, Squires, Thompson–Book

**Assistant Professors** Camahalan, Fankhauser, Hollenbeck, Lewellen, Pinkston

**Lecturers** C. Bowles, Brewer, Daily, Harshfield, Hottman, K. Jackson, Whitaker

General Information
Education programs offered by Indiana University Southeast are approved by the Indiana Professional Standards Board and the National Council for Accreditation in Teacher Education.

The School of Education offers the following degrees and programs:

Undergraduate
- Bachelor of Science in Elementary Education
- Bachelor of Science in Secondary Education with concentrations in the following areas:
  - Language Arts
  - Mathematics
  - Science
  - Social Studies
- Bachelor of Science in Special Education

Postbaccalaureate Initial Teaching License
- Transition to Teaching (T2T)
  - Elementary (ET2T)
  - Secondary (ST2T)
- Special Education
  - Initial-License Option

Graduate
- Master of Science in Elementary Education
- Master of Science in Secondary Education
- Master of Science in Counseling

Licensing Areas
- Computers
- Educational Leadership
- Gifted
- Kindergarten
- Reading
- Special Education (Second-License Option)

The School of Education has developed the following motto, conceptual framework, assessment, goals, and dispositions.
Motto
The motto of the School of Education is “Educators Engaged in Growth.” We believe in the importance of continuing professional and personal growth and endeavor to prepare undergraduate and graduate students to advance knowledge, promote best practices, and engage in collaborative school and community efforts locally, nationally, and internationally.

Theme
The unit’s theme is “Educators Engaged in Growth.” The conceptual framework outlines four themes that embody the unit’s beliefs, goals, and dispositions. The themes are: High-Quality Educators, Caring Professionals, Continuous Renewal of Schools, and Multicultural Society.

Conceptual Framework
The conceptual framework articulates our professional commitment to knowledge, professional practices, teaching competence, and student learning. It establishes a benchmark for high-quality, challenging, and innovative programs and ensures coherence among curricula, instruction, field experiences, clinical practice, and assessment across a candidate’s program.

High Quality Educators are committed to best professional practices as identified in standards and to candidate and program assessment. High quality educators know and can teach their content and can apply best practices differentially when working with different learning needs.

Caring Professionals cannot separate sound educational decision making from the dispositions associated with caring. The common threads that run through this theme are concern for the lives of children, the welfare of the community, and the ethics of personal and professional accountability.

Continuous Renewal of Schools addresses the candidate’s ability to communicate effectively about student learning, interpret and use data, and reflect and improve teaching and the learning process. Candidates have knowledge of schools as organizations, knowledge about central issues that are at the center of school change, and skills to analyze and revise new approaches.

Multicultural Society is about embracing the multicultural, diverse society in which we live. Candidates understand the values of social justice, equal opportunity, and respect for the dignity of all, regardless of their backgrounds and individual characteristics.

Unit Performance Assessment
Recognizing the importance of an organized and ongoing assessment of student achievement and program improvement, the School of Education has developed a unit assessment system. Knowledge, skills, and dispositions expected of candidates have been identified and are assessed at certain decision points in each program. Assessment allows the School of Education to make improvements in program structures, course content, and pedagogy. This assessment system also provides candidates with periodic indications of their performance relative to standards and allows the school to evaluate their competencies.

Goals
• Value and respond appropriately to diversity and to the needs of all students and promote educational success and positive personal change in themselves and others.
• Use effective methods, including contemporary educational technology and appropriate data, to achieve diverse educational goals aligned with professional standards and make decisions based on data and information.
• Create safe and effective learning environments aligned with the concerns, needs, and resources of individual students, their families, the school, and the community.
• Demonstrate mastery of subject content; appropriate professional practices; and the processes of critical thinking, creative thinking, and problem solving.
• Engage in continuous self-improvement and professional growth, support the professional development of others, and display positive professional behaviors and dispositions for effective practice.
• Communicate effectively with students, their families, other professionals, and the community and project a coherent vision of education as a personal and professional activity.

Dispositions
Candidates and faculty in an IUS program in the School of Education are expected to:
• respect the accepted legal and ethical norms and values of education.
• effectively interact and collaborate with others and foster similar behaviors among students.
• be committed to diversity through equitable treatment and respect for all individuals.
• exhibit personal management behaviors valued by the professional education community.
• be committed to inquiry and application of the knowledge base of education.
• exhibit enthusiasm and respect for education as a practice and a profession.
• be committed to data-based decision making and fair practices.
• be committed to continuous self-evaluation and personal improvement.

Undergraduate Programs in Education

Notice: Pursuant to campus and school policy, no student convicted of a sex offense against children shall be eligible for School of Education course work or programs. Details of this policy can be found in the school office.

General Information
IUS offers three undergraduate degrees leading to an initial teaching license that meets the requirements set forth by the Indiana Professional Standards Board for these instructional license areas. As this bulletin goes to print, these degrees will still be undergoing the review processes. Requirements and procedures are:

All students licensed in Indiana after June 2006 must be licensed based on Rule 2002. Rule 2002 for teacher licensing is a performance-based system whereby schools of education certify that students have met all required standards for their particular licensing area.

Elementary Education
The School of Education offers a program leading to the B.S. in Education in elementary education. The elementary education major leads to Indiana’s teaching license for early and middle childhood.

Special Education
The Special Education major leads to Indiana’s all grade (P-12) teaching license for Mild Intervention.
Secondary Education
The School of Education offers programs in secondary education leading to the B.S. in Education in secondary education (grades 5-12) with teaching majors in language arts, mathematics, science, and social studies. Candidates who have completed a teaching major may also be licensed in chemistry, earth/space science, economics, French, geographical perspectives, German, government and citizenship, historical perspectives, journalism, language arts, life science, mathematics, physical science, physics, psychology, sociology, Spanish, and theatre arts.

General Rules for All Undergraduate Programs

Residency Requirement
Thirty (30) credit hours of any bachelor’s degree program must be completed in residence at IUS.

Transfer Credit
The School of Education accepts courses completed at other accredited institutions of higher education to meet graduation and certification requirements. (See the section entitled “Credit Transfer Policy for Bachelor’s Degree” for the university policy on transfers.)

Although grades do not transfer and are not computed in a student’s IUS grade point average (GPA), the School of Education uses transfer grades to determine eligibility requirements for admission to teacher education. Transfer grades are also used to determine graduation and licensing eligibility in academic plans and areas.

Currency of Course Work
The time passed since a course was completed, whether taken at IUS or transferred from any other institution, will be considered in relation to the student’s projected date of graduation, as determined at the initial advising session and reevaluated at each subsequent advising session. Thus, it is imperative for the student to see that the advisor records the date on the student’s checksheet and/or reviews the student’s electronic degree audit. If a student deviates from progress toward the projected date of graduation in the course of his/her studies, the life span of a course may be reassessed.

All courses listed in the Professional Education Block must be taken within a 10-year period before graduation. Area requirements outside of education must also be taken within a 10-year period unless a waiver is granted by the program’s coordinator and the dean. Approval would be based on the significance of changes in the particular content area.

Variance from Requirements
Students requesting a variance from course or program requirements may petition for an exception. Exception forms are available in the School of Education. Students will receive written notification of the decision and appeals process.

Criminal History Check
Clearance through a criminal history check is required for clinical experiences, including student teaching and other off-campus experiences, as determined by the placement school system.
Good Standing in Teacher Education
To remain in good standing in the Teacher Education Program, candidates in elementary, secondary, and special education must:
1. maintain an overall Indiana University GPA of 2.5 or higher for elementary and special education, 2.75 or higher for secondary education;
2. complete each professional education course with a grade of C (2.0) or higher, and if pursuing special education, earn no less than a grade of B– (2.7) in each special education course;
3. maintain a minimum overall GPA in professional education courses of 2.5 (or Satisfactory in courses graded as S/F) for elementary and special education and 2.75 (or Satisfactory in courses graded as S/F) for secondary education; and
4. maintain a minimum GPA of 2.5 for elementary and special education, 2.75 for secondary education in each licensing area with no grade less than C (content area blocks for elementary and special education majors).

Candidate program status is assessed through multiple means at various points in the program.

Candidates not in good standing may be required to complete professional improvement plans prior to continuing in the program.

Admission to Student Teaching
To be eligible for student teaching, all education majors must meet the following basic criteria:
1. be in good standing in their respective education program,
2. successfully complete all appropriate methods courses and field experiences,
3. be judged by the faculty to be suited for a teaching career, and
4. pass a criminal history check.

In addition to the four basic criteria for all majors, elementary candidates who wish to be eligible to student teach must meet the following criteria:
1. All required courses must be completed before the start of the student teaching semester.
2. GPAs in all content areas must be 2.50 or higher.
3. Candidates must receive a “basic” rating or higher in each of the following major tasks:
   (a) Planning and Preparation Task (Initiated in General Methods)
   (b) Instruction Task (Initiated in the Reading/Language Arts/Social Studies block)
   (c) Class Management Task (Initiated in the Mathematics/Science block).
4. Adult standard first aid and CPR certification or completion of HPER H160.

In addition to the four basic criteria for all majors, special education majors must have successfully completed all required special and professional education courses with no more than two general education courses remaining prior to student teaching.

In addition to the four basic criteria for all majors, secondary education majors must (a) obtain verification that graduation by the following August is probable, (b) complete all general-education courses, and (c) complete at least three-fourths of all credit hours in each licensing area.

To Be Eligible for Degree
Candidates must pass all decision points within their respective programs and complete all campuswide requirements in order to be eligible for a bachelor’s degree. Candidates in the Elementary Education, Special Education, and Secondary Education Programs must apply for the degree by October 1 before graduation in May, March 1 for August graduation, and June 1 for December graduation.

**To Be Eligible for Licensure**
Candidates are responsible for completing the necessary application processes for a teaching license. License applications cannot be forwarded to the state until all program and degree requirements are met.

To be eligible for teacher licensure, all candidates must meet the following requirements:
1. Complete all program and course work requirements.
2. For elementary and special education, earn a minimum overall GPA of 2.5; for secondary earn a minimum overall of GPA of 2.75.
3. For elementary and special education, earn a minimum of GPA of 2.5 in professional education courses; for secondary earn a minimum overall GPA of 2.75 in professional education courses; with a minimum of C (2.0) (special education with a B- in each special education course) in each course.
4. For elementary and special education, earn a minimum GPA of 2.5 in each licensing area; for secondary earn a minimum GPA of 2.75 in each licensing area with no grade less than C.
5. Pass the Praxis I and Praxis II, per state-prescribed levels.
6. Pass a criminal history check required by the state of license sought.

**Admission Requirements and Processes**

**Elementary Education/Early Childhood and Middle Childhood School Setting**

**Cohort Groups** Applicants will be accepted into the Elementary Program in cohort groups and will progress through the program together. Candidates who do not move through subsequent method blocks with their original cohort group may only enter a later cohort group if space permits. The size of the cohort groups will be limited to the number of students that can be effectively accommodated given the available resources.

**Criteria for Admission** Any student wishing to be considered for admission into the Elementary Education Program and therefore to begin the Education Psychology/Technology Block must meet the following basic criteria:

a. Fulfillment of University General Education requirements, as prescribed by the program.
b. Completion of 26 semester hours (excluding development courses) within 10 years of application
c. Completion of W131, H340, S121, T101 with grades of C or higher
d. H 340 must meet the 10-year rule on courses of the School of Education
e. Completion of one course from the Science Block (See Elementary Course Requirements.)
f. Completion of one 3-credit hour course from the Social Studies Block (See Elementary Course Requirements.)
g. Attainment of an overall GPA of at least 2.5
h. Satisfactory evaluations from H 340 must be available
i. Completion of the Praxis I with the following minimum scores
   - Math 175
   - Reading 176
   - Writing 172
If the basic criteria are met, the students with the highest ranking on a 12-point scale (0-8 points for GPA and 0-4 points for H340 assessment) will be admitted into the cohort for that semester until the cohort is full. (GPA is based on the courses listed in b, d, and e above. If the student has more than one course in either the Science Block or the Social Studies Block, then the higher grade will be used in determining GPA.)

**Application Process**  All students entering the Elementary Education Program and the Education Psychology/Technology Block (P250/P251/M201/ W200) must complete an application for admission. Students must attend an application admission session, hosted by the University Division, to obtain an application. All applications must be submitted to the School of Education by the announced deadline date for each semester. All applications must have a copy of the student’s Praxis I scores attached. Applications will be reviewed by the elementary education faculty within the School of Education. Formal letters notifying students of their acceptance status will be mailed by the deadline stated in the application packet. Accepted students will be electronically authorized for P250/P251/M201/W200 and must register for these courses by the deadline stated in the application packet. Accepted students who do not register for P250/P251/M201/W200 by the deadline will be administratively dropped from the cohort group and will need to reapply in future semesters. Students who are not accepted may reapply for admission the following semester.

**Continuing in the Program**  There are four major summative decision points in the Elementary Education Program. The first decision point is the application process. The second major decision point is at the end of the General Methods Block, the third occurs when the candidate applies to student teach, and the fourth is at the end of the student teaching semester. At each of these summative decision points, candidates are formally evaluated on specific criteria, and a decision is made regarding each candidate’s status for continuation in the Elementary Education Program. A candidate’s continuation status in the Elementary Education Program may be reevaluated at points other than summative decision points if significant difficulties are noted in either course work or practicum field experiences.

**Special Education**

**Cohort Groups**  Special education and elementary education majors are placed in the same cohort groups and will progress together through specific methods courses. Candidates who do not move through subsequent method blocks with their original cohort group may only enter a later cohort group if space permits. The size of the cohort groups will be limited to the number of students that can be effectively accommodated given the available resources.

**Criteria for Admission**  The admission criteria for a degree in special education parallels the basic criteria described in the previous section for the bachelor’s degree in elementary education. Under special circumstances a student may be admitted under alternate criteria. However, if a student admitted under alternate criteria for special education transfers to the elementary education program, the student will need to meet all basic criteria for elementary education majors.
There are five major summative decision points for the Special Education Program. The first decision point is the application process. The second decision point is at the end of the General Methods Block. The third occurs when the candidate completes the first practicum in special education and is the point of full admission to the Special Education Program. The fourth is the request to student teach. The fifth is at the end of student teaching and degree completion. At each summative decision point, candidates are formally evaluated on specific criteria, and a decision is made regarding each student’s status in the program. A candidate’s continuation status may be reevaluated at points other than summative decision points if significant difficulties are noted.

Application Process All students entering the Special Education Program and the Education Psychology/Technology Block (P250/P251/M201/W200) must complete an application for admission. Students must attend an application admission session, hosted by the University Division, to obtain an application. All applications must be submitted to the School of Education by the announced deadline date for each semester. All applications must have a copy of the student’s Praxis I scores attached. Applications will be reviewed by the special education faculty within the School of Education. Formal letters notifying students of their acceptance status will be mailed by the deadline stated in the application packet. Accepted students will be electronically authorized for P250/P251/M201/W200 and must register for these courses by the deadline stated in the application packet. Accepted students who do not register for P250/P251/M201/W200 by the deadline will be administratively dropped from the cohort group and will need to reapply in future semesters. Students who are not accepted may reapply for admission the following semester.

Secondary Education/Early Adolescence/Young Adulthood
Students intending to pursue a major in secondary education may transfer their records to the School of Education once they have completed 12 credit hours (excluding developmental courses) with a minimum cumulative GPA of 2.75 and a minimum grade of C (2.0) in ENG-W 131.

Admission to the Secondary Education Program comes at Summative Decision Point I. The procedure provides the faculty with opportunities to exercise professional judgment on the suitability of the candidate for a teaching career. Admission to the Secondary Education Program is based on a number of factors designed to select high-quality, prospective teachers and also is limited to the number of students that can be effectively accommodated given the available resources. Admission to and good standing in the Secondary Education Program are required for enrolling in certain professional education courses.

To be eligible for admission to the Secondary Education Program, secondary candidates must:
1. meet university general education requirements as prescribed by the program.
2. maintain a minimum GPA of 2.75 in all IU course work.
3. maintain a minimum GPA of 2.75 in all required education courses. (Grades from courses transferred from other colleges will be used to compute this GPA.)
4. maintain a minimum GPA of 2.75 in each licensing area. (Grades from courses transferred from other colleges will be used to compute this GPA.)
5. earn a grade of C (2.0) or higher and receive positive recommendations in EDUC-H 340 and have a minimum GPA of 2.75 in professional education courses.
6. complete ENG-G 207, ENG-W 131, SPCH-S 121, and ENG-W 290 or W 300 with a minimum grade of C (2.0) in each and a minimum GPA of 2.75 for the three courses combined.
7. pass all sections (reading, writing, and mathematics) of Praxis I.
8. take and pass MATH-M 117 or higher with at least a C
Application Process  A bachelor’s degree in secondary education with teaching majors in language arts, mathematics, science, or social studies is offered by IUS. Additionally, students in other degree programs may obtain teacher licensure in these secondary fields by completing the requirements listed.

In order to complete requirements and be licensed, the secondary candidate must:
1. be admitted to the university.
2. have passing scores on all sections (reading, writing, mathematics) of the Praxis I.
3. be admitted to the Secondary Education Program.
4. be admitted to student teaching (application must be on file by October 1 of the year preceding the student teaching semester).
5. complete an application for the degree by October 1 prior to graduation in May.
6. complete all course and degree requirements including 130 credit hours not counting remedial and/or repeated courses.
7. have passing scores on all parts of Praxis II required by states for licensure.

Bachelor of Science in Elementary Education Course Requirements

Candidates for the Bachelor of Science should first review “General Requirements for Undergraduate Degrees at IUS.”

Please Note: The contents of this bulletin are subject to change with appropriate notice by the School of Education. Students are responsible for consulting with their advisors regularly. Notices of program changes will be posted on the School of Education’s Web site. The elementary education degree leads to an initial license for Indiana. Those seeking licenses in another state should consult with a licensing advisor in the School of Education.

Student Learning Goals
1. The candidate is knowledgeable in planning and preparation.
2. The candidate is knowledgeable in creating an effective classroom environment and applies that knowledge.
3. The candidate is knowledgeable of a variety of strategies for effective instruction.
4. The candidate understands and carries out professional responsibilities.
5. The candidate is knowledgeable of and applies all professional standards and all content standards for K-6 grades.

Course Requirements
Required courses in the four-year curriculum leading to the degree Bachelor of Science in Elementary Education are as follows. Note that a minimum grade point average of 2.5 is required in each item 1-8 below. No less than a grade of C is accepted for T101, T102, T103, S121, W131, and W300, with a minimum GPA of 2.5 required for the latter three. See the course descriptions for the appropriate sequence.

Note: The general education requirements for Elementary Education are being revised to meet new campus general education requirements which go into effect in fall 2005. See the School of Education Website for the new requirements.
1. Arts (at least 5 credit hours)
   Music Select one course from list. Other music courses accepted if preapproved. Must have a minimum of 2 credit hours for music (2/3). M 174 Music for the Listener (3), E 241 Introduction to
Music Fundamentals (3), X 040 University Choral Ensembles (1), X 040 University Instrumental Ensembles (1), X 040 University Concert Band (1) 2-3

*Fine Arts* Select one course from list. Other fine arts courses accepted if pre-approved: F 100 Fundamental Studio Drawing or S 165 Ceramics for nonmajors (3), N 110 Studio Art for the Nonmajor (3) .............................................. 2-3

2. **Language Arts** (at least 12 credit hours)
   - ENG-W 131 Elementary Composition .......... 3
   - ENG-W 300 Advanced Writing for Education 3
   - SPCH-S 121 Public Speaking ..................... 3

   Select one of the following literature courses (other literature courses offering multiple perspectives accepted if pre-approved): A 169 Ethnic American Literature (3), L 101 World Literature I (3), L 102 World Literature II (3), L 374 American Ethnic and Minority Literature (3), L 379 Topics in African-American Literature (3), and S 204 Topics in African-American Studies (3) 3

3. **Mathematics** (at least 9 credit hours)
   - Math-T 101 Mathematics for Elementary Teachers 1 3
   - Math-T 102 Mathematics for Elementary Teachers 2 3
   - Math-T 103 Mathematics for Elementary Teachers 3 3

4. **Professional Education** (62-68 credit hours)
   - EDUC-H 340 Education and American Culture 3
   - EDUC-K 205 Introduction to Exceptional Children 3
   - EDUC-P 250 General Education Psychology 2
   - EDUC-P 251 Educational Psychology for Elementary Teachers 2
   - EDUC-M 201 Field Experience ...................... 0/1
   - EDUC-W 200 Microcomputers in Education 3
   - EDUC-M 310 General Methods ..................... 2
   - EDUC-M 311 General Methods for Elementary and Kindergarten Teachers 1 3
   - EDUC-M 301 Field Experience ...................... 0/1
   - EDUC-E 337 Classroom Learning Environments 3
   - EDUC-M 300 Teaching in Pluralistic Society 3
   - EDUC-M 301 Field Experience ...................... 0/1
   - EDUC-E 339 Method of Teaching Language Arts 3
   - EDUC-E 340 Methods of Teaching Reading I 3
   - EDUC-M 301 Field Experience ...................... 0/1
   - EDUC-E 325 Social Studies in the Elementary Schools 3
   - EDUC-M 301 Field Experience ...................... 0/1
   - EDUC-E 328 Science in the Elementary Schools 3
   - EDUC-E 343 Mathematics in the Elementary Schools 3
   - EDUC-M 301 Field Experience ...................... 0/1
   - EDUC-E 341 Methods of Teaching Reading II 3
   - EDUC-M 301 Field Experience ...................... 0/1
   - EDUC-E 449 Trade Books and the Teacher 3
   - EDUC-M 323 Teaching Music in Elementary School 2
   - EDUC-M 333 Art Experience For The Elementary Teacher 2
EDUC-New Physical Education/Health Course (Under Development) 3
EDUC-M 425 Elementary Student Teaching 12

5. Sciences (at least 11 credit hours)
   BIOL-L 100 Humans and the Biological World 3/5
   CHEM-C 104 Physical Sciences and Society 3
   GEOG-G 107 Physical Systems of Environment 3/5

6. Social Studies (at least 15 credit hours)
   ECON-E 100 Current Economic Topics ...... 3
   GEOG-G 201 World Regional Geography .. 3
   HIST-H 101 The World in the Twentieth Century 3
   HIST-H 105 or H 106 American History I-II 3
   POLS-Y 103 Introduction to American Politics 3

7. First Aid and CPR Certification
   Candidates are required to have first aid and CPR certification. They may take HPER-H 160 First
   Aid and Emergency Care (2 crs) to meet this requirement, or they may fulfill the requirement through
   outside certification.

8. Electives or Subject Concentrations (10–16, enough to equal a total of 130 credit hours when added
   to requirement). Students may use their electives to develop areas in depth, to broadly explore areas
   in the curriculum, to strengthen areas of weakness, or to take courses that are interesting to them.

**Computer License**
For a computer license, candidates must complete the following courses:

   W 200 Computers in Education 3
   W 220 Technical Issues in Computer-Based Education 3
   W 310 Computer-based Teaching Methods 3
   R 341 Multimedia in Instructional Design 3
   W 410 Practicum in Computer-Based Education 3

**Middle School/Early Adolescence License**
Elementary teachers who will be licensed in junior high/middle school must meet the standards for early
adolescence generalist teachers and the specific content area in which they will be licensed.
Additionally, middle school teachers must take and receive a passing score on the appropriate praxis II
content test.

The attached addition of a middle school content license for an elementary education major adds six
extra credit hours to the previous program for middle school certification for an elementary education
major. The additional courses are: EDUC-P 255 Educational Psychology for Middle/Secondary Teachers, M 201 Laboratory-Field Experience for EDUC-P 255, M 301 Laboratory-Field Experience for EDUC-S 486, and M 301 Extra Laboratory-Field Experience in their Content Area. By completing these additional courses, students will meet the performance
standards for early adolescence generalist teachers.
The number of additional credit hours in the content area has remained the same at 15. Specific content courses were selected based on the following criteria: Concepts covered in the particular content area in middle school and Concepts tested in PRAXIS II content exam.

A minimum GPA of 2.5 is required. An elementary major may add certification to teach in junior high and middle school by completing course work in additional professional education courses and in one of the following content areas: science, social studies, language arts, or mathematics.

Professional Education Courses:
EDUC-P 255 Educational Psychology for Middle/ Secondary Teachers
EDUC-M 201 Laboratory-Field Experience for EDUC-P 255
EDUC-S 486 Principles of Junior High/Middle School Education
EDUC-M 301 Laboratory-Field Experience for EDUC-S 486
EDUC-M 301 Extra Field Experience in their Content Area
EDUC-M 470 Practicum: Student Teaching in Junior High/Middle Schools

The suggested sequence of courses for candidates entering the Fall Cohort Group is:

Fall Semester
  P 250/P 251/M 201 (block) and P 255/M 201 (block)

Spring Semester
  M 310/M 311/M 301 (block) and S 486/M 301 (block)

Fall Semester
  E 325, E 339/E 340/M 301 (block) and one extra hour of M 301

Fall Semester
  E 328, E 343, M 301 and one extra hour of M 301

Spring Semester
  M 425 and M 470

The suggested sequence of courses for candidates entering the Spring Cohort Group is:

Spring Semester
  P 250/P 251/M 201 (block)

Fall Semester
  M 310/M 311/M 301 (block) and P 255/M 201 (block)

Spring Semester
  E 325, E 339/E 340/M 301 (block) and S 486/M 301 (block), and one extra hour of M 301

Fall Semester
  E 328, E 343, M 301, and one extra hour of M 301

Spring Semester
M 425 and M 470

Content Area Requirements

Science (25-27 credits, 14-15 beyond general education requirements; see notes below)

In order to be able to teach science to early adolescents in middle or junior high schools (grades 5-9), the candidate must complete the following content courses:

BIOL-L 100 Humans and the Biological World 5
CHEM-C 101 Elementary Chemistry I 3
CHEM-C 121 Elementary Chemistry Lab. I 2
PHYS-P 100 Physics in the Modern World 5

Choose one:
GEOL-G 100 Earth Science: Geologic Concepts 5
or BOTH OF THESE
GEOL-G 103 Earth Science: Materials and Processes 3
GEOL-G 104 Earth Science: Evolution of the Earth 3

Choose one:
AST-A 100 The Solar System 3
AST-A 105 Stellar Astronomy 3

Choose one:
BIOL-L 303 Field Biology 3
BIOL-L 304 Marine Biology 3
BIOL-L 350 Environmental Biology 3
GEOG-G 315 Environmental Conservation 3
GEOG-G 304 Meteorology and Physical Climatology 3

Notes:
1. Either of these options may be petitioned to count in place of GEOG-G 107.
2. CHEM-C 101/121 and PHYS-P 100 together may be petitioned to count in place of CHEM-C 104.

Social Studies (30 credits, 15 beyond general education requirements):

In order to be able to teach social studies to early adolescents in middle or junior high schools (grades 5-9) the candidate must complete the following content courses:

History (18 credit hours):
HIST-H 101 The World in the Twentieth Century
HIST-H 105 American History: General Course I
HIST-H 106 American History: General Course II
HIST-H 103 Europe: Renaissance to Napoleon
HIST-G 100 Introduction to Asian History
And one of the following:
HIST-A 301 Colonial and Revolutionary America I
HIST-A 302 Colonial and Revolutionary America II
HIST-A 303 United States 1789-1865 I
HIST-A 304 United States 1789-1865 II

Geography (6 credit hours):
GEOG-G 201 World Regional Geography
GEOG-G 110 Introduction to Human Geography

Political Science (3 credit hours):
POL-Y 103 Introduction to American Politics

Economics (3 credit hours):
ECON-E 100 Current Economic Topics

Language Arts (30 credits, 15 beyond general education requirements):
In order to be able to teach language arts to early adolescents in middle or junior high schools (grades 5-9), the candidate must complete the following content courses:

Writing (9 credit hours):
ENG-W 131 Elementary Composition I
ENG-W 300 Writing for Teachers
ENG-W 203 Creative Writing

Literature (12 credit hours):

World Focus (choose one):
ENG-L 101 Western World Masterpieces I
ENG-L 102 Western World Masterpieces II

American Focus (choose one):
ENG-L 351 American Literature to 1865
ENG-L 352 American Literature, 1865-1914
ENG-L 354 American Literature since 1914

Children’s Literature:
EDUC-E 449 Trade Books and the Teacher
One Additional Literature Course
Student’s Choice (advisor must approve)

Specific Methods (3 credit hours):
EDUC-M 464 Methods of Teaching High School Reading

Speech (3 credit hours):
SPCH-S 121 Public Speaking
One of the following (3 credit hours):
EDUC-X 490 Literature for Adolescents
THTR-T 120 Acting I
SPCH-S 122 Interpersonal Communications Course

Mathematics (24-26 credits, 15-17 beyond general education requirements):
In order to be able to teach mathematics to early adolescents in middle or junior high schools (grades 5-9), the candidate must complete the following content courses:

MATH-T 101 Mathematics for Elementary Teachers I
MATH-T 102 Mathematics for Elementary Teachers II
MATH-T 103 Mathematics for Elementary Teachers III
MATH-M 110 Excursions in Mathematics
MATH-M 118 Finite Mathematics
Either MATH-M 122 College Algebra or MATH-M 125 Precalculus Mathematics
Either MATH-M 119 Brief Survey of Calculus or MATH-M 215 Analytic Geometry and Calculus
MATH-K 300 Statistical Techniques

Notes:
1. M 300 and E 337 can be taken as part of second block of elementary education program (General Methods) or in the summer. Both courses must be completed before third block of program (Language Arts/Reading I/Social Studies Methods).
2. W 131, S 121, and W 300 must be completed prior to second block of elementary education program (General Methods).
3. E 449 must be completed before or during third block of elementary education program (Language Arts/Reading I/Social Studies Methods).
4. Students can have only one social studies content course not completed by the time they take Language Arts/Reading I/Social Studies Methods Block. This social studies content course must be taken concurrently with the Language Arts/Reading I/Social Studies Methods Block.
5. Students must have all three mathematics T courses (T 101, T 102, T 103) completed prior to the Mathematics/Science Methods Block.
6. Students can have only one science content course not completed by the time they take the Mathematics/Science Block. This science content course must be taken concurrently with the Mathematics/Science Methods Block.
7. Candidates are required to have first aid and CPR certification. They may take HPER H 160 First Aid and Emergency Care (2 credits) to meet this requirement, or they may fulfill the requirement through outside certification.
8. All course work must be completed prior to student teaching.

Bachelor of Science in Special Education Course Requirements
Candidates for the Bachelor of Science in Special Education should first review “General Requirements for Undergraduate Degrees at IUS.”

The bachelor’s degree in special education leads to an Indiana license to teach students with disabilities, grades P-12. This special education license is in the area of Mild Intervention. Guided experiences with a wide range of children and youth and master special educators are the foundation of the program. Students have multiple and varied experiences in schools.
Elementary education majors wanting to pursue a license in Mild Intervention should consult with the coordinator of the Special Education Program for specifics. Individuals teaching full time with an emergency permit in special education who do not have an initial standard teaching license need to complete the post-baccalaureate Initial-License Program described in the Graduate Studies section that follows.

A. Student Learning Goals
Candidates majoring in special education are expected to commit to demonstrating three broad program outcomes: (a) understanding their students’ needs and contexts, (b) collaboratively planning and implementing effective learning experiences, and (c) continuously assessing the effects of their professional choices. The 10 specific program standards derived from the content and developmental standards promulgated by the Indiana Professional Standards Board are consistent with INTASC and Council for Exceptional Children standards.

The program standards include the following areas:
1. Foundational and subject matter knowledge
2. Human growth and development
3. Assessment
4. State student standards and data-based decisions
5. Instructional engagement, enrichment, and safety
6. Multiple learning approaches
7. Social skills instruction
8. Professional responsibilities
9. Collaboration with families and professionals
10. Community resources

B. Program Structure
Course work leading to the B.S. in Special Education has two components:

1. General Education
   The general education requirements for special education are being revised to meet new campus general education requirements, which go into effect in fall 2005. See the School of Education Web site for the new requirements.

2. Professional and Pedagogical Studies
   Students complete courses and experiences leading to successful demonstration of what special educators need to know and be able to do. All-leaners content courses focus on knowledge, skills, and dispositions needed by all teachers. Specialty-area content courses target particular knowledge and skills for special educators.

Degree Requirements
For a bachelor’s degree in special education, students must satisfy all general rules for undergraduate education programs, rules for admission to the program, requirements for remaining in good standing, criteria for admission to student teaching, and eligibility for a degree described in the undergraduate general information section of the “School of Education” portion of this bulletin. Completion of the degree, faculty recommendation, and passage of state-mandated tests, along with a satisfactory criminal history check, are needed to apply for an Indiana all-grade (P-12) license in Mild Intervention. Candidates interested in Kentucky certification should consult with the program advisor.
Degree completion is contingent upon students passing five summative decision points. Information about decision points can be found on the program's Web site.

1. All-Learners Content (41-45 credit hours)
   - EDUC-E 339/340/M 301 Reading/Language Arts 6-7
   - EDUC-E 341/M 301 Reading II .................. 3-4
   - EDUC-E 325/M 301 Social Studies Methods 3-4
   - EDUC-E 328/343/M 301 Math and Science in Elementary 6-7
   - EDUC-E 449 Trade Books and the Teacher 3
   - EDUC-H 340 Education and American Culture 3
   - EDUC-K 205 Introduction to Exceptional Child 3
   - EDUC-M 310/311/301 General Methods ..4
   - EDUC-P 250/251/M 201 Educational Psychology/Elementary 5
   - EDUC-P 255 Educational Psychology/Middle/High School 2
   - EDUC-W 200 Computers in Education........ 3

2. Specialty Area Content (42 credit hours)
   - K 345 Academic and Behavioral Assessment 3
   - K 352 Education of Children with Learning Problems 3
   - K 370 Introduction to Learning Disorders ...3
   - K 453 Management of Academic and Social Behavior 3
   - K 480 Student Teaching .......................... 12
   - K 490A Partnerships ................................. 3
   - K 490B, C, D AT; TBI and Autism; Functional Curriculum 3
   - M 470A, B, C Practicum ............................. 9

3. First Aid and CPR Certification

4. Plus enough electives to total 130 credit hours

Performance-Level Requirements
In order to complete the degree, special education majors must:
   a. pass the First-Year Seminar and complete the degree with at least a 2.5 GPA;
   b. earn a grade of B- or higher in all specialty area content courses;
   c. have a grade of C or higher in each all-learners course;
   d. have a Satisfactory in all courses graded S/F;
   e. have no less than a 2.5 GPA in the required mathematics courses (each with a grade of C or higher), the communication cluster (i.e., S 121, W 131, and W 290) and each general education group (i.e., Arts and Letters, Social Science, and Natural Science); and
   f. pass all five summative decision points.

Bachelor of Science in Secondary Education
Candidates for the bachelor of science degree should first review “General Requirements for Undergraduate Degrees at IUS.”
Please Note: The contents of this bulletin are subject to change with appropriate notice by the School of Education. Students are responsible for consulting with their advisors regularly. Notices of program changes will be posted on the School of Education’s Web site. The secondary education degree leads to an initial license for the State of Indiana. Those seeking licensing in another state should consult with a licensing advisor in the School of Education.

Student Learning Goals
The IPSB/INTASC Standards provide a focus for SEP candidate learning goals. Those goals are:
1. candidates understand and can teach the content areas that they will be licensed to teach;
2. candidates understand and can use their knowledge of adolescent development to help young people in their development;
3. candidates understand how students differ in their approaches to learning and can create learning opportunities that are adapted to diverse learners;
4. candidates understand and can use a variety of instructional strategies including the use of technology;
5. candidates understand classroom motivation and management and can create a positive learning environment;
6. candidates can communicate effectively verbally, nonverbally, and in writing;
7. candidates can plan instruction based on their knowledge of the subject matter, students, the community, and curriculum goals;
8. candidates understand and can use formal and informal assessment strategies;
9. candidates are reflective practitioners who continually evaluate their effectiveness and who seek opportunities to grow professionally; and,
10. candidates have the skills and knowledge to foster positive relationships with school colleagues, parents, and community agencies.

Course Requirements
The general education requirements for Secondary Education are being revised to meet new campus general education requirements, which go into effect in fall 2005. See the School of Education Web site for the new general education requirements.

Note: *=2.75 GPA; + = no grade less than C

**Professional Education**
EDUC-H 340 Education and American Culture 3  
EDUC-W 200 Using Computers in Education .... 3  
Candidates must be admitted to the Secondary Education Program to enroll in the P 250/P 255/M 201 block  
EDUC-P 250 Educational Psychology .......... 2  
EDUC-P 255 Educational Psychology for Middle and Secondary School Teachers ... 3  
EDUC-M 201 Laboratory/Field Experience in Educational Psychology 1  
+EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers 3  
EDUC-M 301 Laboratory/Field Experience in General Methods 1  
+EDUC-M 464 Methods in Teaching High School Reading 3  
+EDUC-M 441, M 446, M 452, M 457 Methods in the Major Area 3  
EDUC-M 480 Student Teaching in the Secondary School 10
Programs Available for Teacher Licensing in Secondary Education
Candidates seeking to be licensed as secondary teachers must select one of the following four areas: language arts, mathematics, science, or social studies. The requirements for each of the areas are listed below.

**+Language Arts (36 credit hours)**
- ENG-G 205 Introduction to the English Language 3
- ENG-L 101 Western World Masterpieces I.. 3
- ENG-L 102 Western World Masterpieces II 3
- ENG-L 220 Introduction to Shakespeare or
- ENG-L 313 Early Plays of Shakespeare or
- ENG-L 314 Late Plays of Shakespeare ....... 3
- ENG-L 376 (EDUC-X 490) Literature for Adolescents 3
- ENG-W 203 Creative Writing................. 3
- ENG-W 350 Advanced Expository Writing.. 3
- JOUR-C 200 Introduction to Mass Communication 3

Select two courses from the following:
- ENG-L 297 English Lit to 1600.............. 3
- ENG-L 298 English Lit from 1600 to 1830.. 3
- ENG-L 299 English Lit Since 1830 .......... 3

Select two courses from the following:
- ENG-L 351 American Literature to 1865..... 3
- ENG-L 352 American Literature 1865-1914 3
- ENG-L 354 American Literature since 1914 3

**Mathematics (36 or 37 credit hours)**
- MATH-M 215 Calculus I....................... 5
- MATH-M 216 Calculus II ...................... 5
- MATH-M 303 Linear Algebra for Undergraduates 3
- MATH-M 360 Elements of Probability........ 3
- MATH-M 366 Elements of Statistical Inference 3
- MATH-M 380 History of Mathematics........ 3
- MATH-M 436 Introduction to Geometries... 3
- MATH-M 391 Foundations of the Number System
  or MATH-M 403 Intro to Modern Algebra I3
- CSCI-C 201 Computer Programming II or
- CSCI-A 201 Introduction to Programming I or
- MATH-M 313 Elementary Differential Equations 3
- Electives MATH-M 118 Finite Mathematics or above 5 or 6

**+Science**

**+Physical Science (36 credit hours)**
- CHEM-C 105/C 125 Principles of Chemistry I 3/2
- CHEM-C 106/C 126 Principles of ChemistryII 3/2
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>CHEM-C 341</td>
<td>Organic Chemistry I</td>
<td>3/2</td>
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<tr>
<td>CHEM-C 343</td>
<td>(300/400 elective)</td>
<td>3</td>
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<tr>
<td>PHYS-P 201</td>
<td>Gen. Physics I or P 221 Physics II</td>
<td>5</td>
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<tr>
<td>PHYS-P 202</td>
<td>Gen. Physics II or P 222 Physics II</td>
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<td>PHYS-P 301</td>
<td>Physics III/P 309 Intermediate Physics Lab</td>
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<td>PHYS-P (300/400 elective)</td>
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<td>LIFE SCIENCE (35 credit hours)</td>
<td></td>
<td></td>
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<tr>
<td>BIOL-L 101</td>
<td>Principles of Biology I</td>
<td>5</td>
</tr>
<tr>
<td>BIOL-L 102</td>
<td>Principles of Biology II</td>
<td>5</td>
</tr>
<tr>
<td>ANAT-A 215</td>
<td>Human Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>BIOL-L 473/L 474</td>
<td>Ecology</td>
<td>3/2</td>
</tr>
<tr>
<td>MICR-M 310/M 315</td>
<td>Microbiology or PLSC-B 364 Summer Flowering Plants</td>
<td>3/2 or 5</td>
</tr>
<tr>
<td>PHYS-P 215</td>
<td>Basic Mammalian Physiology or PLSC-B 373 Plant Growth and Development</td>
<td></td>
</tr>
<tr>
<td>BIOL-K 322/K 323</td>
<td>Genetics</td>
<td></td>
</tr>
<tr>
<td>EARTH-SPACE SCIENCE (36-37 credit hours)</td>
<td></td>
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<tr>
<td>GEOL-G 100</td>
<td>Earth Science: Geological Aspects or GEOL-G 103 Earth Science: Materials and Process and GEOL-G 104 Earth Science: Evolution of the Earth</td>
<td>5 or 3/3</td>
</tr>
<tr>
<td>AST-A 100</td>
<td>Solar System</td>
<td>3</td>
</tr>
<tr>
<td>AST-A 105</td>
<td>Stellar Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>CHEM-C 105/C 125</td>
<td>Principles Chemistry I or CHEM-C 101/C 121 Elementary Chemistry I</td>
<td></td>
</tr>
<tr>
<td>PHYS-P 100</td>
<td>Physics I or PHYS-P 201 General Physics: Mechanics, Heat, and Sound</td>
<td>3/2</td>
</tr>
<tr>
<td>GEOG-G 304</td>
<td>Meteorology and Physical Climatology or GEOG-G 308 Natural/Human-Induced Disasters</td>
<td></td>
</tr>
<tr>
<td>GEOG-G 432</td>
<td>Current Issues in Environmental Conservation</td>
<td>3</td>
</tr>
<tr>
<td>GEOL-G 300</td>
<td>Environmental and Urban Geology or GEOL-G 315 Environmental Conservation</td>
<td>3</td>
</tr>
<tr>
<td>GEOL electives from G180, G210, G221, G222, G334, G341, G400, G415 or G420</td>
<td>6</td>
<td></td>
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<tr>
<td>SOCIAL STUDIES</td>
<td></td>
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<tr>
<td>HIST-H 101</td>
<td>World in Twentieth Century I</td>
<td>3</td>
</tr>
<tr>
<td>HIST-H 103</td>
<td>Europe: Renaissance to Napoleon or HIST-H 104 Europe: Napoleon to Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST-H 105</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIST-H 106</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>HIST (non-western)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HIST-A 301</td>
<td>or A 302 Colonial and Revolutionary America I-II or A 303 or A 304 United States</td>
<td></td>
</tr>
<tr>
<td>1789-1865</td>
<td>I-II</td>
<td>3</td>
</tr>
</tbody>
</table>
HIST-A 307 American Cultural History or A 313
Origins of Modern America or A 314 or A 315
Recent U.S. History I-II or A 317 American Social
History, 1865-Present .............................. 3

*+Government and Citizenship (15 credit hours)
POLS-Y 103 Introduction to American Politics 3
POLS-Y 105 Introduction to Political Theory 3
POLS-Y 109 Introduction to World Politics or
POLS-P 107 Introduction to Comparative Politics 3
POLS-Y (300-400 level elective) ................... 3
POLS-Y (300-400 level elective) ................... 3

*+Psychology (18 credit hours)
PSY-P 101 Introductory Psychology I .......... 3
PSY-P 102 Introductory Psychology II ........ 3
PSY-P 250 Research and Quantitative Methods
in Psychology I ....................................... 3
+PSY-P 251 Research and Quantitative
Methods in Psychology II ....................... 3
PSY-B 310 Life-Span Development .......... 3
PSY-P (300-400 level elective) ................. 3

*+Sociology (15 credit hours)
SOC-S 163 Social Problems .................... 3
SOC-R 220 The Family ......................... 3
SOC-S 325 Criminology or SOC-S 328 Juvenile
Delinquency or SOC-S 447 Theories in Social
Change ............................................... 3
SOC-S (300-400-level elective) ............... 3
SOC-S (300-400-level elective) ............... 3

*+Economics (15 credit hours)
ECON-E 100 Current Economic Topics ...... 3
ECON-E 200 Fundamentals of Economics .. 3
ECON-E (300-400-level elective) ............. 3
ECON-E (300-400-level elective) ............. 3
ECON-E (300-400-level elective) ............. 3

*+Geographical Perspective (Human) (15 credit hours)
GEOG-G 107 Physical Systems of the
Environment ......................................... 3
GEOG-G 110 Introduction to Human
Geography .......................................... 3
GEOG-G 201 World and Regional
Geography .......................................... 3
GEOG-G (300-400-level elective) ............ 3
GEOG-G (300-400-level elective) ............ 3
**Diversified Social Studies (12 credit hours)**

Candidates seeking to be licensed as secondary social studies teachers must take all of the following courses. Candidates who are not social studies majors or who want to add one or more areas in social studies to their license must take one course each from four different content areas (anthropology, economics, geography, history, political science, psychology, and sociology) listed below. The four different areas are not to include the area in which licensing is being sought.

- ANTH-E 105 Culture and Society .......... 3
- ECON-E 100 Current Economic Topics ...... 3
- GEOG-G 201 World Regional Geography... 3
- HIST-H 105 American History I............. 3
- HIST-H 106 American History II............ 3
- POLS-Y 103 Introduction to American Politics 3
- PSY-P 101 Introductory Psychology I ...... 3
- SOC-S 163 Social Problems .................. 3

Candidates who have teaching majors in language arts, mathematics, science, or social studies may add one or more of the areas listed below. They must complete all of the course work listed in the specific licensing area.

**Chemistry (23 credit hours)**

- CHEM-C 105/C 125 Principles of Chemistry I 3/2
- CHEM-C 106/C 126 Principles of Chemistry II 3/2
- CHEM-C 341/C 343 Organic Chemistry... 3/2
- CHEM-C 342/C 344 Organic Chemistry II 3/2
- Electives in Chemistry (300-400 level) ...... 3

**Earth Space Science (26-27 hours)**

- GEOL-G 100 Earth Science: Geological Aspects or
- GEOL-G 103 Earth Science: Materials and Process and GEOL-G 104 Earth Science: Evolution of the Earth 5 or 3/3
- GEOG-G 304 Meteorology and Climatology or
- GEOG-G 308 Natural/Human-Induced Disasters 3
- AST-A 100 Solar System or AST-A 105 Stellar Astronomy 3
- CHEM-C 101/C 121 Elementary Chemistry I 3/2 or
- CHEM-C 105/C 125 Principles of Chemistry I 3/2
- PHYS-P 100 Physics in the Modern World or PHYS-P 201 General Physics: Mechanics, Heat and Sound 3/2

**French (24 credit hours)**

- FREN-F 200 Second Year French I ......... 3
- FREN-F 250 Second-Year French II......... 3
- FREN-F 313 Advanced Grammar and Composition I or FREN-F 314 Advanced Grammar and Composition II 3
- FREN-F 315 French Conversation and Diction I or FREN-F 316 French Conversation and Diction II 3
FREN-F 300 Lectures et analyses littéraires. 3
FREN-F 363 Introduction à la France moderne  3
Electives in French (300-400 level)............. 6

+*German (24 credit hours)
GER-G 200 Oral Practice, Writing and Reading I  3
GER-G 250 Oral Practice, Writing and Reading II  3
GER-G 300 Deutsch: Mittelstufe I................... 3
GER-G 330 Deutsch: Mittelstufe II.................. 3
GER-G 305 Introduction to German Literature: Genres  3
GER-G 363 Deutsche Kulturgeschichte ........... 3
Electives in German (200-400 level) ............ 6

+*Journalism (24 credit hours)
JOUR-C 200 Introduction to Mass Communication  3
JOUR-J 200 Reporting, Writing and Editing I 3
JOUR-C 327 Writing for Publication ............. 3
JOUR-J 341 Newspaper Reporting ................. 3
JOUR-J 344 Photojournalism ....................... 3
JOUR-J 351 Newspaper Editing .................... 3
Electives in Journalism (200-400 level) ....... 6

+*Language Arts (24 credit hours)
ENG-G 205 Introduction to the English Language  3
ENG-L 101 Western World Masterpieces I .......... 3
ENG-L 102 Western World Masterpieces II 3
ENG-W 203 Creative Writing........................ 3
ENG-W 350 Advanced Expository Writing .... 3
JOUR-C 200 Intro to Mass Communication. 3
Select one course from the following:
ENG-L 297 English Lit to 1600 ................. 3
ENG-L 298 English Lit from 1600 to 1830 ...... 3
ENG-L 299 English Lit since 1830 .......... 3
Select one course from the following:
ENG-L 351 American Literature to 1865 .... 3
ENG-L 352 American Literature 1865-1914 ... 3
ENG-L 354 American Literature since 1914 3

+*Mathematics (28 credit hours)
MATH-M 215 Calculus I.......................... 5
MATH-M 216 Calculus II .......................... 5
MATH-M 303 Linear Algebra for Undergraduates 3
MATH-M 360 Elements of Probability ........... 3
MATH-M 366 Elements of Statistical Inference 3
MATH-M 380 History of Mathematics .......... 3
MATH-M 436 Introduction to Geometries ... 3
MATH-M 391 Foundations of the Number System
or MATH-M 403 Introduction to Modern Algebra I  3
Life Science (26 credit hours)

BIOL-L 101 Introduction to Biological Sciences I 5
BIOL-L 102 Introduction to Biological Sciences II 5
BIOL-L 473/L 474 Ecology ...................... 3/2
BIOL-L 322/L 323 Molecular Biology ..... 3/2
Electives in Biology (300-400 level) .......... 6

Physical Science (25 credit hours)

CHEM-C 105/C 125 Principles of Chemistry I 3/2
CHEM-C 106/C 126 Principles of Chemistry II 3/2
GEOL-G 100 Earth Science: Geological Aspects 5
PHYS-P 201 General Physics I or P 221 Physics II 5
PHYS-P 202 General Physics II or P 222 Physics II 5

Physics (24 credit hours)

PHYS-P 201 General Physics I or P 221 Physics II 5
PHYS-P 202 General Physics II or P 222 Physics II 5
PHYS-P 301 Physics III/P 309 Intermediate Physics Lab 3/2
PHYS-P 310 Environmental Physics ........... 3
AST A100 The Solar System or
AST A105 Stellar Astronomy .................... 3
Electives in Physics (300-400 level) .......... 3

Spanish

SPAN-S 200 Second-Year Spanish I ........... 3
SPAN-S 250 Second-Year Spanish II .......... 3
SPAN-S 275 Hispanic Culture and Conversation 3
SPAN-S 301 The Hispanic World I or SPAN-S 302
The Hispanic World II or SPAN-S 303 The
Hispanic World III ......................... 3
SPAN-S 312 Written Composition in Spanish 3
SPAN-S 317 Spanish Conversation and Diction 3
Electives in Spanish (200-400 level) .......... 6

Theatre Arts (24 credit hours)

SPCH-S 121 Public Speaking .................... 3
SPCH-S 325 Voice and Diction ................. 3
THTR-T 115 Oral Interpretation I ............ 3
THTR-T 120 Acting I .......................... 3
THTR-T 225 Stagecraft I ...................... 3
THTR-T 270 Introduction to History of Theatre I 3
Electives in Theatre .......................... 6
Postbaccalaureate Initial Teaching License

Transition To Teaching (T2T)

Please note: The contents of this bulletin are subject to change with appropriate notice by the School of Education. All candidates are responsible for consulting with the T2T program coordinator regularly to learn of changes that may apply to the candidate. Candidates for the Transition to Teaching Licensing Program with interest in receiving course credit for graduate study should first review the admissions requirements for graduate study in education for the individual field of study.

Program Overview  Beginning in July 2002, the Indiana General Assembly established the Transition to Teaching Licensing Program. The purpose of the program is the recruitment, retention, and training of competent professionals in teacher education. The program allows competent professionals holding a bachelor’s or higher degree to earn credit for a teaching license through the satisfactory completion of a program of education course work. The School of Education has developed a course of study to prepare interested persons who meet state requirements to be eligible for a teaching license in elementary or secondary education. The Secondary Transition to Teaching program is 18 credit hours and the Elementary program is 24 credit hours.

General Program Requirements  The Indiana state mandate requires the following for Transition to Teaching Licensing Program participants:

• A bachelor’s degree with a minimum GPA of 3.0 (on a 4.0 scale) from an accredited institution of higher education, or
• A 2.5 GPA (undergraduate or graduate) and five years of related professional experience as required for T2T secondary or elementary admissions (see individual Secondary Transition to Teaching (ST2T) and Elementary Transition to Teaching (ET2T) admission requirements)

Secondary candidates may seek certification only in the subject area of their degree major (e.g., mathematics). The Secondary Transition to Teaching Program will be offered only in content areas currently offered at IUS (i.e., language arts, mathematics, science, and social studies) and is designed to meet the Indiana Professional Standards Board content and developmental requirements. (See below:“Secondary Transition to Teaching Licensing Areas”). The secondary candidate can have five years of related professional experience (defined by the IPSB) as being “experience that occurred through full-time employment in an education-related field or in a field in which the person intends to be licensed”).

Notice: In accordance with an IU Board of Trustees policy, effective as of fall 2004, tuition is based on whether the student is classified as graduate or undergraduate, regardless of the level of course taken. Any student admitted to the IUS School of Education who already has a bachelor’s degree will be classified as a graduate student. With prior approval, certain graduate level course work earned by a non-degree seeking graduate student MAY count towards a master’s degree.

Elementary Transition to Teaching Program (ET2T)

The Elementary Transition to Teaching program is contingent upon sufficient enrollment. Please contact the Elementary Transition to Teaching coordinator for information regarding the program and its availability. Persons interested in the ET2T should be aware that the program is a daily, full-time commitment beginning the spring of each year through the spring of the following year. Course configuration is available from the ET2T coordinator. Total of 24 credit hours for the program.
Course Requirements
The ET2T program includes support from mentor teachers, integrated professional seminars and extensive field experiences along with education courses. Extensive field experience includes contracting with master teachers in local schools to serve as mentors. To cover the cost of mentoring, T2T participants are assessed $2400 in fees. A fee of $800 must be paid each time a student enrolls in M 500 (three times for a total of $2400).

Summer 1
Begins the week after Indiana University Southeast’s Spring Break M 500 Integrated Professional Seminar ($800 fee) (spans both summer sessions)................................................. 1
M 310/M 311/M 301 General Methods /
Social Studies Methods........................................ 4
Diversity course..................................................... 1
Exceptional Students course ................................. 1
P 251 or P 515 Educational Psychology.............. 3

Summer 2
E 490 Technology ................................................. 1
Q 490 Science Methods........................................ 2

Fall Semester
E 339 Methods of Teaching Language Arts ...... 3
E 340 Methods of Teaching Reading I ............. 3
E 343 Methods of Teaching Elementary Mathematics 3
M 500 Integrated Professional Seminar ($800 fee)  1

Spring
M 500 Integrated Professional Seminar ($800 fee)  1
E 341 Methods of Teaching Reading II (first six weeks)
Student Teaching (10 weeks)
Student Teaching Seminar ................................. 1

Secondary Transition to Teaching Program (ST2T)
The Secondary Transition to Teaching (ST2T) full-time program is designed for candidates who have already earned a baccalaureate degree and who are interested in becoming secondary teachers in content areas currently offered by IUS (i.e., language arts, mathematics, science, and social studies). The program is designed to meet the IPSB content and developmental requirements. The secondary (grades 5-12) areas of licensing are:
• Language Arts
• Mathematics,
• Science (life, physical, and earth/space)
• Social Studies (economics, geographical perspectives-human, government and citizenship, historical perspectives, psychology, and sociology)
Participants will work with mentor teachers in middle and secondary schools throughout the program.

Admission Requirements  The admissions requirements for the T2T are listed on the School of Education Web site (www.ius.edu/Education).
Interviews will be scheduled during October for candidates with completed applications. Applications for the cohort are due to IUS by October 15 of each academic year. Those accepted for the cohort will be notified via mail by November 15 of the same academic year in which they applied.

**Course Requirements**  The ST2T is an 18-credit hour, three-semester, field-based program. The approach for the ST2T includes support of mentor teachers, integrated professional seminars, and extensive field experiences along with education courses. Additional fees are charged for all fieldwork and related seminars. Each M 500 requires a fee of $800 to cover the cost of the intensive mentoring component of the Transition to Teaching Program. The schedule for the education courses is presented below.

**Spring 1**
- W 200 Microcomputers in Education or R 531 Computer in Education 3
- P 516 Adolescent Development .................... 3
- M 500 Integrated Professional Seminar ($800 fee) 1

**Fall Semester**
- M 314 General Methods: Sr. High/Jr. High/Middle School 3
- M 464 Methods of Teaching Reading in Sr. High/Jr. High/Middle School 3
- M 500 Integrated Professional Seminar ($800 fee) 1

**Spring 2**
- M 441, M 446, M 452, or M 457 Methods of Teaching Sr. High/Jr. High/Middle School (Language Arts, Mathematics, Science, or Social Studies) 3
- M 500 Integrated Professional Seminar/Student Teaching ($800 fee) 1

**Note:** The IPSB developmental standards for both “Early Adolescent” and “Adolescent and Young Adults” will be covered in the course work and field experiences so that candidates will be eligible for a 5-12 teaching license. Course of study will include academic and field experiences with cultural diversity and special needs students. The first M500 will be in a junior high/middle school, the second in a high school.

**Special Education**

**Initial-License Option**
This option is for a graduate student with an emergency permit for Special Education but without an initial standard teaching license. The program leads to an Indiana all-grade teaching license in Mild Intervention but does not result in a degree.
If program resources permit, and on a limited case-by-case basis, students who are not teaching full time in special education may be admitted to the program under increased requirements.

**Admission Requirements**  Acceptance without conditions requires candidates to:
1. apply and be accepted for Graduate Studies;
2. submit an approved plan for program completion;
3. pass a criminal history check;
4. provide verification of the exact license needed for current job;
5. submit original transcripts for course work applicable to the program;
6. have an undergraduate GPA of 2.5; and
7. have Praxis I (PPST: Preprofessional Skills Test) scores of at least 176 in Reading, 175 in Mathematics, and 172 in Writing.

**General Information** Candidates are responsible for keeping abreast of program changes and completing needed courses and other requirements for renewing their emergency permits. Please note: Only courses identified by the program faculty as needed for the license satisfy renewal stipulations. Candidates failing to fulfill prescribed requirements are subject to nonrenewal and potential job loss.

Candidates interested in Kentucky certification should consult with the program advisor.

Acceptance into the Special Education Program does not mean acceptance into any other School of Education degree or license program.

Some courses are offered only annually and not in summer sessions. Candidates are responsible for adjusting their personal schedules to complete requirements.

Use of the internet to maintain communication between candidates and program faculty is expected.

To qualify for an Indiana Mild Intervention teaching license, students must meet all program requirements, successfully pass through summative decision points, satisfy state-prescribed standardized tests, clear a criminal history check, and complete license application processes.

**Program Expectations** Candidates must meet 10 performance goals. (See “Bachelor of Science in Special Education” for the 10 goals.)

**Performance Level Requirement** Candidates will progress through a series of summative decision points. At each point, candidates’ performance will be assessed and their acceptance, continuation, or completion of the program judged. Continuation status may be reevaluated at points other than summative decision points if significant difficulties are noted. Information about multiple and continuous assessment of performance can be found on the program’s Web site.

**Good Standing in the Program** Good standing in the program requires satisfying the following conditions:
1. Meet GPA requirements listed in the following sections.
2. Earn program status ratings of admit or continue with or without conditions.
3. Remain in good standing for graduate studies.
4. Meet the School of Education’s expectations for dispositions (see beginning pages of the “School of Education” portion of this bulletin).

Candidates will not be in good standing if they fail to meet conditions 1-4 above or exhibit a pattern or a single substantial incidence of unprofessional behavior or negative disposition. Candidates not in good standing may be required to complete remedial activities and/or be denied admittance into additional course work within the School of Education.
Course Requirements  Program faculty will judge applicability of previous course work to program requirements. Age of courses and relevant teaching experience will be evaluated. All areas of the all-learners content must be covered. Except for literacy that requires two courses, a stand-alone course in each area is not required. A grade of C or higher is needed for each All-Learners course. No lower than a grade of B (graduate course) or B– (undergraduate course) or Satisfactory for courses graded S/F is needed for each specialty area course.

1. General Education
   A grade of C or better in the following:
   a. Speech or oral communication course
   b. English composition (two courses)
   c. Biological science
   d. Physical science
   e. College-level math
   f. Geography
   g. Political science or U.S. History
   h. Another social science

2. All-Learners Content
   a. Child or adolescent development
   b. Learning theory
   c. Educational technology
   d. Literacy methods (two courses)
   e. Mathematics methods
   f. Science methods
   g. Social studies methods
   h. Child or adolescent literature
   i. Adult first aid and CPR

3. Specialty Area Content (27-30 credit hours)
   a. EDUC-K 505 Intro to Special Education for Graduate Students (3)
   b. EDUC-K 545 Academic and Behavioral Assessment (3)
   c. EDUC-M 550 Practicum (3-6)
   d. EDUC-K 553 Management of Academic and Social Behavior (3)
   e. EDUC-K 590A Partnerships (3)
   f. EDUC-K 590B,C,D AT; TBI and Autism; Functional Curriculum (3)
   g. EDUC-K 590E Methods for High Incidence (3)
   h. EDUC-K 590F Advanced Survey of Exceptional Needs (3)
   i. EDUC-K 595 Supervised Teaching (3)

Note: After completing the initial license in special education option, candidates may apply to the master’s in elementary or secondary education degree program. No more than 15 credit hours of IUS graduate level work completed for the initial-license program with a grade of at least a B or Satisfactory (in a course graded S/F) can be brought into the master’s degree program. All course work to be applied to the degree must be completed within six calendar years from the completion date of the first that is to be used toward the degree. Candidates will be held to the master’s degree requirements in effect at the time of admission to that program.
Graduate Study in Education

General Information
The School of Education at Indiana University Southeast offers a Master of Science in Education degree with majors in three areas: elementary education, secondary education, and counseling. In addition, the school offers graduate licensing programs in computers, educational leadership, gifted, kindergarten, reading, and special education.

Students planning to pursue IUS master’s programs or additional licensing programs are encouraged to follow carefully the program requirements outlined. The graduate education programs at IUS comply with state and national accreditation guidelines. Students pursuing degrees or programs from other institutions should follow the counsel of the appropriate dean or program advisor at those institutions.

Notice: In accordance with an IU Board of Trustees policy change effective as of fall 2004, tuition is based on whether the student is classified as graduate or undergraduate, regardless of the level of course taken. Any student admitted to the IUS School of Education who already has a bachelor’s degree will be classified as a graduate student. With prior approval certain graduate level course work earned by a non-degree-seeking graduate student may count towards a master’s degree.

Notice: Pursuant to campus and School of Education policy, no student convicted on a sex offense against children shall be eligible for School of Education course work or programs. Details can be found in the school office.

Student Confidentiality Statement
The IUS School of Education holds national (NCATE) and state (IPSB) accreditation. Additional information can be found on the IUS School of Education Web site. Following accreditation standards, all candidates enrolled in the IUS School of Education are evaluated on a range of performance-based assessments and informed of progress towards completion of their selected programs. Samples of candidate work are collected and/or copied for programmatic decision making and accreditation reviews. Candidate work, referred to as “intellectual property,” will not be used for publication or presentation without the candidate’s written consent. Candidate progress is assessed by contracted designees of the IUS School of Education who could include, but are not limited to, paid and volunteer participants such as campus faculty, K-12 teachers and administrators. The School of Education is charged with maintaining the confidentiality. For additional information, contact the School of Education office.

Licensing Information
Persons with questions about license renewal, additions, expirations, and/or professionalization should contact the licensing office at (812) 941-2386.

Admissions for Non-Degree-Seeking Applicants
A student who wishes to take courses at IUS on a non-degree basis or to transfer to another institution may be admitted through the School of Education Student Records Office.
1. Any student who wishes to be admitted in this capacity (“non-program” status) should contact the Student Records Office in the School of Education at (812) 941-2388.
2. All graduate students should contact the Student Financial Assistance office for information on scholarships and grants. At the time of this bulletin’s publication, students must be in a degree program to qualify for financial aid. Non-degree objectives (such as additional licensing or educational leadership) do not apply.

3. Students in their last undergraduate semester may take graduate courses that might later be applied to a graduate degree when: (1) the undergraduate GPA is 3.0 or higher (exceptions are made in majors where grading is especially stringent), (2) the course work is not applied to an undergraduate degree, and (3) undergraduate students are not permitted to take graduate level School of Education courses. Any exception would be handled through the appeal process.

Graduate Advising at IU Southeast
The School of Education also holds several graduate advising sessions per year for each program. For these dates, check the School of Education Web site (www.ius.edu/Education).

Changes in program requirements may be approved after an issue of the IUS Bulletin has been published but before the next issue is published. Because students may have to meet these new requirements, they are responsible for seeking regular advising and remaining apprised of program changes, particularly as such changes might affect eligibility for licensing. Admitted students who do not earn credit for course work at IUS during any one-year period may be required to meet the requirements as stated in the IUS Bulletin in effect when they resume their course work at IUS.

Note: New changes in state (Indiana and Kentucky) licensing may affect the program. Please check with your advisor.

Master of Science Degree (Elementary Education and Secondary Education)

Admission To be granted admission, the prospective graduate student must:
a. hold a bachelor’s degree, representing not less than four years or the equivalent in undergraduate work, from an institution having full regional or national accreditation;
b. hold, or be eligible for, a teaching license;
c. have a minimum GPA of 2.5 on a 4.0 scale in all coursework taken as an undergraduate and have at least a 3.0 GPA on a 4.0 scale in all coursework taken as a graduate student or a 3.0 GPA for a graduate degree; and
d. submit goals, disposition statements, and all application materials by the following deadlines: October 1, March 1, June 1, or August 1.

Students interested in graduate study should visit the School of Education Web site at www.ius.edu/Education or contact the School of Education for dates and times of advising and information sessions at which application packets are available. The completed application packet must be submitted to the School’s Student Records Office accompanied by official transcripts of all undergraduate and graduate course work completed, a photocopy of teaching license(s), and goals and disposition statements.

General Information
These graduate programs upgrade the knowledge and skills of licensed teachers. Practicing teachers will benefit from advanced courses in professional education, as well as from courses in their teaching specialties. Courses in each program either broaden the certification of the individual or enhance knowledge in one or more subject areas. The program adheres to guidelines from the National Board of Professional Teaching Standards using performance-based assessment and four summative decision points at which candidate progress is reviewed.

**Student Learning Goals**
The program incorporates the National Board for Professional Teaching Standards as assessment outcomes for the program:

a. Teachers are committed to students and their learning.
b. Teachers know the subjects they teach and how to teach those subjects to students.
c. Teachers are responsible for managing and monitoring student learning.
d. Teachers think systematically about their practice and learn from experiences.
e. Teachers are members of learning communities.

**Regulations Governing the Master of Science Degree (Elementary Education and Secondary Education)**

a. A student must complete a minimum of 36 credit hours of approved credit, including a minimum of 21 credit hours of education courses.
b. A student must complete a residency requirement during the period of graduate study by completing at least 21 credit hours of coursework applicable to the master’s degree at IUS. No more than nine hours of graduate course work taken prior to admission to the master’s program at IUS will be counted towards the degree.
c. All course work transferred from other institutions must be approved by the director of graduate studies prior to enrollment. Failure to receive prior approval may result in course work not being accepted. Up to 6 credit hours of acceptable course work from an accredited graduate institution may be allowed toward the degree. (Up to 15 credit hours of course work taken through any of the other campuses of Indiana University may be allowed, provided the courses are appropriate to the degree.) Course work that is not judged appropriate to the degree or course work graded below a B will not be accepted.
d. Not more than 9 hours of credit earned in workshops, by travel study, in extension courses, and/or in conferences may be applied toward the degree, and not more than 6 credit hours of such coursework will be accepted by transfer. Coursework taken by correspondence study is generally not acceptable for the degree. Courses taken by testing are not accepted for the degree.
e. A cumulative GPA of 3.0 must be maintained in all course work taken after completion of the bachelor’s degree that is applied toward a Master of Science in Education degree.
f. All course work to be applied toward the degree must be completed within six calendar years from the date of the completion of the first course that is to be used toward the degree.
g. Completion of requirements for the Master of Science in Education does not necessarily mean that a student has met requirements for professional teaching or administrative or supervisory licensure. This degree does not lead to initial licensing.
h. An application for a master’s degree must be completed and filed in the Student Records Office in the School of Education office by October 1 prior to graduation in May, March 1 for August graduation, and June 1 for December graduation. Failure to file this application and complete Summative Decision Point documentation may result in failure to graduate at the expected time. The student is expected and required to check his or her record against the requirements of the degree to determine eligibility or deficiencies. This is a responsibility of the student rather than the university. Due to overlap of public school and university calendars, students are strongly urged to complete a degree in December or May rather than in the summer, when degrees are not conferred until August 31.

i. The recommended load for graduate students is no more than 6 credit hours during a fall or spring semester or either summer session.

j. Under certain conditions students holding an M.S. in Education from Indiana University may be eligible for a second graduate degree (e.g., adding a graduate major in counseling and guidance after having an M.S. in Education in elementary or secondary education). Individuals should consult the director of graduate studies.

k. An appeals process is in place for any issue disputed by the student. Consult the School of Education for procedures.

**Course Requirements for the Master’s Degree (Elementary Education and Secondary Education)**

a. **Basic Course Component** (12 credit hours). Courses in which a grade less than B (3.0) is earned must be repeated. These courses are prerequisites to most other courses in the master’s degree program and should be taken with the first 18 credit hours.
   1. EDUC-J 500 Instruction in the Context of Curriculum (3) (E 535 and S 503 can replace J 500 if taken before Summer 2002.)
   2. EDUC-H 520 Education and Social Issues (3)
   3. EDUC-P 507 Testing in the Classroom (3) (If P 407 has already been taken, it can be used to replace P 507, and another course can be used to fulfill the 36 credit hour requirement.)
   4. EDUC-P 510 Psychology in Teaching (3).

The curriculum course (J 500) must be taken in the first two semesters upon admission to the program. Candidates must complete Summative Decision Point 2 after completing the Basic Course Component and no later than 18 hours in the program. Check with the assigned assessment advisors in the School of Education for appropriate documentation.

b. **Education Content Component** (9 credit hours). Courses in which a grade less than B (3.0) is earned do not meet this requirement.

9 credit hours selected from among:
- EDUC-A 500 Introduction to Educational Leadership (3)
- EDUC-A 510 School Community Relations (3)
- EDUC-A 608 Legal Perspectives on Education (3)
- EDUC-E 506 Curriculum in Early Childhood Education (3)
- EDUC-E 545 Advanced Study of the Teaching of Reading in the Elementary School (3)
- EDUC-E 547 Advanced Study in the Teaching of Social Studies in the Elementary School (3)
- EDUC-E 548 Advanced Study in the Teaching of Science in the Elementary School (3)
- EDUC-G 500 Orientation to Counseling (3)
- EDUC-K 505 Introduction to Special Education (3) (not for those with K205)
- EDUC-K 553 Management of Social and Academic Behavior (3) or
- EDUC-L 535 Teaching Adolescent/Young Adult Literature (3)
EDUC-L 559 Trade Books in the Elementary Classroom (3)
EDUC-N 523 Workshop in Elementary Mathematics (3)
EDUC-N 524 Workshop for Junior/Senior High Mathematics (3)
EDUC-N 543 Advanced Study in the Teaching of Elementary Mathematics (3)
EDUC-P 515 Child Development (3)
EDUC-P 516 Adolescent Behavior and Development (3)
EDUC-P 570 Managing Classroom Behavior (3)
EDUC-R 531 Computers in Education (3)
EDUC-S 505 The Junior High/Middle School (3)
EDUC-S 514 Advanced Study of Teaching Reading in the Junior High and Secondary School (3)
EDUC-S 518 Advanced Study in the Teaching of Secondary School Science (3)
EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies (3)
EDUC-W 540 Computer-Based Teaching Methods (3)
EDUC-W 551 Education and Psychology of the Gifted and Talented (3)

**Note:** EDUC-E 508 Seminar in Early Childhood Education, EDUC-N 517 Advanced Study in the Teaching of Secondary Mathematics, EDUC-E 533 The Computer in the Elementary Classroom, EDUC-S 533 The Computer in the Secondary Classroom may be used if completed before fall 2004.

c. **Cognate Area Component** (6 credit hours). Students will select 6 credit hours of course work related to their teaching specialty or designed to professionalize their teaching major. Secondary majors should confer with program advisors. Under certain conditions, a graduate secondary education major may apply certain approved 300- and 400-level undergraduate courses to the graduate program. In order to apply such course work, the student must demonstrate that it is appropriate to his or her professional objectives and must secure, in writing, the approval of the program coordinator, or designee, before taking such course work. Elementary majors will choose 6 credit hours of advanced methods or workshop courses (usually designated E, X, N, or L).

d. **Elective Component** (9 credit hours). Students elect graduate courses and/or certain undergraduate courses with the approval of the program coordinator or designee. (Secondary education teachers may use these courses toward professionalization of their teaching minors.)

e. Candidate must satisfy Summative Decision Point 3 no later than 30 hours into the program and Summative Decision Point 4 at the completion of the 36-hour program. Check with the assigned graduate assessment advisors in the School of Education for appropriate documentation.

**Graduate Licensing Programs (Indiana)**

**Note:** As this bulletin goes to press, a number of graduate program license changes are anticipated. Candidates should seek advising from the licensing advisors.

**Graduate Licensing**

IUS is approved to professionalize teaching licenses in a number of licensing areas. Candidates should consult the licensing advisors concerning specific course requirements.

**Computer Education (15 credit hours)**

For a computer education license, candidates must complete the following coursework:
EDUC-R 531 Computers in Education ............ 3
EDUC-R 541 Multimedia in Instructional Design 3
EDUC-W 506 Using the Internet in K-12 Classrooms  3
EDUC-W 520 Technical Issues in Computer-based Education  3
EDUC-W 540 Computer-Based Teaching Methods  3

Gifted Education (15 credit hours)
For a gifted education license, candidates must complete the following coursework:
EDUC-W 551 Education and Psychology of the Gifted and Talented  3
EDUC-W 552 Curriculum for the Gifted and Talented  3
EDUC-W 553 Methods and Materials for the Gifted and Talented  3
EDUC-W 595 Practicum in Gifted and Talented  3
One additional three credit hour IU approved content course  3

Kindergarten
This licensing area is undergoing changes at IU Southeast. To add Kindergarten to an elementary education license requires additional course work and possible field experience. Please contact Jeanette Nunneley in the School of Education for information regarding course work. The option of adding Kindergarten to a Rules 46-47 license expires after June 30, 2006.

Reading Teacher License (24 credit hours)
For a reading teacher license, candidates must:
1. hold a valid elementary, junior high/middle school, or secondary license; and
2. complete the following program:
   a. One of the following:
      E 545 Advanced Study in the Teaching of Reading
         In Elementary School  3
      S 514 Advanced Study in the Teaching of Reading
         In Secondary School  3
   b. One of the following:
      L 535 Adolescent Literature  3
      L 559 Trade Books and the Elementary Classroom  3
      (Undergraduate course will not fulfill requirement.)
   c. One of the following
      E 549 Advanced Study in the Teaching of Language Arts in Elementary School  3
      S 516 Advanced Study in the Teaching of Secondary School Language Arts  3
   d. X 504 Diagnosis of Reading Difficulties in Classroom  3
   e. X 525 Practicum in Reading  3
   f. One of the following:
      K 505 Introduction to Special Education  3
      (If taken as an undergraduate within the last seven years, this requirement is waived.)
      K 563 Reading Disability I or K 590F Advanced Survey of Exceptional Needs 3
      K 564 Reading Disability II or K 590E Methods for High Incidence  3
   g. Two of the following:
      E 514 Newspapers in Education  3
      E 515 Workshop in Elementary Reading  3
      W 553 Methods and Materials for the Gifted and Talented  3
      Graduate-level writing course  3
      Other approved literacy-related course  3
Special Education

Second-License Option
IUS has a post-baccalaureate program leading to an Indiana all-grade teaching license in the area of Mild Intervention. The program is designed for graduate-level candidates who hold standard teaching licenses and are engaged in full-time special education teaching with emergency permits. If program resources permit and on a limited case-by-case basis, candidates who are not teaching full time in special education may be admitted to the program under increased requirements.

Admission Requirements for Second License
1. Apply and be accepted for graduate studies.
2. Submit an approved plan for program completion.
3. Pass a criminal history check.
4. Provide verification of the exact license needed for current job.
5. Submit original transcripts for course work applicable to the program.
6. Have a valid standard teaching license.
7. Have an undergraduate GPA of 2.5.

General Information Candidates are responsible for keeping abreast of program changes and completing needed courses and other requirements for renewing their emergency or limited licenses or permits. Please Note: Only courses identified by the program faculty as needed for the license satisfy renewal stipulations. Candidates failing to fulfill prescribed requirements are subject to nonrenewal and potential job loss.

Candidates may complete undergraduate or graduate courses to fulfill licensing requirements. However, undergraduate-level courses cannot be used for the master’s degree in elementary or secondary education. See a graduate studies advisor for specific overlap between certification and degree course work.

Candidates interested in Kentucky certification should consult with the program advisor.

Acceptance into the Special Education Program does not mean acceptance into any other School of Education degree or license program.

Some courses are offered only annually and not in summer sessions. Candidates are responsible for adjusting their personal schedules to complete requirements.

Use of the Internet to maintain communication between candidates and program faculty is expected.

To qualify for an Indiana Mild Intervention teaching license, candidates must meet all program requirements, successfully pass through summative decision points, satisfy state-prescribed standardized tests, clear a criminal history check, and complete license application processes.

Program Expectations Candidates must meet 10 performance goals. (See “Bachelor of Science in Special Education” for the 10 goals.)
**Performance Level Requirement** Candidates will progress through a series of three summative decision points. At each point, candidates’ performance will be assessed, and their acceptance, continuation, or completion of the program judged. A candidate’s continuation status may be reevaluated at points other than summative decision points if significant difficulties are noted. Information about multiple and continuous assessment of performance can be found on the program’s Web site.

**Good Standing in the Program** Good standing in the program requires satisfying the following conditions:
1. Meet GPA requirements listed in the following sections.
2. Earn a program status rating of admit or continue with or without conditions.
3. Remain in good standing for graduate studies.
4. Meet the School of Education’s expectations for dispositions (see beginning pages of the “School of Education” portion of this bulletin.)

Candidates will not be in good standing if they fail to meet conditions 1-4 above or exhibit a pattern or a single substantial incidence of unprofessional behavior or negative disposition. Candidates not in good standing may be required to complete remedial activities and/or be denied admittance into additional course work within the School of Education.

**Course Requirements** Program faculty will judge applicability of previous course work to program requirements. Age of courses and relevant teaching experience will be evaluated. All areas of the all-learners content must be covered. Except for literacy that requires two courses, a stand-alone course in each area is not required. A grade of C or higher is needed for each all-learners course. No lower than a grade of B (graduate course) or B– (undergraduate course) or Satisfactory for courses graded S/F is needed for each specialty area course.

1. All-learners content (18-30 credit hours)
   a. Child or adolescent development
   b. Learning theory
   c. Educational technology
   d. Literacy methods (two courses)
   e. Mathematics methods
   f. Science methods
   g. Social studies methods
   h. Child or adolescent literature
   i. Adult first aid and CPR

2. Specialty area content (27 credit hours)
   a. EDUC-K 505 Intro to Special Education for Graduate Students (3)
   b. EDUC-K 545 Academic and Behavioral Assessment (3)
   c. EDUC-M 550 Practicum (3)
   d. EDUC-K 553 Management of Academic and Social Behavior (3)
   e. EDUC-K 590A Partnerships (3)
   f. EDUC-K 590B,C,D AT; TBI and Autism; Functional Curriculum (3)
   g. EDUC-K 590E Methods for High Incidence (3)
   h. EDUC-K 590F Advanced Survey of Exceptional Needs (3)
   i. EDUC-K 595 Supervised Teaching (3)
Out-of-state license holders should contact the graduate advisors in the School of Education for any additional requirements.

**Master of Science in Education (Counseling Major)**

The Master of Science in Education with a major in counseling is approved by the Indiana Professional Standards Board and the Kentucky Department of Education to license school counselors. The program follows the model for training school counselors provided by the American School Counseling Association and the Transforming School Counseling Initiative of Education Trust. In this model, counselors are seen as school leaders who serve all the students in a school and are partners with the other staff in helping students be successful in school. In addition, counselors are the primary facilitators for career information and career choice decisions and serve as advocates for underserved populations in the school regarding academic and social skills necessary for school success.

The counseling program provides two options: a minimum 48 credit hour program for students without a master’s degree and a minimum 36 credit hour second master’s program for students who already have a master’s degree in education. Both options are designed for part-time attendance. Courses are offered in the evening in the fall and spring semesters and during the day or evenings in summer sessions.

Graduates of the program are eligible for licensure as school counselors in Indiana. Non-teachers may be licensed as school counselors in Indiana by completing a 600-hour internship during the master’s. Teachers are required to do a 300-hour internship.

Kentucky requires school counselors to hold regular teacher certification, so only certified teachers may receive a Kentucky counseling license through this program.

**Admission and Course Requirements: Option 1**

Admission is a two-step process. First, interested students should attend an advising and information session. Check the School of Education Web site at www.ius.edu/Education for dates. Then, candidates should apply to the School of Education as a graduate student, counseling major, by completing an application and submitting official transcripts of undergraduate and graduate work. Candidates will receive conditional admission to the program if they have a 2.75 undergraduate GPA in any major or a master’s in any field with a 3.0 GPA.

The program coordinator will review the candidate’s file to see if the prerequisites or precore classes have been satisfied by other course work, and will mail the candidate a checklist of courses needed.

Once candidates receive conditional admission they may begin taking courses in the precounseling core. EDUC G500 Orientation to Counseling must be taken first or concurrently. Other precounseling courses and prerequisites (if needed) may be taken in any order. No grade below B will be accepted.

When candidates have completed the precounseling core and prerequisites, they may apply to the clinical portion of the counseling program. Applications close on April 1 and consist of the following items:

1. Resume
2. Goals statement
3. Three letters of recommendation using counseling program forms
4. Projects from precore classes
5. Documentation of 18 months post-B.A. experience with K-12 age children. (Does not have to be teaching.)
6. Field experience permission form (teachers only)
7. Criminal history check for non-teachers

(Note: Candidates may apply on April 1 if they will complete all requirements by the end of the semester.)

Sixteen candidates are selected for the clinical training and are notified by May 1 of their admission into the program. Detailed instructions for the resume and other items can be found in the program handbook which is on the School of Education web page. A committee reviews the applicant pool and selects candidates on the basis of undergraduate GPA, oral and written communication skills, previous career experience, grades on precore projects, and letters of recommendation. If a person is not accepted for a particular clinical year, he or she may reapply for the next year. Completion of the precounseling core in no way guarantees acceptance into the clinical training portion of the program. The 16 candidates accepted into the clinical training move through the remaining 39 credit hours as a cohort group, taking all their classes together. The two years of clinical training are NOT self-paced. Candidates take two classes during the fall and spring semesters in the second and third year and three classes in the intervening summer.

In spring semester of the second year, all candidates do a practicum for six hours a week in a school. In both fall and spring semesters of the third year, all candidates do an internship; teachers intern for 150 hours each semester; non-teachers, for 300 hours each semester. Teachers may do their practicum and internship in their own school provided the superintendent and principal allow the use of the teacher preparation period and time before and after school. If there is no certified school counselor in the building, the practicum or intern candidate must travel off site for supervision and to observe the supervisor’s activities. Non-teachers are placed in a school that has an exemplary school counseling program.

Candidates will do a primary internship placement at the level of their choosing (or the level where they teach), but because they receive a K-12 license, it is necessary to do 25 hours at a second level, and 15 hours at a third level. If a candidate’s primary school placement is not diverse (at least 20 percent racial/ethnic diversity), then the candidate must do 25 hours at a school that is more diverse. The diversity placement can be concurrent with the 25 hours required for the second level placement. These hours may be done in August, during school holidays (by going to a school system on a different holiday schedule), or in conjunction with other activities. For instance, a high school intern may go to a middle school and help with registration for high school.

Course Requirements
1. Prerequisite: (6 credit hours)
   EDUC-K 205 or K 505 Introduction to Special Education 3
   EDUC-P 570 Management of Classroom Behavior (or undergraduate equivalent) 3

2. Precounseling core (9 credit hours.)
   EDUC-G 500 Orientation to Counseling...... 3
   EDUC-H 520 Education and Social Issues... 3
   EDUC-P 515 Child Development .............. 3

3. Clinical Training (39 credit hours)
EDUC-G 503 Counseling Theory and Techniques I .......... 3  
EDUC-G 505 Individual Appraisal.......................... 3  
EDUC-G 507 Lifestyle and Career Development .......... 3  
EDUC-G 523 Laboratory in Counseling .............. 3  
EDUC-G 524 Practicum in Counseling.................. 3  
EDUC-G 532 Group Counseling .......................... 3  
EDUC-G 542 Organization and Development of Programs ........ 3  
EDUC-G 550 Internship in Counseling .............. 6  
EDUC-G 562 School Counseling.......................... 3  
EDUC-G 575 Multicultural Counseling .............. 3  
EDUC-G 585 Contemporary Issues in Counseling ........ 3  
Elective in Counseling .................................... 3

Admissions and Course Requirements: Option 2
Candidates interested in a second master’s with a counseling major should complete an application to graduate school as a counseling major and submit undergraduate and graduate transcripts. The file will be reviewed and candidates will be notified of conditional admission if the first master’s in education was completed with at least a 3.0 GPA. The competencies from courses in the prerequisite and precounseling core must be covered. The program coordinator will send a letter noting any deficiencies.

Once the candidate has received conditional admission, course deficiencies should be completed. All Option 2 candidates MUST have EDUC-G 500 Orientation to Counseling and should take that immediately if it was not taken in the first master’s. Once G 500 has been completed and course deficiencies met, the candidate for the second master’s should apply to the clinical training program following the guidelines outlined under Option 1. Applications must be completed by April 1. Selection procedures will be the same as outlined under Option 1. Candidates who do not need G 500 should contact the program coordinator to get instructions for the other application requirements.

Clinical Training Under Option 2 all candidates take the 36 credit hours of clinical training listed under Option 1.

Program Regulations
1. The candidate for the master’s degree in counseling must have a minimum grade average of B in each course in the precounseling core and in the clinical training. Grades below B in the clinical training will not apply toward the completion of requirements and will result in the candidate’s loss of active status in the program. The candidate may apply for readmission after completing remedial course work and/or clinical experiences required by the counseling program team. Readmission depends on satisfactory completion of the remedial experiences and space availability in the program.
2. All graduate courses must be completed within six years from the completion of the first counseling graduate course to be counted toward the M.S. in Education degree.
3. The internship must be completed within three years of the completion of the first year of clinical training.
4. The counselor education program is competency based, requiring the demonstration and performance of entry-level counseling knowledge, performance, and dispositions. The candidate in the counseling program must be able to demonstrate the competencies expected for each decision point before continuing in the program.
5. Prior to beginning the second semester of clinical training, all candidates must join the American School Counseling Association and obtain liability insurance from that organization. The candidate
must continue the organizational membership and liability coverage for the entire duration of
the program.

6. Candidates must be able to take two days each of the clinical training years (total of four days) to
attend professional counseling conferences designated by the program. The candidate is expected to
pay all costs associated with attendance at these conferences. Student registrations are available at
reduced costs and sometimes additional scholarship help is available.

7. In accordance with Indiana Professional Standards Board (IPSB), students will be assessed at four
decision points.
   Decision Point I—Admission as a counseling major
   Decision Point II—Admission to clinical training
   Decision Point III—Completion of 15 hours of clinical training
   Decision Point IV—Completion of the final 24 hours of clinical training

Decision Points II-IV are based on the School Counseling Standards of the Indiana Professional
Standards Board listed below. These standards are also consistent with the Kentucky Department of
Education’s Standards for School Counselors.

Student Learning Goals
1. The school counselor will be able to effectively use written and oral communication skills and
   appropriate technology in support of the learning process in schools.
2. The school counselor will be able to demonstrate collaborative approaches to the development of
   strategies that will lead to improved education in learning systems organizations.
3. The school counselor will be able to advocate for and empower families to be involved in
   collaborative approaches to meet the needs of students.
4. The school counselor will be able to use, interpret, and apply assessment instruments to curriculum,
   placement and intervention plans.
5. The school counselor will be able to develop, implement, and evaluate prevention and intervention
   strategies for individuals, groups, and systems.
6. The school counselor will be able to articulate and apply legal and ethical standards that impact
   students and schools.
7. The school counselor will be able to demonstrate the ability to work with children and families in the
   context of their culture, gender, socioeconomic group, sexual orientation, and religious beliefs.
8. The school counselor will be able to develop, implement, and evaluate career programs for each
   developmental level.
9. The school counselor will be able to develop, implement, and evaluate effective school counseling
   programs through effective use of data analysis.
10. The school counselor will be able to demonstrate leadership skills in the management of a school
    counseling program.
11. The school counselor will be able to coordinate student assistance services using a team
    approach.

Candidates will be assessed at each point to see if standards are met. Candidates will be notified in
writing of failure to meet standards and be given an opportunity to remediate deficiencies within a
timeline. Failure to remediate within the time frame will result in loss of status in the program. See the
Counseling Student Handbook for specific standards under each decision point.
License Renewal
Both Kentucky and Indiana have requirements for license renewal, and IU Southeast is approved in both states to offer license renewal programs. IU Southeast is also approved to offer the Standard Certificate in School Counseling for Kentucky counselors. Details can be found in the counseling program handbook, available on the School of Education Web site. Candidates who have completed the coursework for license renewal at IU Southeast should contact the School of Education Licensing Office for the appropriate forms.

Educational Leadership Program
The Indiana University Southeast Educational Leadership Program offers a principal certification program. Applicants must have a master’s degree or be enrolled in the master’s degree program at Indiana University Southeast. It is a standards-based program with the standards embedded in the required courses.

Student Learning Goals
The following are the Indiana Professional Standards Board and the Interstate School Leaders Licensure Consortium Standards that have been adopted as the “Standards for School Leaders” for the Educational Leadership Program at IUS.

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to candidate learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The following two standards have been added by the IUS Educational Leadership Program.

Standard 7: A school administrator is an educational leader who demonstrates and models the competencies and skills identified in the district technology standards and facilitates professional growth of staff in this area.
Standard 8: A school administrator is an educational leader who promotes the success of all students by demonstrating an understanding of diverse lives of students, parents, families, and stakeholders in schools and society.

The IUS Educational Leadership Program offers a program that leads to certification in either Indiana or Kentucky. There are several differences between the programs for the two states.

Indiana candidates entering the IUS Educational Leadership Program after June 2002 may complete the program under Rules 46-47 or under Rules 2002. All candidates wishing to complete the program requirements under Rules 46-47 must apply for licensure no later than June 30, 2006. All candidates who apply after June 30, 2006 must meet the program requirements under Rules 2002.

Candidates for admission to the program for either Indiana Elementary Administration and Supervision or Indiana Secondary Administration and Supervision under Rules 46-47 must hold or be working on a master’s degree and hold an appropriate, valid teaching license. To be admitted to the program, a candidate must be admitted to the graduate education program at IUS; must have a minimum GPA of 3.0; and must submit an application including all transcripts, a copy of the teaching license, three letters of recommendation, and a 500-word essay. Candidates may secure program information and admission materials by contacting the coordinator of the educational leadership program in the School of Education.

To be eligible for an Indiana Rules 46-47 license, candidates must have a master’s degree, have completed all prerequisite requirements (including courses in curriculum, social issues, educational psychology, measurement, and guidance or special education), have completed the appropriate 21 credit hour program, hold a valid Professional or Accomplished Practitioner’s teaching license, and have five years of teaching experience. Courses in law, supervision, and the principalship and the practicum must be taken at Indiana University, and at least 9 credit hours, including the practicum, must be taken at IUS. Candidates must achieve a minimum GPA of 3.25 in the program, with no grade below B–. Because this license-only program does not involve the awarding of a degree, considerations of transfer credit hours and course recency may or may not apply; however, candidates in this program must complete all requirements within five years from the date of admission.

All candidates applying for the Indiana Elementary or Secondary Administration and Supervision licensure are required to pass the School Leaders Licensure Assessment (SLLA).

Rules 46-47 Indiana Elementary School Administration and Supervision Standard License

Candidates must meet the following requirements:
1. Be admitted to both the IUS Graduate Education Program and the Educational Leadership Program.
2. Hold a professional or accomplished practitioner’s license in early childhood, kindergarten-primary, elementary, or junior high/middle school education.
3. Have a master’s degree and have completed 45 credit hours of graduate course work, including all prerequisite courses and the following:
   - EDUC-A 500 Introduction to Educational Leadership (3)
   - EDUC-A 510 School-Community Relations (3)
   - EDUC-A 608 Legal Perspectives on Education (3)
EDUC-A 625 Administration of the Elementary School (3)
EDUC-E 536 Supervision of Elementary School Instruction (3)
EDUC-A 635 Public School Budgeting and Accounting (3)
EDUC-A 695 Practicum in School Administration (3)

Candidates are required to complete a professional portfolio based upon the IPSB/IUS/ISLLC Standards that includes but is not limited to artifacts from each of the seven required courses.

4. Have five years of teaching experience.
5. Receive the required score as established by the IPSB on the SLLA.

**Rules 46-47 Indiana Secondary School Administration and Supervision Standard License**

Candidates must meet the following requirements:
1. Be admitted to BOTH the IUS Graduate Education Program and the Educational Leadership Program.
2. Hold a professional or accomplished practitioner’s license in junior high/middle school or secondary education.
3. Have a master’s degree and have completed 45 credit hours of graduate work, including all prerequisite courses and the following:
   - EDUC-A 500 Introduction to Educational Leadership (3)
   - EDUC-A 510 School-Community Relations (3)
   - EDUC-A 608 Legal Perspectives on Education (3)
   - EDUC-A 627 Secondary School Administration (3)
   - EDUC-S 655 Supervision of Secondary School Instruction (3)
   - EDUC-A 635 Public School Budgeting and Accounting (3)
   - EDUC-A 695 Practicum in Educational Leadership (3)

Candidates are required to complete a professional portfolio based upon the IPSB/IUS/ISLLC standards that includes but is not limited to artifacts from each of the seven required courses.

4. Have five years of teaching experience.
5. Receive the required score as established by the IPSB on the SLLA.

Candidates for admission to the program for the Indiana Building Level Administrator (P-12) under Rules 2002 must hold or be working on a master’s degree and hold the Proficient Practitioner’s License. To be admitted to the program, a candidate must be admitted to the graduate education program at IUS; must have a minimum GPA of 3.0; and must submit an application including all transcripts, a copy of the teaching license, three letters of recommendation, and a 500-word essay. Candidates may secure program information and admission materials by contacting the coordinator of the educational leadership program in the School of Education.
To be eligible for an Indiana Rules 2002 license, candidates must have a master’s degree, two years of teaching experience under a valid Standard, Provisional, or Proficient Practitioner’s license and have completed the appropriate 24 credit hour program. Courses in law, supervision, and the principalship and the practicum must be taken at Indiana University, and at least 9 credit hours, including the practicum, must be taken at IUS. Candidates must achieve a minimum GPA of 3.25 in the program, with no grade below B–. Because this license-only program does not involve the awarding of a degree, considerations of transfer credit hours and course recency may or may not apply; however, candidates in this program must complete all requirements within five years from the date of admission.

All candidates applying for the Indiana Building Level Administrator (P-12) licensure are required to pass the School Leaders Licensure Assessment (SLLA).

**Rules 2002 Indiana Building Level Administrator (P-12) License**

Candidates must meet the following requirements:
1. Be admitted to both the IUS Graduate Education Program and the Educational Leadership Program.
2. Hold a Professional, Standard or Proficient Practitioner License.
3. Have a master’s degree and have completed the following:
   - EDUC-J 500 Instruction in the Context of Curriculum (3)
   - EDUC-A 500 Introduction to Educational Leadership (3)
   - EDUC-A 510 School-Community Relations (3)
   - EDUC-A 608 Legal Perspectives on Education (3)
   - EDUC-A 625 Administration of the Elementary School (3) or EDUC-A 627 Secondary School Administration (3) with transition assignments completed. These courses will be replaced after June 30, 2006. Contact the program coordinator for additional information.
   - EDUC-E 536 Supervision of Elementary School Instruction (3) or EDUC-S 655 Supervision of Secondary School Instruction (3) with transition assignments completed. These courses will be replaced after June 30, 2006. Contact the program coordinator for additional information.
   - EDUC-A 635 Public School Budgeting and Accounting (3)
   - EDUC-A 695 Practicum in School Administration (3)

Candidates are required to complete a professional portfolio based upon the IPSB/IUS/ISLLC Standards that includes but is not limited to artifacts from each of the eight required courses.

4. Have two years of teaching experience.
5. Receive the required score as established by the IPSB on the SLLA.

Candidates for admission to the program for the Kentucky Principal (Primary through Grade 12) License must hold or be working on a master’s degree and hold an appropriate, valid teaching license, having successfully completed the Kentucky Teacher Internship Program or have two years of experience in another state. To be admitted to the program, a candidate must be admitted to the graduate education program at IUS; must have a minimum GPA of 3.0; and must submit an application including all transcripts, a copy of the teaching license, three letters of recommendation, and a 500-word essay. Candidates may secure program information and admission materials by contacting the coordinator of the educational leadership program in the School of Education.
To be eligible for a Kentucky license, candidates must have a master’s degree, have a classroom teaching certificate, have completed the appropriate 24 credit hour program, and have three years of teaching experience. Courses in law, supervision, the principalship and administration and the practicum must be taken at Indiana University, and at least 15 credit hours, including the practicum, must be taken at IUS. Candidates must achieve a minimum GPA of 3.25 in the program with no grade below B–. Because this license-only program does not involve the awarding of a degree, considerations of transfer credit hours and course recency may or may not apply; however, candidates in this program must complete all requirements within five years from the date of admission.

All candidates applying for the Kentucky Principal licensure are required to pass the School Leaders Licensure Assessment (SLLA) and the Kentucky Principal Test.

**Kentucky Principal (Primary through Grade 12) License**

Candidates must meet the following requirements:
1. Be admitted to both the Graduate Education Program and the Educational Leadership Program at IUS.
2. Hold a valid Kentucky classroom teaching license.
3. Have a master’s degree and have completed the following course requirements:
   - EDUC-A 500 Introduction to Educational Leadership (3)
   - EDUC-A 653 The Organizational Context of Education (3)
   - EDUC-A 510 School and Community Relations (3)
   - EDUC-A 638 Public School Personnel Management (3)
   - EDUC-A 608 Legal Perspectives on Education (3)
   - EDUC-A 635 Public School Budgeting and Accounting (3)
   - EDUC-A 695 Practicum in Educational Leadership (3)
   - EDUC-J 500 Instruction in the Context of Curriculum (3)

Candidates are required to complete a professional portfolio based upon the IPSB/IUS/ISLLC Standards that includes but is not limited to artifacts from each of the eight required courses.

4. Have completed three years of full-time teaching experience.
5. Receive the required scores established by the EPSB on the SLLA.
6. Receive the required score established by the EPSB on the Kentucky Principal Test.

**Note:** Courses accepted for the Educational Leadership Program may or may not apply to the master’s degree. Check with a graduate advisor. Completion of the required courses may not satisfy the requirements for a Rank I. For Rank I information, contact the IUS Licensing Office, (812) 941-2386. For Kentucky license requirements and certification information regarding other states, please contact the IUS Licensing Office, (812) 941-2386.

**License Renewal**

Both Kentucky and Indiana have requirements for license renewal, and IU Southeast is approved in both states to offer license renewal programs. Contact the coordinator of the Educational Leadership Program or the School of Education licensing office for specific information and the appropriate forms.
Variance from Requirements
Candidates wishing to vary from any of the requirements may petition for an exception from the School of Education. The forms are available from the program coordinator or the School of Education office. Candidates will receive a written notification of action taken in all such cases.

School of Natural Sciences

Life Sciences Building 258
Phone: (812) 941-2284
Fax: (812) 941-2637

Professors  C. D. Baker, C. W. Baker, Cady, K. Forinash, Kirchner, Mand, Mason, Nassim (Dean), Ruth, Taylor, Woeppel

Associate Professors  Dey, K. Edmonds, Finkbine, Galvin, Haub, Hollingsworth, Hunt, Lang, Otu, Shi, Wisman

Assistant Professors  Darnowski, Doyle, Rajah, Schwert, Sung, Treves

Senior Lecturer  Ehringer, Manwani

Lecturers  Arnold, Bonacci, Cochran, Couzin, Fleischer, Granda, Johnson, Meador, P. Miller, Riehm, Vernia, Wills, Zimmerman


General Requirements of the School of Natural Sciences  No grade less than C (2.0) will be accepted in any required course for a major or minor in this school. Some degrees may have higher requirements in some courses.

Preprofessional Preparation and Special Bachelor’s Degree Option for Three-Year Premedical/Predental Students

Indiana University Southeast offers the prerequisite courses for premedicine, predentistry, preoptometry, preveterinary medicine; for other medical careers like osteopathic medicine, podiatry, and chiropractic medicine; and for many allied health careers including clinical laboratory sciences, physical therapy, cytotechnology, occupational therapy, respiratory therapy, and others. For further information on these degrees, contact the School of Natural Sciences at (812) 941-2184 and visit the biology home page at www.ius.edu/biology.
A student may be admitted to medical or dental school upon receipt of the bachelor’s degree or, for some students with outstanding credentials, after the completion of three years (90 credit hours) of course work. The Indiana University Schools of Medicine or Dentistry bulletins should be consulted for specific requirements. Students who have been admitted after completion of at least 90 credit hours and who have satisfied the basic requirements at Indiana University Southeast may apply 32 credit hours earned during their first year in medical or dental school and at the end of that year earn the bachelor’s degree.

Recommendation Since prerequisite requirements and years in residence may vary, students in B.S. degree programs are urged to discuss their specific career plans with the designated premedical, preprofessional, preoptometry, or allied health program advisors by contacting the School of Natural Sciences.

Majors in Biology and Allied Health Sciences

Indiana University Southeast offers a number of degrees and certificate options in biology and allied health. These degrees and certificates can serve as the foundation for further graduate and professional education or as the prerequisites for entry into the work force. For further information on these degrees, contact the School of Natural Sciences at (812) 941-2184, and visit the biology home page at www.ius.edu/ biology.

Student Learning Goals—A.A./B.A./B.S. in Biology and B.S. in Clinical Laboratory Science
1. Students should have a broad understanding of biology.
2. Students should be able to analyze, critique, and quantify data.
3. Students should know how to approach biology problems and propose potential solutions.
4. Students should be able to synthesize information and develop creative solutions.
5. Students should be introduced to a broad range of biological skills.
6. Students should be able to communicate through spoken, written, and group methods.
7. Students should gain relevant experience orally presenting scientific work.

Associate of Arts in Biology

See “General Requirements for Undergraduate Degrees at IUS,” and “General Requirements for the Associate of Arts Degree” in this bulletin.

Major Courses One 5-credit-hour course in chemistry (either C 101-C 121 or C 105-C 125), one course in mathematics (M 122, M 125, M 218), three 5-credit-hour courses in biology, with no more than one at the 100 level, and no more than one at the 200 level.

Electives to bring total to 60 credit hours.

Bachelor of Arts in Biology

Requirements The liberal arts track and biology core curriculum expose the student to major subject areas in biology while providing considerable flexibility for each student. For example, minimal mathematics and chemistry requirements allow students to develop minor subject areas or a second major in another science area or in an outside field such as education, journalism, or business. This degree is suitable for students who may apply for admission into law school or for those who seek employment in business, environmental studies, teaching, or industry.
The B.A. liberal arts degree described above will not automatically fulfill requirements for entrance into medical, dental, optometry, medical technology, other allied health programs, or most graduate school programs. Students desiring eventual admission into a professional program or laboratory related fields should follow the B.S. in Biology degree program.

The candidate following the B.A. in biology degree program must complete the “General Requirements for Undergraduate Degrees at IUS,” and “General Requirements for the Bachelor of Arts Degree,” in this bulletin, an introductory biology sequence (usually L 101, L 102), a 43-credit hour biology core, CHEM C 101-C 121, C 102-C 122, and MATH M 122 or M 125 with a grade of C or higher in each core course.

List of major courses, including the biology core:
Two 5 credit hour courses in chemistry (usually C 101-C 121, C 102-C 122), can count as GE

Quantitative Reasoning
One course in mathematics (usually M 122, M 125, or M 218)
Introductory sequence (L 101, L 102)
Molecular Biology (L 211)
Genetics (L 311-L 319)
Cell biology (L 312)
Developmental Biology (B 373, L 317or Z 317 with Z 318)
Physiology (L 308 or B 370)
Ecology (L 473 or M 420 with L 474)
Evolution (usually L 318)
Seminar (L 403)
Required organismal diversity elective (choice of B 364, M 310-M 315, Z 373-Z 383, Z 374 or approval of the program coordinator)

Biology electives, 5 or more credit hours of 300–level or above biology courses
Electives to bring total to 120 credit hours.

Suggested First-Year Program (Classes with “GE” next to them may also count as General Education courses.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology L 101 or L 102 GE ................................</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry C 101-C 121 GE ................................</td>
<td>5</td>
</tr>
<tr>
<td>Written Communication W 131 ................................</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication S 121 GE ................................</td>
<td>3</td>
</tr>
<tr>
<td>First Year Seminar .......................................</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology L 101 or L 102 GE ................................</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry C 102-C 122 GE ................................</td>
<td>5</td>
</tr>
<tr>
<td>Information Technology Fluency C 106 GE ..............</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics M 121 or M 125 GE (see above)...</td>
<td>3</td>
</tr>
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</table>

Suggested Second-Year Program
### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Developmental Biology L 317-Z 318 or B 373 GE</td>
<td>5</td>
</tr>
<tr>
<td>Molecular Biology L 211 GE</td>
<td>3</td>
</tr>
<tr>
<td>Formal Reasoning GE</td>
<td>3</td>
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<tr>
<td>Written Communication W 231 or W 234 GE</td>
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**Total:** 14

### Second Semester

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<tr>
<td>Elective</td>
<td>3</td>
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<td>General-education and/or arts and sciences distribution course</td>
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**Total:** 15

### Suggested Third-Year Program

#### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Organismal Diversity Elective</td>
<td>5</td>
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<tr>
<td>General-education and/or arts and sciences distribution courses</td>
<td>6</td>
</tr>
<tr>
<td>Foreign language course</td>
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**Total:** 15

#### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Cell Biology L 312</td>
<td>3</td>
</tr>
<tr>
<td>Biology Physiology L 308</td>
<td>5</td>
</tr>
<tr>
<td>Foreign language course</td>
<td>4</td>
</tr>
<tr>
<td>General-education and/or arts and sciences distribution courses</td>
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**Total:** 15

### Suggested Fourth-Year Program

#### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Ecology L 474 or M 320 GE and L 473</td>
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<tr>
<td>Required biology elective</td>
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<tr>
<td>Foreign language course</td>
<td>3</td>
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<tr>
<td>General-education and/or arts and sciences distribution courses</td>
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**Total:** 16

#### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Evolution L 318 GE</td>
<td>5</td>
</tr>
<tr>
<td>Biology L 403 GE</td>
<td>1</td>
</tr>
<tr>
<td>Electives or general-education and/or arts and sciences distribution courses</td>
<td>6</td>
</tr>
<tr>
<td>Foreign language course</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 15

### Bachelor of Science in Biology

#### Requirements
The B.S. in Biology degree provides acknowledgment to the stronger background in science and math and will better prepare students for research-oriented careers as professional biologists and medical professionals. The degree may also serve as a terminal degree for a variety of biology professions.

The candidate following the B.S. in Biology degree program must complete the requirements discussed in “General Requirements for Undergraduate Degrees at IUS” in this bulletin, and the introductory sequence (usually -L 101, L 102), a 43-credit hour biology core, and the following courses: CHEM-C 105-C 125, C 106-C 126, C 341-C 343, C 342-C 344, C 483; PHYS-P 201-P 202 or P 221-P 222; and MATH-M 215 or M 119, and K 300 with a grade of C or higher in each course. Courses in second semester calculus, as well as individual study in biological research, are recommended depending on the career goals.

**List of Major Courses, Including the Biology Core, for B.S. in Biology**

Four 5-credit-hour courses in chemistry (C 105-C 125, C 106-C 126, C 341-C 343, C 342-C 344, C 483) and biochemistry

Two courses in mathematics: calculus (M 215 or M 119) and K 300, M 120 or M 216 recommended for some programs.

Two 5 credit hour courses in physics (P 201-P 202 or P 221-P 222).

Introductory sequence (usually L 101, L 102)

Genetics (L 311-L 319)

Cell biology (L 312-L 313)

Developmental biology (B 373 or L 317, Z 318)

Physiology (usually L 308, B 370 or M 350-M 360)

Ecology (L 473 or M 420 with L 474)

Evolution (L 318)

Biology Seminar (L 403)

Required organismal diversity elective (choice of B 203, B 364, M 310-M 315, Z 373-Z 383, Z 374, or approval of the program coordinator)

Biology electives, 5 or more credit hours of 300–level or above biology courses

**Suggested First-Year Program (Classes with “GE” next to them may also count as General Education courses.)**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology L 101 or L 102 GE</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry C 105-C 125 GE</td>
<td>5</td>
</tr>
<tr>
<td>Written Communication W 131</td>
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</tr>
<tr>
<td>Mathematics M 215 or M 119 GE (see above)</td>
<td>3-5</td>
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<table>
<thead>
<tr>
<th>Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology L 101 or L 102 GE</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry C 106-C 126 GE</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics M 215 or M 120 (optional)</td>
<td>3-5</td>
</tr>
<tr>
<td>Information Technology Fluency C 106 GE</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication Speech S 121 GE</td>
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<tr>
<td>First Year Seminar</td>
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17-22
Suggested Second-Year Program

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Developmental Biology B 373 or L 317-Z 318 GE</td>
<td>5</td>
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<tr>
<td>Molecular Biology (L 211) GE</td>
<td>3</td>
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<tr>
<td>Chemistry C 341-C 343</td>
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</tr>
<tr>
<td>Mathematics K 300 GE</td>
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16

Second Semester

<table>
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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Genetics L 311-L 319</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry C 342-C 344</td>
<td>5</td>
</tr>
<tr>
<td>General-education and/or liberal arts and sciences distribution courses</td>
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17

Suggested Third-Year Program

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Organismal Diversity Elective</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry C 483</td>
<td>3</td>
</tr>
<tr>
<td>Physics P 201 or P 221</td>
<td>5</td>
</tr>
<tr>
<td>Foreign language course</td>
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17

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiology L 308</td>
<td>5</td>
</tr>
<tr>
<td>Cell Biology L 312</td>
<td>3</td>
</tr>
<tr>
<td>Physics P 202 or P 222</td>
<td>5</td>
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<tr>
<td>Foreign language course</td>
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20

Suggested Fourth-Year Program

First Semester

<table>
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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Ecology L 473 or M 420 and L 474</td>
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<tr>
<td>Required Biology Elective</td>
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<tr>
<td>General education and/or liberal arts and sciences distribution requirement</td>
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16

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evolution L 318</td>
<td>5</td>
</tr>
<tr>
<td>Biology L 403</td>
<td>1</td>
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<tr>
<td>General education and/or liberal arts and sciences distribution requirements</td>
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</tbody>
</table>

15

Minors in Biological Sciences

Requirements for a Minor in Biology

20 credit hours, chosen from the following biological science courses:
No more than one introductory biology course such as BIOL-L 101, L 102, PLSC-B 101, ZOOL-Z 103.
ANAT-A 464 Human Tissue Biology (5 cr.)
BIOL-K 312 Immunology (3 cr.)
BIOL-K 313 Immunology Laboratory (2 cr.)
BIOL-K 322 Genetics (3 cr.)
BIOL-K 323 Genetics Laboratory (2 cr.)
BIOL-L 200 Environmental Biology and Conservation (3 cr.)
BIOL-L 211 Molecular Biology (3 cr.)
BIOL-L 303 Field Biology (3 cr.)
BIOL-L 304 Marine Biology (3 cr.)
BIOL-L 308 Organismal Physiology (5 cr.)
BIOL-L 311 Genetics (3 cr.)
BIOL-L 312 Cell Biology (3 cr.)
BIOL-L 313 Cell Biology Laboratory (3 cr.)
BIOL-L 317 Developmental Biology (3 cr.)
BIOL-L 318 Evolution (5 cr.)
BIOL-L 319 Genetics Laboratory (3 cr.)
BIOL-L 323 Molecular Biology Laboratory (3 cr.)
BIOL-L 341 Natural History of Coral Reefs (GEOL-G 341, SPEA-E 400) (3 cr.)
BIOL-L 350 Environmental Biology (3 cr.)
BIOL-L 433 Tropical Biology (3 cr.)
BIOL-L 465 Advanced Field Biology (3 cr.)
BIOL-L 473 Ecology (3 cr.)
BIOL-L 474 Laboratory in Ecology (2 cr.)
BIOL-L 476 Regional Ecology (2 cr.)
BIOL-Z 317 Introductory Developmental Biology Lecture (3 cr.)
BIOL-Z 318 Developmental Biology Laboratory (2 cr.)
GEOL-G 210 Oceanography (3 cr.)
MICR-M 310 Microbiology (3 cr.)
MICR-M 315 Microbiology Laboratory (2 cr.)
MICR-M 350 Microbial Physiology and Biochemistry (3 cr.)
MICR-M 360 Microbial Physiology Laboratory (3 cr.)
MICR-M 420 Environmental Microbiology (3 cr.)
MICR-M 485 Microbial Genetics Laboratory (3 cr.)
PHSL-P 416 Comparative Animal Physiology (3 cr.)
PHSL-P 418 Laboratory in Comparative Animal Physiology (2 cr.)
PLSC-B 203 Survey of the Plant Kingdom (5 cr.)
PLSC-B 214 Natural History (3 cr.)
PLSC-B 364 Summer-Flowering Plants (5 cr.)
PLSC-B 368 Ethnobotany (Plants and Civilization) (3 cr.)
PLSC-B 373 Plant Growth and Development (5 cr.)
PLSC-B 370 Plant Physiology (5 cr.)
ZOOL-Z 373 Entomology (3 cr.)
ZOOL-Z 374 Invertebrate Zoology (5 cr.)
ZOOL-Z 383 Entomology Laboratory (2 cr.)
ZOOL-Z 460 Ethology (Animal Behavior) (3 cr.)
ZOOL-Z 466 Endocrinology (3 cr.)
ZOOL-Z 476 Biology of Fishes (3 cr.)
Requirements for a Minor in Microbiology
20 credit hours chosen from the following:

No more than one introductory biology course such as BIOL-L 102, PLSC-B 101, ZOOL-Z 103
BIOL-K 312 Immunology (3 cr.)
BIOL-K 313 Immunology Laboratory (2 cr.)
BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
BIOL-L 312 Cell Biology (3 cr.)
BIOL-L 313 Cell Biology Laboratory (3 cr.)
BIOL-L 474 Laboratory in Ecology (2 cr.)
MICR-M 310 Microbiology (3 cr.)
MICR-M 315 Microbiology Laboratory (2 cr.)
MICR-M 350 Microbial Physiology and Biochemistry (3 cr.)
MICR-M 360 Microbial Physiology Laboratory (3 cr.)
MICR-M 420 Environmental Microbiology (3 cr.)
MICR-M 485 Microbial Genetics Laboratory (3 cr.)
PLSC-B 101 Plant Biology (5 cr.)
ZOOL-Z 103 Animal Biology (5 cr.)

Requirements for a Minor in Plant Sciences
15 credit hours from the following:

BIOL-L 490 Individual Study (in botany) (cr. arr.)
PLSC-B 101 Plant Biology (5 cr.)
PLSC-B 203 Survey of Plant Kingdom (5 cr.)
PLSC-B 214 Natural History (3 cr.)
PLSC-B 364 Summer-Flowering Plants (5 cr.)
PLSC-B 368 Ethnobotany (Plants and Civilization) (3 cr.)

PLSC-B 370 Plant Physiology (5 cr.)
PLSC-B 373 Plant Growth and Development (5 cr.)

---

1 L473 and L474 must be taken concurrently.
2 L474 and M420 must be taken concurrently.

Students who plan to obtain a certificate, A.S., or B.S. degree in an allied health program must contact the IUS allied health sciences coordinator at (812) 941-2184 before planning their program of study.

Certificate in Medical Transcription
A 16 credit hour program that prepares the student to transcribe medical, surgical, radiology, and pathology reports dictated by physicians and other ancillary disciplines. The courses needed are AHLT-C 150, AHLT-M 102, AHLT-M 109, AHLT-M 195, CSCI-C 106, and ENG-W 131.

Certificate in Coding Specialist
An 18 credit hour program that trains students to code information using ICD-9-CM and CPT in the health care setting. The courses required are:
Bachelor of Science in Clinical Laboratory Sciences
Clinical laboratory science is aimed at quality performance of clinical laboratory procedures on biological samples from patients. The results of these procedures provide important patient data that aid the physician in the diagnosis and treatment of disease.

The clinical laboratory science curriculum offered at IUS provides a broadly based background including specific chemistry, mathematics, and biological science requirements, as well as the opportunity to elect courses from the liberal arts. The curriculum of the clinical laboratory science program is fully accredited by the Committee on Allied Health Education and Accreditation.

Admission Requirements The allied health sciences programs in clinical laboratory science will consider all eligible students for admission to the integrated programs offered at Bellarmine University in Louisville. Pre-allied health students interested in the program are advised that admission into the professional program is not guaranteed. Students must apply for admissions to the professional program at Bellarmine University in Louisville, KY. The preprofessional coursework may be taken part time; the professional program is presented in a full-time, day format only. The student takes the first two preprofessional years at IUS and the 63 professional hours at Bellarmine University. Upon completion, the student receives an Indiana University degree.

Non–Indiana University tuition is required for the 63 professional hours at Bellarmine University. This cost, however, is not significantly different from the cost of moving and living in Indianapolis for a year combined with the in-state tuition at IUPUI. Any student who is interested in the IUS Clinical Laboratory Science Program should contact the School of Natural Sciences at (812) 941-2184.

Note: Admissions are competitive and restricted. Applicants are considered on their own merits without bias concerning sex, color, or creed. Acceptance is based upon the undergraduate record, letters of recommendation, community and extracurricular activities, personality and motivation, realistic perception of clinical laboratory science as a career, manual dexterity, ability to interact with other people satisfactorily, emotional maturity, and aptitude for transfer of knowledge to practical performance. The application deadline for admission to the professional program is November 15 for all enrollment the following year. The candidate following the B.S. in Clinical Laboratory Science degree program must complete the requirements discussed in “General Requirements for All Degrees” and “General Education” in this bulletin, and the following courses at IUS: introductory sequence (usually L 101, L 102), a biology core, and the following courses: CHEM-C 105-C 125, C 106-C 126, C 341, C 342; and MATH-M 122 and K 300 (or E 280) with a grade of C or higher in each course.

General Education Requirements See “General Requirements for Undergraduate Degrees at IUS”. Students must take college algebra (M 122) and statistics (MATH-K 300 or ECON-E 280). Students are strongly advised to take psychology and/or sociology courses to meet the “Central Ideas, Issues, and Methods of Inquiry in the Social and Behavioral Sciences” requirement.

List of Major Courses, Including the Biology Core, for B.S. in Biology:
Two 5 credit hour courses and two 3 credit courses in chemistry (usually C 105-C 125, C 106-C 126, C 341, C 342)
Two courses in mathematics: College Algebra (usually M 122) and K 300; Introductory sequence (usually L 101, L 102)
Genetics (usually L 311-L 319)
Cell biology (usually L 312-L 313), Microbiology (usually M 310-M 315)
Immunology (usually K 312)

Suggested First-Year Program (Classes with “GE” next to them may also count as General Education Courses.)

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>Biology L 101 or L 102 GE</td>
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<td>Chemistry C 105-C 125 GE</td>
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<tr>
<td>Written Communication W 131</td>
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Second Semester

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<td>Information Technology Fluency C 106 GE</td>
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Summer Semesters

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Suggested Second-Year Program

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<tr>
<td>Molecular Biology L 211 GE</td>
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<td>Microbiology M 310-M 315</td>
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Second Semester

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<tr>
<td>Cell Biology</td>
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<td>Chemistry C 342</td>
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Summer Semesters

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<tr>
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</table>

12

Remainder is the professional program at Bellarmine University in Louisville

Other Pre-Allied Health Science Degree Programs
Students interested in degrees in allied health science fields can take courses toward those degrees at IUS. Students generally can take one to three years at IUS and then must complete their degrees at another institution, such as the Indiana University Medical Center at Indianapolis. Many such students will be only a few courses short of an A.A. in biology (see above.)

Any student who is interested in allied health science programs should contact the dean of the School of Natural Sciences for the most current information about the availability of courses and programs and the requirements for completing degrees.

The following are some programs which students may begin at IUS:
A.S. Health Information Technology
A.S. Paramedic Science
A.S. Radiography
B.S. Cytotechnology
B.S. Health Information Administration
B.S. M.S. Health Sciences Education
B.S. Medical Imaging Technology
B.S. Nuclear Medicine Technology
B.S. Radiation Therapy
B.S. Respiratory Therapy
M.S. Occupational Therapy
D.P.T. Physical Therapy

Students interested in occupational therapy must ultimately earn a master’s degree, while those interested in physical therapy must ultimately earn a doctorate in that field. Contact the School of Natural Sciences for information about preprofessional preparation at the bachelor’s level.

**Bachelor of Arts in Biology and Chemistry**

**Double Major in Biology and Chemistry**
This program is recommended for preprofessional students such as premedical and predental students who have a strong interest in both biology and chemistry. Students in the double major in biology and chemistry program will complete the requirements discussed in “General Requirements for Undergraduate Degrees at IUS” and “General Requirements for the Bachelor of Arts,” in this bulletin (47-53 credit hours), introductory biology sequence (usually L 101, L 102), 23 credit hours of upper level biology core (see below), 36 credit hours of chemistry and the following courses: PHYS-P 201-P 202 or P 221-P 222 (10 credit hours), and MATH-M 215, M 216 (10 credit hours), with a grade of C or higher in each course. Total hours credit hours are 130 to 138.

**Biology Requirements**

<table>
<thead>
<tr>
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<tr>
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<td>Molecular Biology (L 211)</td>
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<tr>
<td>Cell biology (usually L 312)</td>
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</tr>
<tr>
<td>Developmental biology (usually L 317 or Z 317 with Z 318, or B 373)</td>
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<td>Physiology (usually L 308 or P 416-P 418)</td>
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Biology Seminar L 403 .............................................. 1
Total ........................................................................ 33

**Chemistry Requirements**

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<td>C 341-C 343</td>
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**Other Requirements**

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**Suggested First-Year Program**

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<td>English W 234</td>
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<td>Mathematics M 216</td>
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**Suggested Second-Year Program**

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<td>Cell Biology (Lecture)</td>
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<td>Arts and sciences distribution course</td>
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**Suggested Third-Year Program**

**First Semester**

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<tbody>
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<td>Physics P 201 or P 221</td>
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**Second Semester**

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<td>Physics P 202 or P 222</td>
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**Suggested Fourth-Year Program**

**First Semester**

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<td>Chemistry C 361</td>
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<td>Chemistry C 484</td>
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<tr>
<td>Arts and sciences distribution courses</td>
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<tr>
<td>Foreign language course</td>
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**Second Semester**

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<tr>
<td>Chemistry C 315</td>
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<tr>
<td>Arts and sciences distribution courses</td>
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<td>Foreign language course</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

**Bachelor of Science in Chemistry and Biochemistry Option—American Chemical Society Certified**

This program is designed for students interested in a strong and comprehensive preparation in chemistry and other related sciences. This is especially recommended for students who plan to pursue graduate studies in chemical sciences, including analytical, biological, inorganic, organic, medicinal, pharmaceutical, polymer, and physical chemistry, as well as those who are interested in pursuing further studies in chemical engineering or medical and allied medical fields. Students completing this program will receive a certificate from the American Chemical Society.

**Student Learning Goals—B.S. and B.A. Degrees in Chemistry**

1. Upon completion of the requisite courses for a bachelor’s degree in chemistry, the students will have acquired substantive knowledge in the fundamental areas of chemistry.
2. Upon completion of the requisite courses for a bachelor’s degree in chemistry, the chemistry majors will have laboratory knowledge and hands-on skills to become self confident and competent and be able to keep legible and complete experimental records and will be able to search for and communicate chemical information in both written and oral forms.

3. Upon graduation, the chemistry graduates will be competitive in the job market and be prepared for, and successful in admittance to, graduate/professional schools.

Requirements
In addition to the “General Requirements for Undergraduate Degrees at IUS” described in this bulletin, the candidate must complete at least 48 credit hours in chemistry, 3 credit hours in biology, 9 credit hours in communication, 10 credit hours in physics, 13 credit hours in mathematics, and 18 credit hours of science electives chosen from the list below, with a grade of C or higher in each core course. Students with credits from other institutions pursuing a major in chemistry must complete at least three advanced chemistry courses (300 level or higher), 1 credit hour of seminar (CHEM-C 301, C 302, or C 305), and 3 credit hours of research (CHEM-C 409) at IUS. For more information contact an advisor at the School of Natural Sciences (812) 941-2184.

Minimum Required Courses
CHEM-C 105, C 106, C 125, C 126, C 301 or C 302, C 315, C 317, C 318, C 341, C 342, C 343, C 344, C 361, C 362, C 364, C 409, C 430, C 484; BIOL-L 100; MATH-M 215, M 216, M 311; PHYS-P 221-P 222, and ENG-W 131, W 234, S 121. For the biochemistry option include: CHEM-C 485, C 486; BIOL-L 101, L 102 (L 100 not required).

List of Science Electives
CHEM-C 303, C 333, C 393, C 443, C 444, C 485, C 486; MATH-M 313, M 303 (highly recommended); PHYS-P 301, P 310, P 340; BIOL-L 211, L 312, L 304, L 350, K 312, K 313, L 311, L 319; PHSL-P 215; MICR-M 310, M 315; GEOL-G 100, G 221, G 222, G 210.

Suggested First-Year Program

<table>
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<td>Math M 215</td>
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Suggested Second-Year Program

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<td>Course</td>
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**Second Semester**

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**Suggested Third-Year Program**

**First Semester**

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**Second Semester**

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**Suggested Fourth-Year Program**

**First Semester**

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**Second Semester**

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Bachelor of Science in Chemistry: Biochemistry Option

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Arts and humanities ............................................. 3
Chemistry C 362 or C 430 ........................................ 3
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**Suggested Fourth-Year Program**

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**Second Semester**

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**Elective**


**Bachelor of Arts in Chemistry**

**Requirements**

In addition to the “General Requirements for Undergraduate Degrees at IUS” and “General Requirements for the Bachelor of Arts Degree” described in this bulletin, the candidate must complete at least 33 credit hours in chemistry, 10 credit hours in physics, and 10 credit hours in mathematics, with a grade of C or higher in each core course. Students with credits from other institutions pursuing a major in chemistry must complete at least three advanced chemistry courses (300 level or higher) and 1 credit hour of seminar (CHEM C 301, C 302, or C 305) at IUS. For more information contact an advisor at the School of Natural Sciences (812) 941-2184.

**Minimum Required Courses**

CHEM-C 105, C 106, C 125, C 126, C 301 or C 302, C 315, C 317, C 318, C 341, C 342, C 343, C 344, C 361; MATH-M 215, M 216; and PHYS-P 201-P 202 or P 221-P 222.

**ACS-Approved Degree**

The chemistry department also offers a curriculum that is approved by the American Chemical Society (ACS) for those who are interested in a broader background in chemistry, especially students who are planning to attend graduate school or become professional chemists. Students completing this program receive a certificate from the ACS. The ACS-approved curriculum has the following requirements in addition to the minimum: CHEM-C 362, C 364, C 430, C 484, and at least two additional credit hours of laboratory work such as C 444, C 486, or Chemical Research C 409.
It is essential that students who plan to become professional chemists complete PHYS-P 221-P 222 and MATH-M 215-M 216 by the end of the sophomore year and CHEM-C 361 Physical Chemistry by the end of the junior year, as shown in the following recommended programs.

**Suggested First-Year Program**

*First Semester*  
<table>
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**Total Credits:** 15

#### Second Semester

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**Total Credits:** 16

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### Bachelor of Arts in Chemistry—Business Management Track

This program is recommended for students who plan to pursue careers in industry, government, law, sales, or other areas where business and administrative skills could enhance success in the field. It could also provide the basis for further studies in either fields of chemistry or business. Graduates of this program will have a seamless transition in the business of science and can earn both the B.A. and an M.B.A. degrees with a five-year full-time enrollment.

In addition to the “Graduation Requirements for the Bachelor of Arts Degree” described in this bulletin, the candidate must complete at least 33 credit hours in chemistry, 30 credit hours in business, 10 credit hours in physics, and 10 credit hours in mathematics, with a grade of C or better in each core course. Students with credits from other institutions pursuing a major in chemistry must complete at least three advanced chemistry courses (300 level or higher) and 1 credit hour of seminar (CHEM C 301, C 302, or C 305) at IUS.

### Minimum Required Courses

- **Chemistry:** C 105, C 106, C 125, C 126, C 301 or C 302, C 315, C 317, C 318, C 341, C 342, C 343, C 344, C 361
- **Business:** A 201, A 202, F 301, M 301, K 321, P 301, Z 302 or W 301, L 201
- **Economics:** E 100, E 200, E 280
- **Mathematics:** M 215, M 216, and Physics P 201-P 202 or P 221-P 222.

### Suggested First-Year Program

#### First Semester

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Associate of Arts in Chemistry

In addition to the “Technical Requirements for Undergraduate Degrees” and “General Requirements for the Associate of Arts Degree” described in this IUS bulletin, the candidate must complete the following (a minimum of 60 credit hours), with a grade of C or higher:

Writing requirement: ENG-W 131

Arts and humanities: Two courses (6 cr.)

Social and behavioral sciences: Two courses (6 cr.)

Natural sciences: Two courses, including one biology course and a laboratory course in either biology or physics (5 cr.). mathematics: MATH-M 215 (5 cr.)

Information Technology Fluency: One course (3 cr.)

Foreign language: Two courses in one language (8 cr.)

Chemistry Requirements:

CHEM-C 105 Principles of Chemistry I (3 cr.)

CHEM-C 106 Principles of Chemistry II (3 cr.)

CHEM-C 125 Experimental Chemistry I (2 cr.)

CHEM-C 126 Experimental Chemistry II (2 cr.)

CHEM-C 341 Organic Chemistry I Lecture (3 cr.)

CHEM-C 342 Organic Chemistry II Lecture (3 cr.)

CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)

Chemistry elective: two courses (from C 303, C315—consult instructor), C 317, C 318, C 344, C 361, C 362, C 364, C 393, C 430, C 484).

Minor in Chemistry

The minor in chemistry requires 20-21 credit hours, with a grade of C or higher in each core course; at least 8 credit hours must be completed at IUS. The courses include:

CHEM-C 105 Principles of Chemistry I (3 cr.)

CHEM-C 106 Principles of Chemistry II (3 cr.)
CHEM-C 125 Experimental Chemistry I (2 cr.)
CHEM-C 126 Experimental Chemistry II (2 cr.)
CHEM-C 341 Organic Chemistry I Lecture (3 cr.)
CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)
and two of the following:
CHEM-C 303 Environmental Chemistry (3 cr.)
CHEM-C 317 Equilibria and Electrochemistry (3 cr.)
CHEM-C 318 Spectrochemistry and Separations (3 cr.)
CHEM-C 333 Experimental Environmental Chemistry (2 cr.)
CHEM-C 342 Organic Chemistry II Lecture (3 cr.)
CHEM-C 344 Organic Chemistry II Laboratory (2 cr.)
CHEM-C 361 Physical Chemistry of Bulk Matter (3 cr.)

Minor in Environmental Chemistry

The minor in environmental chemistry requires at least 24 credit hours with a grade of C or higher in each core course, and must be chosen from the following:
CHEM-C 105 Principles of Chemistry I (3 cr.)
CHEM-C 106 Principles of Chemistry II (3 cr.)
CHEM-C 125 Experimental Chemistry I (2 cr.)
CHEM-C 126 Experimental Chemistry II (2 cr.)
CHEM-C 303 Environmental Chemistry (3 cr.)
CHEM-C 315 Chemical Measurements Laboratory I (3 cr.) or
CHEM-C 333 Experimental Environmental Chemistry (2 cr.)
CHEM-C 317 Equilibria and Electrochemistry (3 cr.)
CHEM-C 318 Spectrochemistry and Separations (3 cr.)
CHEM-C 341 Organic Chemistry I Lectures (3 cr.)
CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)

Certificate in Environmental Science

This 25 to 29 credit hour program prepares science majors or graduates for employment in the environmental field. It provides skills such as field collecting, water sampling, report and scientific writing, soil sampling, regulatory policies, chemical and analytical methods, and research methods. Students must be in a degree program in the natural sciences including biology, chemistry, geoscience, or physics OR have a four year degree in one of those areas. Once admitted, the student should remediate any prerequisites (listed below). Some of these can be taken simultaneously with the required courses.

For further information or to apply, contact the School of Natural Sciences at (812) 941-2184.

Prerequisites include one semester of introductory biology with lab; one year general chemistry (usually C 105-C 125 or C 106-C 126) and one semester of organic chemistry (usually C 341-C 343); one semester of introductory geology (usually G 103 or G 104); one semester of college-level algebra (usually M 112 or M 125); one semester of physics (usually P 100, P 201, or P 221); and one semester of computer programming (usually C 201 or A 201).

Requirements
Credits
Biology ................................................................. 8
   Ecology L 473-L 474 or Environmental Biology L 350 (3 cr.)
   Microbiology M 420-L 474 (5 cr.)
Chemistry .............................................................. 8
   Environmental Chemistry C 303-C 333 (5 cr.)
   Spectrochemistry and Separations C 318 (C 317 will not be necessary as a prerequisite for C 318) (3 cr.)
Geoscience .............................................................. 6
   Environmental and Urban Geology G 300 (3 cr.)
   Introduction to Hydrology G 451 (3 cr.)
Laws and Regulations .............................................. 0-3
   E.g., HPER-S 354 (3 cr.)
Physics ................................................................. 3
   Environmental Physics (3 cr.)
Internship or job experience ................................. 0-1
Total .......................................................................... 25-29

Associate of Science in Computer Science

This program is designed to meet the needs of students who plan a career in computer science or whose career area requires extensive first-hand knowledge of computer science. Together, the basic curriculum and electives afford students considerable flexibility in planning a degree program to meet their career objectives.

CSCI-C 201 Computer Programming II is a required prerequisite to subsequent computer science courses and should be taken during the first semester of the first year. However, students who do not score high enough on the math placement test must take MATH-M 117 Intermediate Algebra before taking CSCI-C 201. Because of prerequisite relationships, the computer science courses must be taken in sequence. The social sciences and arts and letters electives may be satisfied by taking any courses in those areas.

Students must petition the department coordinator for acceptance of any computer-science-related course work more than seven years old.

See also “Technical Requirements for Undergraduate Degrees”.

I. General Education Core:
   a. Communication ................................................. 9
      English W 131
      English W 234
      Speech S 121
   b. Mathematics ....................................................... 3-6
      Mathematics K 300 or
      Economics E 280-E 281
   c. Social sciences electives ................................. 6
      Any social sciences course satisfies this elective requirement, but the following are recommended:
         Psychology P 101
         Sociology S 163
   d. Arts and letters elective ................................. 3
Any arts and letters course satisfies this elective requirement, but the following is recommended:
  Philosophy P 250
e. University general education requirements (see www.ius.edu/computerscience/ GenEd.htm.)
f. Computer competency ......................... 3
   CSCI-C 106

II. Computer Science Requirements:
a. Core .............................................. 23-24
   CSCI-C 201
   CSCI-C 202
   CSCI-C 237
   CSCI-C 335
   CSCI-C 251
   CSCI-B/C/P 3XX/4XX (1 course)
b. Concentration area (one area required)... 6-7
   1) Computer Media Option
      CSCI-A 346
      CSCI-A 348
   2) Computer Networking Option
      CSCI-A 247
      CSCI-B 438
   3) Database Systems Option
      CSCI-B 461
      CSCI-C 343
   4) Client Server Option
      CSCI-A 348
      CSCI-N 211

Bachelor of Science in Computer Science

Students must petition the department coordinator for acceptance of any computer science-related coursework more than seven years old.

Note: These specific requirements may change so as to affect individuals who begin programs during the 2005 fall semester and thereafter. Candidates for the Bachelor of Science degree should first review “General Requirements for All Degrees at IUS” in this bulletin.

Requirements To be admitted to the B.S. degree program in computer science, a student must satisfy the IUS admission requirements. In addition, admission into the B.S. degree program requires that a student complete the following courses with a GPA of at least 2.5 and have an overall GPA of at least 2.5: C 201 Computer Programming II, C 202 Computer Programming, C 237 Operating Systems Concepts, and C 335 Computer Structures. These requirements must be met before attaining junior status (56 credit hours) in order to maintain a normal four-year schedule. Admission to this program will be limited to the number of students that can be effectively accommodated given the available resources. While completing the required basic computer science course work, the student is also required to fulfill the basic mathematics requirement (C 251, and M 119-M 120 or M 215-M 216). This is necessary to maintain a normal four-year schedule and to meet the mathematics prerequisite requirements of the upper level computer science courses.
Each student will select one of two major option areas in which to pursue advanced courses: (1) information systems or (2) science/mathematics. Within each option area there are required advanced sequences in computer science and related disciplines that enable students to tailor their advanced course work to meet any one of several career objectives. Please note that taking the course requirements for both options on this degree may add up to a number less than the required 120 credit hours. The student should fulfill the remaining hours with electives.

**Student Learning Goals**
1. B.S. graduates will have clear understanding of the theoretical foundations of computing science, hardware structure and programming algorithms and languages
2. Graduates will be able to apply theory to the solution of practical business problems and to the analysis of existing algorithms and techniques, and to recommend techniques and algorithms appropriate to specific circumstances in the areas of automated systems
3. Graduates will also be able to develop and evaluate new solutions in information technology areas
4. Math/Science option graduates will seek employment in networking, hardware, and some systems-level programming or transfer to graduate schools for higher studies. Information systems graduates will be prepared for the business world, understanding business problems and creating computer-based solutions through programming, systems analysis, and design or may also decide to transfer to graduate schools for higher studies in business-based computing.

**Information Systems Option**
The information systems option prepares students seeking employment in business or industry or who may pursue a graduate degree in information systems. Within this option, the students may select courses that prepare them for careers in areas such as applications programming, business systems design and implementation, and information systems management.

I. General Education. (Students must take the following courses if not taken as part of the university general-education requirements. Note that most of these courses apply toward those requirements.)
   a. Arts and Letters ........................................ 3
      Philosophy P 250
   b. Written Communication.......................... 3
      English W 234
   c. Mathematics .......................................... 9-16
      Mathematics M 215-M 216 or
      Mathematics M 119-M 120
      Mathematics K 300 or
      Economics E 280-E 281
   d. Natural Sciences .................................. 5-10
      Physics P 100
      Physics P 221-P 222 or
      Physics P 201-P 202
   e. Social Sciences .................................... 6
      Psychology P 101
      Sociology S 163

II. Business Requirements 24
   *A business minor is within easy reach after taking these courses; ask a computer science advisor for help.*
III. Computer Science Requirements .......... 46-47
   CSCI-B 461
   CSCI-B 490
   CSCI-C 201
   CSCI-C 202
   CSCI-C 237
   CSCI-C 251
   CSCI-C 311
   CSCI-C 335
   CSCI-C 343
   CSCI-C 445
   CSCI-C 455
   CSCI-B/C/P 4XX (1 course)

Science/Mathematics Option
The science/mathematics option prepares students seeking employment in the technical areas of computer applications or who may pursue a graduate degree in computer science. Within this option, students may select courses that prepare them for careers in areas such as systems software design and implementation and scientific computing applications.

I. General Education. Students must take the following courses if not taken as part of the university general-education requirements. Note that most of these courses apply toward those requirements.
   a. Arts and Letters ...................................... 3
   Philosophy P 250
   b. Communication ......................................... 3
   English W 234
   d. Social Sciences ......................................... 3
   One course in addition to the two required in the IUS general education program.

II. Mathematics and Science Requirements:
   a. Mathematics ............................................. 19
      Mathematics M 215-M 216, M 303, M 360
      An approved Mathematics 300- or 400-level course
      A math minor is within easy reach after taking these courses; ask a mathematics advisor for help.
   b. Biological and Physical Sciences ............. 15
      Including Chemistry C 105-C 106 or
      Physics P 221-P 222

III. Computer Science Requirements .......... 45-48
   CSCI-B 490
   CSCI-C 201
   CSCI-C 202
   CSCI-C 237
Certificate in Information Technology

The information technology certificate is a 29 credit hour program that can be completed in one year. Requirements of the program can be used to continue toward the Associate of Science or Bachelor of Science degrees.

On completing the certificate, students will be capable of understanding, troubleshooting, and managing computing resources as well as software design logistics and programming in one or more computer languages.

I. General Education Core:
   a. Communication ........................................... 6
      English W 131
      Speech S 121
   b. General electives................................. 3
      It is recommended that you select general electives that satisfy specific computer science A.S. or B.S. degree requirements.
   c. Computer competency ...................... 3
      CSCI-C 106
   d. University general education requirements (See www.ius.edu/computerscience/GenEd.htm.)

II. Computer Science Requirements ............. 17
    CSCI-C 201
    CSCI-C 202
    CSCI-A 290 or CSCI elective
    CSCI-N 207 or BUS-K 201
    CSCI elective

Requirements for a Minor in Computer Science
   a. Core...................................................... 12
      CSCI-C 201
      CSCI-C 202
      CSCI-C 251
   b. Concentration area (one area required). 7-14
      1) Computer Networking Option
         CSCI-A 247
         CSCI-B 438
         CSCI-C 237
         CSCI-C 335
      2) Database Systems Option
         CSCI-B 461
         CSCI-C 343
3) Client Server Option
   BUS-K 321
   CSCI-A 348
   CSCI-N 211
4) Information Technology Option
   CSCI-A 247
   CSCI-A 346
   CSCI-A 348

Understanding Course Prerequisites
Below is a chart of the order for completing computer science courses.

For example, complete C 201 before C 202, and complete C 202 before C 335. Computer Science

Electives
   A 247 Network Technologies and Administration
   A 346 User-Interface Programming
   A 348 Mastering the World Wide Web
   B 438 Fundamentals of Computer Networks
   B 461 Database Concepts
   B 481 Interactive Graphics
   C 390 Individual Programming Lab
   C 421 Computer Organization
   C 422 Advanced Computer Organization
   C 431 Assemblers and Compilers I
   C 432 Assemblers and Compilers II
   C 435 Operating Systems I
   C 436 Operating Systems II
   C 463 Artificial Intelligence I
   C 464 Artificial Intelligence II
   N 211 Introduction to Databases
   P 423 Compilers
   P 436 Introduction to Operating Systems
   P 465-P 466 Software Engineering for Information Systems I-II

Associate of Arts in Geography

See also “Technical Requirements for Undergraduate Degrees” and “General Requirements for the Associate of Arts Degree” in this bulletin.

Major Courses  G 107 Physical Systems of the Environment (3 cr.), G 110 Introduction to Human Geography (3 cr.), G 201 World Regional Geography (c cr.), G 333 Introductory Cartography (3 cr.), and at least one additional 300–400-level geography course or GEOL-415 Geomorphology or GEOL-451 Hydrogeology.
Electives to bring to total of 60 credit hours.
Bachelor of Arts in Geography

Student Learning Goals
1. Upon completing all requisite courses for a B.A. in geography, students will have mastered basic concepts of geography.
2. Upon completing all requisite courses for a B.A. in geography, students will be able to initiate an original research project involving fieldwork or data analysis and convey this research clearly in oral, written, Web-based, and/or cartographic form.
3. Upon graduation, geography majors will compete successfully in the professional job market or gain admittance to a geography or geography-related graduate program.

Requirements In addition to the requirements listed in this bulletin in the sections “General Requirements for Undergraduate Degrees at IUS” and “General Requirements for the Bachelor of Arts Degree,” the student must complete a minimum of 27 credit hours in geography, to include the following:

1. Core courses as follows:
   - G 107 Physical Systems of the Environment...... 3
   - G 110 Introduction to Human Geography......... 3
   - G 333 Introductory Cartography................... 3
   - One regional geography course.................... 3
   - G 490 Senior Seminar in Geography............. 3

2. Completion of two courses from one of the following concentration areas:

   Physical Geography
   - G 304 Meteorology and Physical Climatology... 3
   - G 307 Biogeography.................................. 3
   - G 415 Geomorphology............................... 3
   - G 451 Hydrogeology................................. 3

   Cartography/Geographic Information Systems
   - G 335 Photogrammetry and Remote Sensing..... 3
   - G 336 Environmental Remote Sensing............. 3
   - G 435 Cartography and Graphics.................. 3
   - G 438 Advanced Geographic Information Systems 3
   - G 439 Seminar in Geographic Information Systems 3

   Environmental Conservation
   - G 315 Environmental Conservation............... 3
   - G 432 Current Issues in Environmental Conservation 3

Requirements for a Minor in Geography
15-17 credit hours, including the following geography courses:
   - G 107 Physical Systems of the Environment (3 cr.)
   - G 110 Introduction to Human Geography (3 cr.)
   - G 201 World Regional Geography (3 cr.)
   - G 333 Introductory Cartography (3 cr.)
and any 300-400-level geography class or G 415 Geomorphology (3 cr.)

Requirements for a Minor in Geosciences
15-17 credit hours, including:
- GEOL-G 100 Earth Science: Geologic Aspects (5 cr.) or GEOG-G 107 Physical Systems of the Environment (3 cr.)
- GEOL-G 103 Earth Science: Materials and Processes (3 cr.) and GEOL-G 104 Earth Science: Evolution of the Earth (3 cr.)
and two of the following:
- AST-A 100 The Solar System (3 cr.)
- AST-A 105 Stellar Astronomy (3 cr.)
- GEOG-G 304 Meteorology and Physical Climatology (3 cr.)
- GEOG-G 333 Introductory Cartography (3 cr.)
- GEOL-G 221 Introductory Mineralogy (3 cr.)
- GEOL-G 415 Geomorphology (3 cr.)

Requirements for a Minor in Geological Sciences
17-18 credit hours of geological sciences classes including G 100 or G 103 and G 104, G 221, G 222, and at least 6 credit hours at the 300-400 level. Students must have their minor course program approved by the geological science advisor.

Associate of Arts in Mathematics
See also “Technical Requirements for Undergraduate Degrees“ and “General Requirements for the Associate of Arts Degree” in this bulletin.

Concentration Requirements
- M 215 Analytic Geometry and Calculus I (5 cr.)
- M 216 Analytic Geometry and Calculus II (5 cr.)
- M 311 Calculus III (3 cr.)
and one of the following courses:
- M 303 Linear Algebra for Undergraduates (3 cr.)
- M 313 Elementary Differential Equations with Applications (3 cr.)
- M 360 Elements of Probability (3 cr.)
- M 391 Foundations of the Number Systems (3 cr.)

Bachelor of Arts in Mathematics

Student Learning Goals
1. Students will acquire mathematical knowledge
2. Students will develop analytical and reasoning skills.
3. Students will be prepared for further study and for careers in their field.
Requirements  In addition to the requirements listed in this bulletin in the sections “General Requirements for Undergraduate Degrees at IUS” and “General Requirements for the Bachelor of Arts Degree,” the student must take Mathematics M 215, M 216, M 303, M 311, M 360, M 391, one additional mathematics course at the 300 level (excluding K 300), the sequence of M 403-M 404 or the sequence of M 413-M 414, and computer science C 201. The requirement for research writing is completed by taking Mathematics M 380 or M 436. No mathematics course below the 200 level may be counted toward the major subject area. These requirements are a minimum; those students who are planning graduate study in mathematics are strongly encouraged to take both of the sequences M 403-M 404 and M 413-M 414. In addition, it is strongly recommended that the candidate take electives in areas related to mathematics. Depending on interests and goals, the candidate may choose these from other mathematics offerings; from computer science offerings such as C 251; from physics offerings such as P 221-P 222; from chemistry offerings such as C 105-C 106; or from various education courses leading to certification.

Recommended Four-Year Program

First Year
First Semester  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English W 131</td>
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<tr>
<td>Mathematics M 215</td>
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<tr>
<td>Physics P 221 (elective)</td>
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<tr>
<td>Arts and sciences distribution course</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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Second Semester  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science C 201</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics M 216</td>
<td>5</td>
</tr>
<tr>
<td>Physics P 222 (elective)</td>
<td>5</td>
</tr>
<tr>
<td>Arts and sciences distribution course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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Second Year

First Semester  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Mathematics M 303</td>
<td>3</td>
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<tr>
<td>Mathematics M 311</td>
<td>3</td>
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<tr>
<td>Foreign language course</td>
<td>4</td>
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<tr>
<td>Arts and sciences distribution courses</td>
<td>6</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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Second Semester  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics M 313 (elective)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics M 391</td>
<td>3</td>
</tr>
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<td>Foreign language course</td>
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<tr>
<td>Arts and sciences distribution courses</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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</table>

Third Year

First Semester  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Mathematics M 360</td>
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Mathematics elective ............................................ 3
Foreign language course ........................................... 3
Arts and sciences distribution courses ................. 6

   15

Second Semester
Mathematics M 366 (elective) ......................... 3
Mathematics elective ............................................ 3
Foreign language course ........................................... 3
Arts and sciences distribution course ................. 3
Elective .................................................................. 3

   15

Fourth Year
First Semester

<table>
<thead>
<tr>
<th>Credits</th>
<th>Content</th>
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<tbody>
<tr>
<td>Mathematics M 403 or M 413 ......................... 3</td>
<td></td>
</tr>
<tr>
<td>Mathematics elective ............................................ 3</td>
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</tr>
<tr>
<td>Arts and sciences distribution course ................. 3</td>
<td></td>
</tr>
<tr>
<td>Electives .......................................................... 6</td>
<td></td>
</tr>
</tbody>
</table>

   15

Second Semester
Mathematics M 404 or M 414 ......................... 3
Mathematics M 380 or M 436 ......................... 3
Arts and sciences distribution course ................. 3
Electives .......................................................... 6

   15

Bachelor of Science in Mathematics

See also “General Requirements for Undergraduate Degrees at IUS.”
Student learning goals are those defined for the B.A. in Mathematics.

Requirements

I. General Education ( in addition to “General Education Requirements for Undergraduate Degrees at IUS”
   a. Written Communication (3)
      Research Writing M 380 or M 436
   b. Foreign Language (8)
      One year of a single foreign language
II. Science Requirements ................................. (21)
   a. Biology (3)
   b. Computer Science C 201-C 202 (8)
   c. Physics P 221-P 222 or Chemistry C 105-C 125 &
      C 106-C 126 (10)
III. Mathematics Requirements:
   a. Core ..............................................................(29)
      MATH-M 215 Analytic Geometry and Calculus I (5)
      MATH-M 216 Analytic Geometry and Calculus II (5)
MATH-M 303 Linear Algebra for Undergraduates (3)
MATH-M 311 Calculus III (3)
MATH-M 360 Elements of Probability Theory (3)
MATH-M 391 Foundations of the Number Systems (3)
MATH-M 403- 404 Introduction to Modern Algebra I-II or MATH-M 413- 414 Introduction to Analysis I-II
MATH-M 493 Senior Thesis in Mathematics (1)
b. Four additional courses from the following list (12)
MATH-M 312 Calculus IV (3)
MATH-M 313 Elementary Differential Equations with Applic. (3)
MATH-M 366 Elements of Statistical Inference (3)
MATH-M 380 History of Mathematics (3)
MATH-M 403 Introduction to Modern Algebra I (3)
MATH-M 404 Introduction to Modern Algebra II (3)
MATH-M 405 Number Theory (3)
MATH-M 413 Introduction to Analysis I (3)
MATH-M 414 Introduction to Analysis II (3)
MATH-M 415 Elementary Complex Variables with Applic. (3)
MATH-M 421 Introduction to Topology I (3)
MATH-M 422 Introduction to Topology II (3)
MATH-M 436 Introduction to Geometries (3)
MATH-M 435 Introduction to Differential Geometry (3)
MATH-M 471 Numerical Analysis I (3)

IV.................................................................Electives (24)

Students are encouraged to choose electives that further their particular career goals.

**Recommended Four-Year Program**

**First Year**

*First Semester*  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English W 131</td>
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<tr>
<td>Mathematics M 215</td>
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<tr>
<td>Physics P 221</td>
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<tr>
<td>Computer Science C 106</td>
<td>3</td>
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<td><strong>Total</strong></td>
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*Second Semester*  
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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English W 234</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics M 216</td>
<td>5</td>
</tr>
<tr>
<td>Physics P 222</td>
<td>5</td>
</tr>
<tr>
<td>Arts and Letters</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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</table>

**Second Year**

*First Semester*  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
</table>
Computer Science C 201 ........................................4
Mathematics M 311 ........................................3
Mathematics M 303 ........................................3
Speech S 121 ........................................3
Arts and Letters ........................................3
16

**Second Semester**
Computer Science C 202 ........................................4
Mathematics elective M 313 ..................................3
Social sciences ........................................3
Elective ........................................3
Biology ........................................3
16

**Third Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Mathematics M 360</td>
<td>3</td>
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<tr>
<td>Mathematics M 391</td>
<td>3</td>
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<tr>
<td>Diversity</td>
<td>3</td>
</tr>
<tr>
<td>Social sciences</td>
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<tr>
<td>Elective</td>
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15

<table>
<thead>
<tr>
<th>Second Semester</th>
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<tbody>
<tr>
<td>Mathematics elective M 366</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics M 380 (M 436)</td>
<td>3</td>
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<tr>
<td>Elective</td>
<td>9</td>
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**Fourth Year**

<table>
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<tbody>
<tr>
<td>Mathematics M 403 (M 413)</td>
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<tr>
<td>Foreign language</td>
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<td>Elective</td>
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13

<table>
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<th>Second Semester</th>
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<td>Foreign Language</td>
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<td>Mathematics M 404 (M 414)</td>
<td>3</td>
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<tr>
<td>Mathematics elective M 471</td>
<td>3</td>
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<tr>
<td>Mathematics M 493</td>
<td>1</td>
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<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
14

DOUBLE MAJORS IN MATHEMATICS AND COMPUTER SCIENCE AND IN MATHEMATICS AND EDUCATION
The B.S. degrees in computer science (mathematics/science option) and secondary education (teaching major in mathematics) are quite similar to the B.S. in mathematics. Since both of these majors require a significant number of the major courses in the mathematics major, it is quite easy to obtain a double major in mathematics and either of these majors.

In order to obtain a double major in mathematics and computer science, you must complete the requirements for the B.S. degree in computer science with the mathematics/science option and take the following additional courses: M 311, the sequence M 403-M 404 or the sequence M 413-M 414, M 493, and one additional course selected from the following list: M 312, M 313, M 366, M 380, M 404, M 405, M 414, M 415, M 435, M 436, M 421, M 422, M 471, C 451, C 463.

In order to obtain double degrees in mathematics and secondary education, you must complete the requirements for the B.S. degree in secondary education with a teaching major in mathematics and take the following additional courses: M 311, M 403 or M 391 (depending upon which course you take as part of the education major), M 413, M 495, and one additional course selected from the following list: M 312, M 313, M 404, M 405, M 414, M 415, M 435, M 421, M 422, M 471. If you choose the option of taking M 313 as part of the education major, then this will also meet the last part of the above requirement.

Students planning to pursue graduate study in mathematics are strongly encouraged to take both of the sequences M 403-M 404 and M 413-M 414.

Students majoring in mathematics or physical sciences are strongly advised to take Computer Science C 201 and Mathematics M 313, M 366, M 371, and M 415. If these students have a strong high school background in algebra and trigonometry, they should start their mathematics studies with M 215 and M 216. Students whose high school background is weak in algebra or trigonometry should take M 125 and/or M 126 before taking M 215.

Students majoring in business or social sciences who have a good high school background in algebra should take M 118 and M 119. Students with a weak high school background in algebra should take M 007 before taking M 118 and should take M 122 before taking M 119. Biology and social science majors should also take Computer Science C 201. C 203 is a recommended computer science course for business majors.

Students majoring in education should refer to the School of Education for programs leading to certification. Students whose high school background is weak in algebra or trigonometry should take M 125 and/or M 126 before taking M 215. For students in secondary mathematics education (bachelor’s or master’s degree candidates), the following math courses are recommended: M 303, M 360, M 366, M 371, M 391, M 403, M 413, M 421, and M 436.

**Requirements for a Minor in Mathematics** 16 credit hours including the following mathematics courses:

- M 215 Analytic Geometry and Calculus I (5 cr.)
- M 216 Analytic Geometry and Calculus II (5 cr.)
- M 311 Calculus III (3 cr.)
- and one of the following:
  - M 303 Linear Algebra for Undergraduates (3 cr.)
M 313 Elementary Differential Equations
with Applications (3 cr.)
M 360 Elements of Probability (3 cr.)

Associate of Arts in Physics

See also “Technical Requirements for Undergraduate Degrees” and “General Requirements for the Associate of Arts Degree” in this bulletin.

The required concentration courses are P 221, P 222, P 301, and P 309.

The nondistribution electives should come from the following: MATH-M 215, M 216, M 311, M 313; CSCI-C 201 and/or CHEM-C 105, C 106, C 125, C 126.

Suggested First-Year Program

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-W 131</td>
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<tr>
<td>MATH-M 215</td>
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<td>PHYS-P 221</td>
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<tr>
<td>Divisional distribution elective</td>
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<tr>
<td>Total</td>
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Second Semester

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>MATH-M 216</td>
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Suggested Second-Year Program

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Second Semester

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Requirements for a Minor in Physics

18 credit hours in physics including these physics courses: P 201 or P 221, P 202 or P 222, P 301, P 309, and one additional 3-credit-hour physics course numbering 300 or above.
Indiana University School of Nursing

Life Sciences 276
Phone: (812) 941-2340
Fax: (812) 941-2687

Associate Professors  McKay, Yeager (Campus Dean),

Assistant Professors  D. Bowles, J. Reid

Acting Assistant Professor  Myers

Clinical Associate Professor of Nursing  Short

Clinical Assistant Professors of Nursing  Free, McMahan

Lecturers  Hackett, Hollowell

Adjunct Lecturer  Chandler

Building on the Values of the University and Nursing, Indiana University School of Nursing is committed to improving the health of the citizens of Indiana, the nation, and beyond by meeting society’s need for effective nurses at different educational levels and by contributing to the body of knowledge that provides the basis for practice in a range of settings.

Mission Statement
The mission of Indiana University Southeast Division of Nursing is to create a community of learning that addresses society’s need for caring professionals and that nurtures students, faculty, and staff from diverse backgrounds.

Undergraduate Programs
The Indiana University School of Nursing opened its doors in Indianapolis in 1914. Since that time, it has evolved into one of the nation’s most eminent schools, rated each year as one of the top nursing programs in the nation.

The School of Nursing offers undergraduate programs on the Gary (IU Northwest), Indianapolis, Bloomington, Kokomo, New Albany (IU Southeast), South Bend, and Richmond (IU East) campuses. The BSN program is fully accredited by the Indiana State Board of Nursing and the Commission on Collegiate Nursing Education.

Students in the School of Nursing will be held to the American Nurses Association’s Standards of Professional Performance, Code for Nurses, and the Code of Student Rights, Responsibilities, and Conduct. These are described below.

Standards of Professional Performance  The American Nurses Association set the Standards of Professional Performance outlined below. These standards were reviewed and minor revisions made in 1998. They describe roles expected of all professional nurses.
1. The nurse systematically evaluates the quality and effectiveness of nursing practice.
2. The nurse evaluates one’s own nursing practice in relation to professional practice standards and relevant statutes and regulations.
3. The nurse acquires and maintains current knowledge and competency in nursing practice.
4. The nurse interacts with, and contributes to, the professional development of peers and other health care providers as colleagues.
5. The nurse’s decisions and actions on behalf of clients are determined in an ethical manner.
6. The nurse collaborates with the patient, family, and other health care providers in providing patient care.
7. The nurse uses research findings in practice.
8. The nurse considers factors related to safety, effectiveness, and cost in planning and delivering patient care.

The Code for Nurses Each person, upon entering the nursing profession, inherits a measure of the responsibility and trust associated with the profession, along with the corresponding obligation to adhere to the standards of ethical practice and conduct it has set. Nursing students are expected to show responsibility in their behavior; to deal with faculty, peers, patients, and clinical staff in a direct and honest manner; and to be professional in their conduct. Students who violate accepted standards for professional nursing may be discharged from the program. The Code for Nurses was adopted by the American Nurses’ Association in 1950 and revised in 1960, 1968, 1976, 1985, and 2001.

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 optimum 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.
Code of Student Rights, Responsibilities, and Conduct  Students are subject to the standards of conduct defined in the Code of Student Rights, Responsibilities, and Conduct. Due process, as described in the code and the campus Admission, Progression, and Graduation (APG) Committee policies will be followed for any student found to be in violation of these standards. All Indiana University students are responsible for acquainting themselves with and adhering to the policies outlined in this document.

Bachelor of Science in Nursing (B.S.N.) Program

Purpose
The baccalaureate program offers a creative curriculum for the education of professional nurses competent to meet the current and future health needs of society. The curriculum prepares graduates to function as practitioners in acute and long-term care, community settings, home care, and other nontraditional settings and provides a foundation for leadership positions and graduate study. The graduate possesses a broad knowledge of the humanities, biological and social sciences, and nursing. As a beginning practitioner, the graduate applies well-developed problem-solving skills in caring for individuals, families, and communities.

The curriculum includes two areas of study: (1) general education course work, and (2) the nursing major courses, both in the classroom and clinical/practicum settings. The majority of the 29-31 credit hours of general education prerequisites should be completed on the IUS campus. Students completing course work at another college or university will have this course work evaluated at the time of admission to the university. Courses will be transferred from other accredited institutions of higher education if courses are judged to be equivalent.

Two categories of students are admitted to Indiana University Division of Nursing: (1) basic baccalaureate students seeking initial preparation for nursing, and (2) registered nurses who have graduated from a diploma or associate degree program in nursing.

Student Outcomes
The following lists the baccalaureate program outcomes:

Critical Thinker  Someone who is able to demonstrate intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems.

Culturally Competent Person  Someone who can provide holistic nursing care to a variety of individuals, families, and communities.

Knowledgeable Coordinator  A coordinator of community resources who facilitates individual, family, and community access to resources necessary to meet health care needs.

Politically Aware Person  Someone who participates in the profession and the practice of nursing with a global perspective.

Conscientious Practitioner  An individual who practices within the ethical and legal framework of the nursing profession.

Effective Communicator  An effective communicator who is able to share accurate information.
**Therapeutic Nursing Intervention/Competent Care Provider** A competent provider of health care who assumes the multiple role dimensions in structured and semistructured health care settings.

**Professional Role Model** A person who promotes a positive public image of nursing.

**Responsible Manager** A responsible manager who balances human, fiscal, and material resources to achieve quality health care outcomes.

**Prenursing Academic Policies**

Admission to the BSN program is competitive. Not all students who meet minimal admission criteria may be accepted.

**Application to the Baccalaureate Major for Basic Students**

Students who meet the following criteria may apply for competitive review for admission to the Bachelor of Science in Nursing Program:

1. Admitted to Indiana University as a degree-seeking student.
2. Maintain a minimum Indiana University cumulative grade point average (GPA) of 2.5 on a 4.0 scale. Does not include transfer or FX courses.
3. Complete general-education courses required for admission.
4. Demonstrate a prenursing admission GPA of 2.7 on a 4.0 scale for all completed course work required for admission. The nursing admission GPA is calculated on all completed courses required for the BSN degree. Grades earned in transfer courses accepted and applied to required general-education credit hours will count in the calculation of the admission GPA. For repeated courses, the repeated grade will be the grade used in the admission calculation of the grade point average. In the case where more than one science course has been repeated, both the first-time and second-time course grades will be entered into the GPA calculation for the second repeated science course.
5. Designate which courses will meet the cluster requirements where course choice is an option. Courses designated for the nursing major may be repeated only one (1) time. Students must successfully complete all courses for the degree with a C or better by the second attempt.
6. Complete all required course work by established deadline date. This includes independent studies, correspondence course work and courses for which students have received an incomplete (I). Students wishing to transfer required course work from a university other than Indiana University must be in good academic standing in that university and have achieved a grade of C (2.0) or higher in courses for which transfer is being requested.
7. Repeat no more than three (3) required cluster courses. Of the three courses, only two (2) failures will be allowed in science course work (One science course and corresponding lab are considered one course.) A student must achieve a grade of C (2.0) or higher in all program requirements. This criterion also applies to any student wishing to transfer required cluster courses from a university other than Indiana University.
8. Submit to Division of Nursing an official Credit Transfer Report (CTR) for all work being transferred from a university other than Indiana University.
9. Submit program application by the published date. Applications received after the published deadline will be considered at the discretion of the faculty. Students may reapply to the Bachelor of Science in Nursing Program in a subsequent semester if they maintain eligibility.
Applicants who do not meet one or more of the above criteria may request special consideration by the campus Admission, Progression, and Graduation Committee. Depending on applicant pool, space and resources, IUS may consider applicants who do not meet one or more of the admitting criteria. Consult with the academic advisor to determine the appropriate process to be followed.

**Admission to the Nursing Major**
Admission to the nursing major is competitive. The nursing faculty on the campus to which the student is seeking admission has the responsibility and authority to select applicants for admission to the baccalaureate nursing program.

Priority for admission will be given to students applying to the campus on which they have completed more than half of the program requirements. Transfer students will be considered for admission based on availability of space. Students will be admitted to the baccalaureate program for a specific semester and are expected to enter the program that semester. Students not entering the specific semester must reapply for a subsequent semester on a competitive basis. Students will not be considered for further admission if they have declined an admission offer two times.

**Seven-Year Limit**
Knowledge and competencies developed in courses that fulfill the requirements for anatomy, physiology, microbiology, statistics and life-span development are considered to be time-limited for all individuals pursuing an undergraduate degree in nursing. If any of these courses were taken more than seven years prior to admission to the nursing undergraduate degree, the program applicant must validate the related knowledge and competencies through testing, portfolio, or repeating the course to be eligible for admission and progression. The Registered Nurse (R.N.) student pursuing a bachelor’s degree is exempt from this policy.

**Calculating Grade Point Average (GPA)**
The calculation of the nursing GPA for students applying for admission will be consistent with the Indiana University policy. The nursing GPA is calculated on all required courses for the nursing program. Students may exercise the grade replacement policy for a limit of three (3) general education courses. Of the three courses a student may not exercise grade replacement for more than one science course. Although students may repeat two (2) science courses, the grade replacement policy may be used for only one repeated science course.

For repeated courses, the repeated grade will be the grade used in the admission calculation of the grade point average. In the case where more than one science course has been repeated, both the first-time and second-time course grades will be entered into the GPA calculation for the second repeated science course.

**Academic Standing for Prenursing Students**

**Good Standing** A student who maintains a grade of C (2.0) or better in each course required for the degree and a cumulative grade point average (GPA) of 2.0 or better will be in good academic standing.

**Academic Probation** A student who earns a grade less than C (2.0) in a course required for the degree or whose cumulative GPA standing falls below 2.0 will be placed on probation.
Application Ineligibility (for Admission)  A prenursing student will be ineligible for the nursing program if, by the second completed attempt, he/she fails to earn a grade of C (2.0) in a required general-education course. Students may repeat no more than three (3) required general education courses. Of the three (3) courses no more than one (1) science courses may be repeated. (One science course and corresponding lab are considered one course.) Any grade below a C (2.0) is considered unsatisfactory (failing). A prenursing student will also be ineligible for the nursing program if the cumulative GPA falls below 2.5 for the B.S.N.

It is the policy of the School of Nursing that no student enrolled in the nursing program or applicant to the nursing program who has been convicted of a sex offense against children shall be eligible for admission or transfer to any nursing program or allowed to progress in any currently enrolled nursing program.

Prenursing students who are academically advised by other academic units, including University Division, are responsible for knowing policies related to admission, progression, and application to undergraduate nursing programs.

General Education Requirements for the B.S.N.

General-education requirements for the B.S.N. are based on the assumption that liberal learning provides a solid foundation for the development of clinical judgment skills required for the practice of professional nursing. General-education requirements are an integrated educational experience, valued as an ongoing, lifelong process. Courses in the arts, sciences, and humanities are categorized into Cluster Requirements that are linked to B.S.N. program competencies. General education requirements for the B.S.N. are aligned with the IUS campuswide general education requirements and courses that meet cluster categories also meet campus general education requirements. Students should consult their advisors if there are any questions. Clusters are designed to:

1. reflect identified program outcomes;
2. assist students in developing and understanding discipline areas;
3. provide students with opportunities to develop specified skills critical to competent nursing practice;
4. provide students with the ability to meet specific campus general-education requirements while maintaining systemwide consistency;
5. allow students the opportunity to fulfill a major or minor in another discipline; and
6. ensure that program requirements are not a barrier to completing a B.S.N. in four years of full-time study.

CLUSTER CATEGORIES

Critical/Analytical Cluster  Courses identified to assist students to understand and use purposeful thought, accurately interpret nursing problems, evaluate information in determining probable validity and reliability and relevance to problems at hand, make inferences that avoid faulty reasoning, and monitor thought processes. Mathematics and science are emphasized in order to provide a foundation for understanding scientific theories and principles.

Communication Cluster  Courses identified to promote an accurate understanding of the written and spoken word and the use of technology in managing, transferring, and enhancing the use and sharing of information.
Cultural Diversity Cluster Courses identified to develop understanding of and appreciation for the diversity within and among cultures, how these differences shape values and beliefs, and how these beliefs affect behaviors of individuals, families, and societies.

Social Competence Cluster Courses identified to develop knowledge of management of human, fiscal, and material resources; knowledge of the political and legal process governing the laws and policies shaping health and well-being; and building an appreciation for existing community resources and defining of additional resources.

Humanistic Appreciation Cluster Courses identified as essential to the development of an appreciation of human differences, an understanding of human nature and a strong sense of aesthetics.

Please note: Academic advisors in the University Division and in the Division of Nursing should be consulted for the current list of courses applicable to each cluster before registration.

Research Writing B.S.N. students are required to write a major paper as part of a general-education or nursing course. Nursing courses that fulfill the research writing requirement include B 233 Health and Wellness, H 365 The Research Process, and S 481 Nursing Management. Consult the academic advisor regarding additional courses that meet this requirement.

General Program Policies
The following School of Nursing policies apply to all campuses:

Student Responsibility Students admitted to the School of Nursing are responsible for knowing and completing the degree requirements for their undergraduate degree program. Students are responsible for acquainting themselves with all policies pertaining to their admission, progression, and graduation. Prior to admission to the nursing program, students must comply with university academic standards and policies. Students interrupting their progression, part-time study students, transfer students, or full-time students taking longer than three years in B.S.N. program to complete their nursing program once they’ve been accepted may be subject to policy or curriculum changes as they progress.

Essential Abilities The School of Nursing faculty has specified essential abilities (technical standards) critical to the success of students enrolled in any of the school’s nursing programs. These abilities are essential judgment skills, essential neurological functions, essential communication skills, essential emotional coping skills, essential intellectual/conceptual skills, and other essential behavioral attributes. 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 with or without reasonable accommodations. Students will be dismissed from their program of study if faculty determine that they are unable to meet these essential abilities, even if reasonable accommodations are made. Students failing to demonstrate these essential abilities criteria, as determined by the faculty, may appeal this adverse determination in accordance with the Indiana University’s appeal procedures. Copies of the school’s “Essential Abilities Policy” are available upon request from the division office.

Modifications in the learning environment to assist students in meeting these essential abilities and all other progression requirements will be made in accordance with federal and university guidelines and in consideration of individual needs. It is the student’s responsibility to request adaptive assistance for documented disabilities.
Professional Liability Insurance  All undergraduate nursing students have liability insurance under IU’s malpractice contract. This policy covers students only while caring for patients/clients in the student role. This insurance does not cover students who are working for pay or in any other capacity outside program-sanctioned learning experiences.

Health Requirements  All nursing students must provide evidence of compliance with health requirements, including immunizations and CPR certification on the campus where they are enrolled. **Failure to meet campus-specific health requirements will prevent the student from participating in clinical learning experiences.** Lack of participation could constitute a clinical course failure. OSHA training related to blood-borne pathogens is required of all students annually. Students will be notified of training dates and times. The School of Nursing faculty and administrators strongly encourage students to carry personal health insurance. Health insurance may be mandatory for nursing students enrolled in nursing clinical courses. The school will not be liable for any health problems requiring medical treatment for students.

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 counselors from the Division of Nursing and the IUS Students with Disabilities Office for assistance in meeting degree requirements. **Students with disabilities must meet all academic and technical skill requirements of their program.**

Intercampus Transfers  Nursing students in good academic standing may seek intercampus transfer by petitioning the Admission, Progression, and Graduation (APG) Committee on the campus to which they desire to transfer at least one semester in advance of the requested transfer. Because of 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 that ask for a mid-year transfer consideration are discouraged. Students wishing to transfer within an academic year may be required to complete supplemental course work because of the course sequencing differences.

Intercampus transfer requests will be evaluated individually on the basis of the student’s academic record, the availability of space in the required courses, faculty and facility resources to meet the student’s needs, and program outcomes and competencies.

Transfers from Other Universities/Colleges  Students must be in good academic standing to be considered for transfer as a prenursing or nursing student. **Prenursing students must be able to complete 51 percent or more of their prerequisite course work at Indiana University to be considered for priority admission to the baccalaureate nursing major.** Students seeking transfer into the B.S.N. program major must gain approval by the APG Committee. Approval is based on curriculum compatibility, space, resources, and progression and graduation requirements. Students should see an academic counselor at their current university or college before making transfer requests.

School of Nursing Academic Policies
The following policies apply to all students enrolled in the B.S.N. program. Students will be notified in writing of any policy additions, deletions, or modifications from those listed below.
Academic Standing for Students Enrolled in the B.S.N. Nursing Major

**Good Standing** Students who maintain a minimum cumulative GPA of 2.0 and earn a grade of C or higher in all required general-education and didactic courses and a grade of S in all required practicum/clinical courses will be considered in good standing.

**Academic Probation** A student will be placed on probation when the cumulative GPA falls below C (2.0), the semester GPA falls below C, a grade below C has been received in a required didactic course, or a grade of F has been earned in a required practicum/clinical course.

**Determination of Grade Point Averages (GPA)** A cumulative GPA is a reflection of all work completed at Indiana University. All courses taken to meet each specific course requirements for the degree will be included in the calculation of a student’s nursing GPA.

**Auditing of Courses** Students may register for non-nursing classes on a credit or audit basis. Students auditing a course must officially register for the class and pay any applicable fees. Upon completion, the course is entered on the permanent university transcript as taken for no credit (NC). *Required general-education courses taken for NC will not apply toward completion of nursing degree requirements.***

*Students may not audit any clinical nursing course. Permission to audit a didactic nursing course depends on availability of space, faculty consent, and demonstration of adequate program progression on the part of the student.*

**Correspondence Courses** Other than public speaking, all required and elective courses for the nursing major that are offered by IU’s Independent Study Program may be taken for credit. Some correspondence courses, however, may not meet degree requirements. Students must contact a Division of Nursing academic counselor before enrolling and obtain the counselor’s signature for all correspondence courses. *Correspondence courses with nursing numbers do not satisfy residency requirements.* Students are responsible for ensuring that all correspondence courses are completed by published deadlines.

**Portfolio Review Process for Course Substitution** The portfolio review process is available to all undergraduate students who believe that they can meet the learning objectives/competencies required of a specific nursing course within their program of study. The portfolio provides objective evidence that students have acquired the knowledge and skills through prior learning and/or practice experiences. The portfolio review option does not take the place of course equivalency reviews or transfer credit. Students may pick up a copy of the Guidelines for Portfolio Review form from the IUS academic counselor in the Division of Nursing.

**Assessment Exams** Students will take assessment exams on admission to the program and at specified intervals throughout the nursing program. The exams are intended to assess student knowledge and skills, provide an external measure for comparison with other nursing programs, and prepare students for the national licensing exam (NCLEX). Fees for the assessment exams vary and will be due the semester in which the assessment is administered.
Incompletes (Grades of I)  When an Incomplete is given, appropriate forms must be **completed and signed by the dean, Division of Nursing.** Students receiving an incomplete in a clinical nursing course may not proceed to the next sequence of didactic and clinical courses until the Incomplete has been replaced with a satisfactory passing grade. Failure to complete all prerequisite and corequisite work with a grade of C or higher will interrupt normal progression. The student is advised to review the IUS policy on Incomplete grades in the “Academic Regulations” section of this bulletin.

Withdrawals (Grades of W)  The Division of Nursing adheres to the university policy on withdrawals. In addition, students withdrawing from required nursing course work will be considered out-of-sequence students. The date of graduation for out-of-sequence students is not guaranteed. Students who have failed to register for each sequential semester once accepted into the program will be seen as having interrupted their academic progress and out of sequence.

Students who withdraw from the nursing major in the first semester must seek readmission to the program. Readmission is subject to competitive review.

Withdrawal from a didactic course requires an automatic withdrawal from the corresponding corequisite courses. If a student withdraws from a didactic course that requires an automatic withdrawal from a corequisite practicum, *this withdrawal from the two courses will be counted as one withdrawal.*

More than three academic withdrawals in a semester is considered lack of progress toward the degree. A pattern of withdrawals may influence a request for consideration of reinstatement to the nursing program.

Withdrawal from nursing program courses constitutes a disruption in progression and requires that a student seek reinstatement to the program. Students must submit a formal written request to the chairperson of the Admission, Progression, and Graduation (APG) Committee at least one semester in advance of wishing to return.

Practicum/Clinical Absence Policy  It is expected that students will participate in all required practicum/clinical experiences. Failure to complete all regularly scheduled or substituted experiences places students at risk for not meeting course objectives. Students absent from more than 20 percent of scheduled practicum/clinical experiences will receive a failing grade or be allowed to withdraw according to IUSON Policy VI-A-12 or take an incomplete according to university policy dictated by the timing of and the circumstances surrounding the withdrawal policy.

Academic Appeals  Problems related to a student’s academic and professional status that emerge during enrollment in the undergraduate nursing program are handled through a campus-specific appeals process. Students wishing to appeal any matter related to their academic status should consult the academic counselor for information regarding this appeal process. Students requesting an exception to policy must petition for a waiver. Students initiate the appeal process by filing a formal appeal with the chair of the Admission, Progression, and Graduation (APG) Committee.

**Policies in Effect for Baccalaureate Nursing Majors**
Repeat Nursing Courses  A student who receives a grade of less than C (2.0) in a didactic course, or an F in a clinical/practicum course, may be permitted to repeat the course one time only. Failure to receive a minimum grade of C (2.0) in a didactic course or an S in a clinical/practicum by the second attempt will result in dismissal. Students with two or more failures will be dismissed from the program. Validation examinations may not be used as substitutes for repeating any nursing course. Students who need to repeat a nursing course are placed in the course on a space-available basis.

Out of Sequence  Students who are considered out of sequence will be placed back in their required course work based on established campus-specific guidelines.

Academic Probation  A student will be placed on academic probation when any of the following conditions exist:
1. The cumulative GPA falls below C (2.0).
2. The semester GPA is below 2.0.
3. A grade below C has been earned in a required course, or a grade of F has been earned in a required practicum/clinical course.

Academic probation will be removed the semester after the following conditions have been met:
1. The cumulative GPA is C (2.0) or higher.
2. The semester GPA reaches 2.0 or higher.
3. A minimum grade of C has been earned in all required didactic courses completed, and a grade of S has been earned in the required practicum/clinical courses completed.
4. All other specific conditions, if required, have been met.

Dismissal  A student will be dismissed from the School of Nursing baccalaureate program when there is lack of progress toward the degree. Lack of progress will include, but not be limited to the following:
1. Failure to attain a 2.0 semester GPA in any two consecutive semesters.
2. Failure to earn a grade of C or S in any two required nursing courses (didactic or practicum/clinical) on the first attempt.
3. Failure to achieve a minimum grade of C (2.0) in any required nursing didactic course or S (Satisfactory) in any required nursing practicum/clinical course by the second attempt.
4. Failure of more than three (3) general-education courses required for the B.S.N. degree. Of the three courses, only one (1) failure will be allowed in science course work. Any grade below a C is considered unsatisfactory (failing).
5. Failure to meet IUSON essential abilities expectations.
6. Failure to meet IU Code of Student Rights, Responsibilities, and Conduct.

Falsification of records or reports, plagiarism, or cheating on an examination, quiz, or any other assignment is cause for dismissal. (See IU Code of Student Rights, Responsibilities, and Conduct.)

The faculty reserves the right to dismiss any student whose personal integrity, health, or conduct demonstrates unfitness to continue preparation for the profession of nursing. Integrity and conduct will be judged according to the standards of the most recent Code for Nurses as adopted by the American Nurses’ Association.

The dismissal of any student is contingent upon review by the Admission, Progression, and Graduation Committee on the campus of enrollment. Student dismissal is subject to the appeals process on the campus of enrollment.
Reinstatement Following Dismissal  A student who has been dismissed from the School of Nursing for academic failure or any other reason may request reinstatement by petitioning the Division of Nursing’s Admission, Progression, and Graduation (APG) Committee on the campus where the student was dismissed. Reinstatement by one campus is not binding on other campuses. This written request must be received by July 1 for fall reinstatement, April 1 for summer reinstatement, and October 1 for spring reinstatement. Reinstatement will be based in part on faculty recommendations at the time of dismissal as well as availability of resources.

Reinstatement is not guaranteed, and no student may be reinstated more than once. A reinstated student will be dismissed upon failure (grade of C- or lower) of one additional course. Students who are reinstated must adhere to the policies and curriculum of the School of Nursing in effect at the time of reinstatement.

Interruption in Study/Reentry  Failure to register in each sequential semester, including required summer sessions, constitutes an interruption in the student’s program. Students who have interrupted their program of study for any reason are required to submit a written request to reenter the program to the chairperson of the Admission, Progression, and Graduation Committee of the Division of Nursing at the campus where reentry is desired. This request must be received by July 1 for fall semester, April 1 for summer, and October 1 for spring. All requests for reentry will be evaluated on the basis of the availability of resources. Reentry of students who have interrupted their study for any reason is not guaranteed. Students who reenter must adhere to the policies and curriculum of the School of Nursing in effect at the time of reentry.

Graduation Requirements for the B.S.N.
Students in the B.S.N. 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 to comply with all published academic policies related to the B.S.N. program. To be eligible for graduation from the Bachelor of Science in Nursing program students must:

1. 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. Credits earned in remedial learning skill courses and courses that have been repeated do not count in the 123 credit hour total or the 63 nursing credit hour total.
2. 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.
3. Achieve an IU cumulative GPA of at least a 2.0 (C). This includes all transfer course work applied to degree.
4. Complete at least 30 credit hours of required nursing major courses on the IU campus awarding the B.S.N. degree.
5. Complete all B.S.N. degree requirements within six years of enrolling in the first nursing course in the nursing major.
6. Apply for degree candidacy the semester before completing all degree requirements following the published procedures on the campus awarding the degree.
7. Students may be required to complete an NCLEX Readiness Examination, NCLEX Review, or other assessments.
B.S.N. Course Requirements
The baccalaureate curriculum is subject to continuous evaluation and revision. If curriculum changes occur, updated information can be obtained from the academic counselor. Students must consult with the academic counselor for a listing of courses on that campus that will fulfill the general-education requirements for the B.S.N. degree.

Registered nurses should consult the nursing academic counselor for specific information regarding advanced placement in the curriculum. Advanced placement may affect residency requirements for the baccalaureate degree.

BASIC B.S.N. ACADEMIC PROGRAM DEGREE PROGRAM

First Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-W 131 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>PSY-P 101 Introductory Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>S 121 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Critical/Analytical Cluster</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Diversity Cluster</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT-A 215 Basic Human Anatomy</td>
</tr>
<tr>
<td>CHEM-C 102/C 122</td>
</tr>
<tr>
<td>SOC-S 163 Social Problems</td>
</tr>
<tr>
<td>Humanistic Appreciation Cluster</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

(Students may make application to the Division of Nursing after the above course work has been completed.)

Second Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-B 232 Introduction to the Discipline of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS-B 233 Health and Wellness</td>
<td>4</td>
</tr>
<tr>
<td>PHSL-P 215 Basic Mammalian Physiology</td>
<td>5</td>
</tr>
<tr>
<td>Cultural Diversity Cluster</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MICR-J 200/J 201 Microbiology and Immunology</td>
</tr>
<tr>
<td>NURS-B 244/B 245 Comprehensive Health Assessment</td>
</tr>
<tr>
<td>NURS-K 490 Life-Span Practicum</td>
</tr>
<tr>
<td>PSY-B 310 Life-Span Development</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Summer Session

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Third Year

#### First Semester
- **Credits**
- NURS-H 351/H 352 Alterations in Neuropsychological Health: 5
- NURS-H 353/H 354 Alterations in Health I: 5
- MATH-K 300 Statistical Techniques: 3
- Communication Cluster: 3

#### Second Semester
- **Credits**
- NURS-H 361/H 362 Alterations in Health II: 5
- NURS-H 363/H 364 The Developing Family and Child: 6
- NURS-H 365 Nursing Research: 3
- Social Competence Cluster: 3

#### Summer Session
- Elective: 3

### Fourth Year

#### First Semester
- **Credits**
- NURS-S 470/S 471 Restorative Health Related to Multi-System Failures: 5
- NURS-S 472/S 473 A Multi-System Approach to the Health of the Community: 5
- Humanistic Appreciation Cluster: 3
- Elective (300-400 level): 3

#### Second Semester
- **Credits**
- NURS-S 481/S 482 Nursing Management: 5
- NURS-S 483 Clinical Nursing Practice Capstone: 3
- NURS-S 484 Research Utilization: 1
- NURS-S 485 Professional Growth and Empowerment: 3

Nursing Major at IUS: Minimum 123 credit hours

**Please note:** Course sequencing and course requirements differ among the Indiana University School of Nursing campuses.

### R.N. Mobility Options

**Admission to the R.N.-B.S.N. Mobility Option**

Registered nurses seeking admission to the Indiana University School of Nursing must apply to the Office of Admissions at IUS. Unless otherwise specified, all School of Nursing policies pertinent to B.S.N. program majors also apply to registered nurse undergraduate students.
Students who have attended another college or university must forward an official transcript to the Office of Admissions. A Credit Transfer Report (CTR) listing transferable credit will then be generated by the Office of Admissions. Upon receipt of the CTR, the student should contact the nursing academic counselor who will review the CTR, identify course work to be completed, and explain the process for achieving advanced standing with credit. Credit will be awarded for relevant courses completed at other accredited institutions of higher learning. Students are eligible to enroll in courses upon (1) receiving notification from the Office of Admissions that they have been admitted to the university, (2) verification of current registered nurse license in Indiana, and (3) attainment of a minimum cumulative GPA of 2.5 on a 4.0 scale in all work attempted. Registered nurses should contact the academic counselor early, as acceptance policies to the baccalaureate nursing major are subject to change.

R.N. to B.S.N. courses on many campuses are offered using nontraditional class methods to facilitate student learning and ease of mobility. Please consult the academic counselor for specific details on this mobility option. Note: The R.N. student must maintain Indiana licensure throughout enrollment in the nursing program.

Placement of registered nurse students in nursing courses is based upon space availability, credit hours completed toward the degree, and GPA. It is particularly important for registered nurses to take courses as they become available. Failure to do so may seriously affect progression through the program.

**Advanced Standing**  Registered nurse students receive advanced standing in the baccalaureate program following successful completion of required nursing transition courses. Special credit will be awarded for the following nursing courses once the Professional Nursing Seminars are completed and students have paid any specified credit hour special fees:

<table>
<thead>
<tr>
<th>Courses Being Credentialed</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 230 Developmental Issues and Health</td>
<td>4</td>
</tr>
<tr>
<td>B 248 Science and Technology of Nursing</td>
<td>4</td>
</tr>
<tr>
<td>H 351 Alterations in Neuro-Psychological Nursing</td>
<td>3</td>
</tr>
<tr>
<td>H 352 Alterations in Neuro-Psychological Nursing: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>H 353 Alterations in Health</td>
<td>3</td>
</tr>
<tr>
<td>H 354 Alterations in Health I: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>H 361 Alterations in Health II</td>
<td>3</td>
</tr>
<tr>
<td>H 362 Alterations in Health II: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>H 363 The Developing Family and Child</td>
<td>2-4</td>
</tr>
<tr>
<td>H 364 The Developing Family and Child: Practicum</td>
<td>3</td>
</tr>
<tr>
<td>S 470 Restorative Health: Multi-System Alterations</td>
<td>3</td>
</tr>
<tr>
<td>S 471 Restorative Health: Multi-System Alterations: Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 33-35

A grade of S (Satisfactory) will be recorded on the student’s transcript for the above courses according to criteria determined by faculty.

Nursing elective credit for Z 490/Z 492 (Clinical Experience in Nursing/Independent Study in Nursing) may be awarded to registered nurses holding valid specialty certification from a professional nursing organization in an appropriate area of nursing. A maximum of 2 credit hours may be awarded.
**Portfolio Option** Students may also pursue the portfolio option if they believe they have knowledge and skills consistent with specific required course objectives/outcomes. If students wish to pursue this mechanism for advanced standing, they must contact their academic counselor. This should be done during the semester prior to the semester in which the student would actually need to take the course. If the portfolio is not accepted, the student must register for and successfully complete the course. (Please see portfolio review process under “School of Nursing Academic Policies”).

For specific information on advanced-standing procedures, registered nurse applicants should contact the academic nursing counselor on the campus of enrollment.

**Residency Requirements** Thirty (30) credit hours of residency is required for the baccalaureate degree. Registered nurse students must meet this requirement to be eligible for graduation. The following required nursing courses may be used to meet the residency requirement:

<table>
<thead>
<tr>
<th>Courses to Be Taken</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 244 Comprehensive Health Assessment</td>
<td>2</td>
</tr>
<tr>
<td>B 245 Comprehensive Health Assessment: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>B 304 Professional Nursing Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>B 404 Professional Nursing Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>H 365 Research Process</td>
<td>3</td>
</tr>
<tr>
<td>S 472 A Multi-System Approach to Health of the Community</td>
<td>3</td>
</tr>
<tr>
<td>S 473 A Multi-System Approach to Health of the Community: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>S 481 Nursing Management</td>
<td>2</td>
</tr>
<tr>
<td>S 482 Nursing Management: Practicum</td>
<td>3</td>
</tr>
<tr>
<td>S 483 Clinical Nursing Practice Capstone</td>
<td>3</td>
</tr>
<tr>
<td>S 484 Research Utilization</td>
<td>1</td>
</tr>
<tr>
<td>S 485 Professional Growth and Empowerment</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 30

Students must petition the Admission, Progression, and Graduation (APG) Committee for special consideration if they wish to apply for any exceptions to nursing policy.

**Program Progression** Registered nurse students must successfully complete all required prerequisite courses before progressing to the next level of courses. B 304 and B 404 must be successfully completed prior to enrollment in any eighth-semester course. Course patterning may vary among campuses offering this mobility option. Please consult with the academic counselor on the campus of enrollment for course planning options.

**R.N. to Master’s Degree Mobility Option** Registered nurses who wish to pursue graduate education, whose highest academic credential in nursing is a diploma or an associate degree in nursing, and who have a baccalaureate or higher degree in another field or additional credit beyond their nursing degree may be interested in exploring this educational option. This mobility option allows eligible registered nurses to earn a master’s degree in nursing without the conferral of the baccalaureate degree in nursing. Interested students should contact the school’s Office of Student Services at IUPUI or attend graduate briefings held at IUS for more information. This option may not be the best mobility option for many registered nurses, so it is important to talk with the School of Nursing’s academic mobility counselor early in the decision-making process.
**Accelerated Mobility Option for Second-Degree Students**
Students who have a baccalaureate degree in science or arts or in an area other than nursing may earn a baccalaureate of science in nursing degree. For more information contact the IUPUI Office of Educational Services, (317) 274-2806.

**Accreditations**

**Indiana University**
Higher Learning Commission of the North Central Association of Colleges and Secondary Schools

**Indiana University School of Nursing**
Commission on Collegiate Nursing Education-B.S.N. and M.S.N. programs
Indiana State Board of Nursing-A.S.N. and B.S.N. programs
American Nurses Credentialing Center’s Commission on Accreditation

**Memberships**
The IUS Division of Nursing is an agency member of the Commission on Collegiate Nursing Education (CCNE) as well as the Committee for Institutional Cooperation (CIC). The division is also a constituency member of the American Association of Colleges of Nursing and the Midwest Alliance in Nursing.

**Purdue University Programs**
Purdue College of Technology at New Albany
743 Hausfeldt Lane, Administrative Offices
Physical Sciences 020, Laboratories and faculty offices
Phone: (812) 941-2353
Fax: (812) 941-2629

**Associate Professors**  Kopp (Site Director), Finnegan, Le, O’Connor

**Assistant Professors**  Cooley, Dues

**Lecturers**  Datillo, Doyle, Feldhous, Graffy, Gyure, Hoisch, Snip, Sprigler,

**Academic Advisor**  Freiberger

Purdue University’s College of Technology offers selected technical degrees through Purdue’s College of Technology at Indiana University Southeast.
Two-year associate degree programs are available in computer graphics technology, electrical engineering technology, mechanical engineering technology, and organizational leadership and supervision. A four-year bachelor of science degree is offered in organizational leadership and supervision. Third-year courses have been added for all programs. Check with the location director for additional bachelor degrees.

These programs are primarily concerned with the education of specialists who are prepared to enter the workforce with technical, hands-on experience, effective communication skills, and analytical problem-solving abilities.
**Nature** The program of instruction draws upon some of the technical theory requirements of the engineering profession but contains more courses in technical applications. Many of the courses involve laboratory work.

**Emphasis** Principles and fundamentals emphasize applied engineering rather than theoretical engineering approaches in the use of rational processes in finding solutions to problems in industry.

**Scope** The course material falls between the skilled crafts and engineering science, touching on both of these levels. The curriculum contains both practical and theory-oriented courses.

**Degree Awarded** Associate of science degrees can be earned in computer graphics technology, electrical engineering technology, mechanical engineering technology, and organizational leadership and supervision. A Bachelor of Science degree is available in organizational leadership and supervision.

**Continuing Opportunity** Graduates of the two-year curriculum may continue their studies in an additional two-year program leading to the bachelor of science degree in organizational leadership and supervision or may transfer to West Lafayette or Indianapolis to continue toward the four-year degree in their selected major. (Consult a Purdue advisor for more specific information about this option.) Purdue is continually evaluating more bachelor degree options as demand increases. For the most current degree offerings check with the Purdue offices.

**Associate of Science in Computer Graphics Technology**
Computer graphics is a unique interdisciplinary body of applied knowledge that includes elements of visual science, computer science, computer graphics, technology, and graphic design applied to the creation and communication of information. Visually oriented students who are interested in creating and managing the production of graphics through computer technology are prepared to enter professions in marketing, education/training, engineering, entertainment, and communication. Opportunities for undergraduate study include either a self-contained general graphics communications major or a series of concentrations. The concentrated areas that are offered in New Albany are in animation and interactive multimedia. Consult an academic advisor for the most current and accurate information. The program of study required for the A.S. in computer graphics is as follows:

**First Year**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGT101 Introduction to Computer Graphics Technology</td>
<td>3</td>
</tr>
<tr>
<td>CGT111 Design for Visualization and Communication</td>
<td>3</td>
</tr>
<tr>
<td>CGT112 Sketching for Visualization and Communication</td>
<td>3</td>
</tr>
<tr>
<td>English Selective</td>
<td>3</td>
</tr>
<tr>
<td>MATH-M 125 Precalculus Mathematics................</td>
<td>3</td>
</tr>
<tr>
<td>MATH-M 126 Trigonometric Functions................</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGT116 Geometric Modeling for Visualization and Communication</td>
<td>3</td>
</tr>
<tr>
<td>CGT141 Internet Foundations, Technology, and Development</td>
<td>3</td>
</tr>
<tr>
<td>CSCI A201 Introduction to Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>MA 221 Calculus for Technology*....................</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-S 121 Public Speaking..........................</td>
<td>3</td>
</tr>
</tbody>
</table>
*Students not planning to pursue the B.S. degree may substitute another mathematics or lab science course.

### Second Year

#### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGT211 Raster Imaging for Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ECON-E 100 Current Economic Topics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS-P 201 General Physics: Mechanics, Heat, and Sound</td>
<td>5</td>
</tr>
<tr>
<td>CGT Selective*</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGT216 Vector Imaging for Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>CGT Selective*</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>3</td>
</tr>
</tbody>
</table>

#### CGT Selectives

- CGT241 Introduction to Computer Animation
- CGT256 Human Computer Interface Theory and Design
- CGT340 Digital Lighting and Rendering
- CGT346 Digital Video
- CGT351 Multimedia Authoring I
- CGT353 Principles of Interactive and Dynamic Media

#### Interdisciplinary, Major-Related Selectives

- MET141 Materials I, CSCI-C 202 Computer Programming

#### Associate of Science in Electrical Engineering Technology

This program is seeking accreditation by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET).

The Electrical Engineering Technology Program is a combination of courses in electricity, electronics, mathematics, science, and general academic areas that lead to the A.S. degree. The program is designed to prepare students for employment as technicians in research laboratories, electronic industries, and any industry that uses electrical power or electronic controls.

*Students not planning to pursue the B.S. degree may substitute another mathematics or lab science course.
The basic curriculum will provide the student with sufficient education to find employment in the fields of communications electronics, industrial electronics, military electronics, computer electronics, automation, industrial controls, electronic servicing, electrical power, aviation electronics, and others. A considerable amount of laboratory work is required in the engineering technology programs.

The program of study required for the A.S. in electrical engineering technology is as follows:

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECET107 Introduction to Circuit Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ECET109 Digital Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ECET196 Exploring EET</td>
<td>2</td>
</tr>
<tr>
<td>ENG-W 131 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MATH-M 125 Precalculus Mathematics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECET157 Electronics Circuit Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ECET159 Digital Applications</td>
<td>4</td>
</tr>
<tr>
<td>MATH-M 126 Trigonometry</td>
<td>2</td>
</tr>
<tr>
<td>SPCH-S 121 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>CPT105 Intro to Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**Second Year**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECET207 AC Electronics Circuit Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ECET209 Introduction to Microprocessors</td>
<td>4</td>
</tr>
<tr>
<td>MATH MA221 Calculus for Technology</td>
<td>3</td>
</tr>
<tr>
<td>PHYS-P 201 General Physics: Mechanics, Heat, and Sound</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECET231 Electrical Power and Control</td>
<td>4</td>
</tr>
<tr>
<td>ECET257 Power and RF Electronics</td>
<td>4</td>
</tr>
<tr>
<td>MATH MA222 Calculus for Technology</td>
<td>3</td>
</tr>
<tr>
<td>ECET297 Electronic System Design and Fabrication</td>
<td>4</td>
</tr>
<tr>
<td>Humanities/Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Associate of Science in Mechanical Engineering Technology**

This program is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET).

Mechanical engineering technology deals with the generation, transmission, and utilization of mechanical, fluid, and thermal energy as well as with the design and production of tools and manufactured items.
Graduates of the program hold jobs as manufacturing and process technicians, lab technicians, quality assurance engineers, designers and technical sales engineers. With additional experience, promotion is possible to positions such as industrial supervisors, machine and tool designers, technical buyers, production expeditors, and cost estimators.

The program of study required for the A.S. in mechanical engineering technology is as follows:

**First Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGT110 Technical Graphics Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENG-W 131 Elementary Composition I</td>
<td></td>
</tr>
<tr>
<td>MATH-M 125 Precalculus Mathematics</td>
<td></td>
</tr>
<tr>
<td>MATH-M 126 Trigonometric Functions</td>
<td></td>
</tr>
<tr>
<td>MET141 Materials and Processes I</td>
<td></td>
</tr>
<tr>
<td>MET162 Computational Analysis Tools</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 221 Calculus for Technology</td>
<td>3</td>
</tr>
<tr>
<td>MET102 Production Design and Specifications</td>
<td>3</td>
</tr>
<tr>
<td>MET111 Applied Statics</td>
<td></td>
</tr>
<tr>
<td>MET142 Manufacturing Processes I</td>
<td></td>
</tr>
<tr>
<td>MET242 Manufacturing Processes II</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECET214 Electricity Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MET211 Applied Strength of Materials</td>
<td>4</td>
</tr>
<tr>
<td>MET213 Dynamics</td>
<td></td>
</tr>
<tr>
<td>MET230 Fluid Power</td>
<td></td>
</tr>
<tr>
<td>PHYS-P 201 General Physics: Mechanics, Heat, and Sound</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MET214 Machine Elements</td>
<td>3</td>
</tr>
<tr>
<td>MET220 Heat and Power I</td>
<td></td>
</tr>
<tr>
<td>PHYS-P 202 General Physics: Electricity, Magnetism, Light, and Nuclear Physics</td>
<td>5</td>
</tr>
<tr>
<td>SPCH-S 121 Public Speaking</td>
<td></td>
</tr>
<tr>
<td>Humanities or social science elective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
</tr>
</tbody>
</table>

**Associate of Science and Bachelor of Science in Organizational Leadership and Supervision**

Following are both the associate and the bachelor plans of study.
Associate of Science

The Organizational Leadership and Supervision (OLS) Program is designed for people who wish to improve themselves educationally and professionally through the development of broad-based supervisory, problem-solving, and communication skills. The program is a highly individualized, practical, people-oriented approach to the practice of supervision. It provides a long-term educational emphasis on real-world work concepts and principles of enlightened leadership, rather than a short-term supervisory approach.

Graduates are employed in various leadership and managerial positions in areas such as supervision, production control, quality control, process engineering, customer service, training and development, human resource management, technical sales, general management, and the military services.

Students in this program design their own plan of study around their specific career goals. All credits earned in the associate degree apply toward the bachelor’s degree program. Upon completion of the A.S. degree in supervision, graduates have the option of either entering the job market or continuing on for the next two years for the bachelor’s degree.

The A.S. degree in organizational leadership and supervision requires a total of 63 credit hours. The program of study required is as follows:

Core Requirements
The following courses represent the required core classes that provide the student with the necessary skills and knowledge to perform well in their first work-related professional position:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI C106</td>
<td>Intro to Computers and Their Use</td>
<td>3</td>
</tr>
<tr>
<td>ENG-W 131</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MATH-K 300</td>
<td>Statistical Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MATH-M 125</td>
<td>Pre-calculus Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH-M 126</td>
<td>Trigonometric Functions*</td>
<td>2</td>
</tr>
<tr>
<td>Free elective*</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>OLS252</td>
<td>Human Behavior in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>OLS284</td>
<td>Leadership Principles</td>
<td>3</td>
</tr>
<tr>
<td>OLS386</td>
<td>Leadership for Organizational Change</td>
<td>3</td>
</tr>
<tr>
<td>OLS388</td>
<td>Leadership through Teams</td>
<td>3</td>
</tr>
<tr>
<td>OLS325</td>
<td>Meeting Management*</td>
<td>3</td>
</tr>
<tr>
<td>PSY-P 101</td>
<td>Introductory Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>SOC-S 163</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-S 121</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>SUPV-S 300</td>
<td>Personnel Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>

* Terminal AS students may substitute 3 credit hours of technical elective for the MA126 and free elective.

** Terminal AS students may substitute this OLS course for an OLS Selective.

OLS Selectives (6 credit hours)
Choose three selectives from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLS345 Critical Thinking in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>OLS376 Human Resource Issues</td>
<td>3</td>
</tr>
<tr>
<td>OLS440 Leading with Integrity</td>
<td>3</td>
</tr>
<tr>
<td>OLS450 Project Management for Org. &amp; HR Dev.</td>
<td>3</td>
</tr>
<tr>
<td>OLS456 Leadership on a Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>OLS477 Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>OLS484 Leadership Strategies for Quality</td>
<td>3</td>
</tr>
</tbody>
</table>

**Technical Electives (9 credit hours)**

Technical electives are courses that enhance and improve career development. The plan of study should have a unified framework in specialty areas that include manufacturing, sales, or general management. Courses would be selected from among the following: Communication, computer graphics, electrical engineering technology, management, psychology, mechanical engineering technology.

**Nontechnical Electives (6 credit hours)**

Nontechnical electives may be selected from the following areas:
- anthropology
- communication
- English
- fine arts
- foreign language
- general studies
- history
- music
- philosophy
- political science
- psychology
- sociology
- theatre

**Bachelor of Science**

Graduates of Purdue’s technical two-year degrees are able to continue toward a four-year organizational leadership and supervision (OLS) degree. Students are encouraged to take a planned program of technical skill courses that will provide a meaningful background for their future careers as well as permit them to function effectively in tomorrow’s high technology workforce.

A definite strength of this program is its individualized curriculum that lends itself well to students who have attended college previously and who wish to maximize their previous college credits. However, at least 32 credit hours must be taken while enrolled in the OLS program at Purdue.

The B.S. in Organizational Leadership and supervision requires a total of 123 credit hours. The program of study required is as follows:

**First Year**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLS Intro. to Organizational Leadership*</td>
<td>1</td>
</tr>
</tbody>
</table>
ENG-W 131 Elementary Composition I ........... 3  
MATH-M 125 Pre-calculus Mathematics .......... 3  
OLS252 Human Behavior in Organizations ........ 3  
SPCH-S 121 Public Speaking ................. 3  
Free Elective ........................................ 3  

 Semester 2  
PSY-P 101 Introductory Psychology I ........... 3  
OLS274 Applied Leadership or SUPV S300 Personnel Supervision3  
OLS284 Leadership Principles .................. 3  
Tech elective ........................................... 3  
Free elective ........................................... 3  

* When available, free elective otherwise.  

Second Year  
 Semester 3  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC1 C106 Intro to Computers and Their Use</td>
<td>3</td>
</tr>
<tr>
<td>MA126 Trigonometric Functions ................</td>
<td>2</td>
</tr>
<tr>
<td>OLS386 Leadership for Organizational Change</td>
<td>3</td>
</tr>
<tr>
<td>OLS388 Leadership through Teams .............</td>
<td>3</td>
</tr>
<tr>
<td>SOC163 Social Problems ........................</td>
<td>3</td>
</tr>
<tr>
<td>Math K300 of ECON-E 280 Statistics ..........</td>
<td>3</td>
</tr>
</tbody>
</table>

 Semester 4  
OLS325 Meeting Management .................... 3  
OLS Selective ..... 3  
OLS Selective 3  
Technical Elective 3  
Technical Elective 3  

Third Year  
 Semester 5  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS-A 201 Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON-E 100 Current Economic Issues ..........</td>
<td>3</td>
</tr>
<tr>
<td>OLS345 Critical Thinking in Organizations ...</td>
<td>3</td>
</tr>
<tr>
<td>OLS376 Human Resource Issues .................</td>
<td>3</td>
</tr>
<tr>
<td>OLS Experimental Requirement*** .............</td>
<td>3</td>
</tr>
</tbody>
</table>

 Semester 6  
OLS477 Conflict Management .................... 3  
OLS484 Leadership Strategies for Quality ...... 3
SPCH-S 223 Professional Speaking............... 3  
BUS-A 202 Introduction to Managerial Accounting 3  
Lab Science Elective**.............................. 3

**Fourth Year**

*Semester 7*  
OLS450 Project Management.......................... 3  
OLS456 Leadership in a Global Environment...... 3  
English W 231 or 234..................................... 3  
History or Political Selective.................... 3  
Free elective*............................................. 3  

*Semester 8*  
OLS440 Leading with Integrity....................... 3  
OLS Selective............................................. 3  
English elective........................................ 3  
Technical electives***............................... 3  
Technical electives***............................... 3  

*Nontechnical elective: Anthropology, art, communication, English, foreign language, general studies, history, music, philosophy, political science, psychology, theatre.

**Science elective: A laboratory course in biology, chemistry, or physics.

***OLS 362, 467, 491, 490

****Technical elective: Business, communication, computer science, psychology, CGT, EET, or MET.

School of Social Sciences

Crestview Hall 140  
Phone: (812) 941-2391  
Fax: (812) 941-2591

Professors  Asare, Atnip, M.A. Baker, Bower, Carducci, Finkel, S. French, Gugin, Jenks, R. Morgan, Newman, Sloss, St. Clair, Staten (Dean), Thackeray, Wille

Associate Professors  Crothers, Dahlgren, Farrell, Kotulak, Shen,

Assistant Professors  Abshire, Allman, Hare, Lennartz, Long, Wert

Lecturers  Phipps, V. Scott

Professor Emeritus  Wolf
Adjunct Associate Professor  J.F. Johnson


Bachelor of Science in Criminal Justice

See “General Requirements for Undergraduate Degrees at IUS.”

The Bachelor of Science in Criminal Justice is designed to study the origins, nature, and causes of norm-violating behavior as well as societal reactions to this behavior. The study of criminal justice begins with a study of the entire criminal justice system and its interrelation with society. Advanced study inquires into the political, organizational, social, and behavioral aspects of various components of the criminal justice system. Research courses give students the tools to analyze criminal justice and the skills important for career development. Legal courses provide an awareness of the values of due process and the limits of government power in a democratic society.

Criminal justice is multidisciplinary, drawing on broad fields of knowledge, including law, the social and behavioral sciences, and the natural sciences. Indiana University Southeast offers a Bachelor of Science degree through the School of Social Sciences and Indiana University School for Public and Environmental Affairs. A major in criminal justice provides an excellent liberal arts background for a wide variety of career fields. Career opportunities in criminal justice include police agencies, prosecutors, defense attorneys, courts, and correctional agencies. Other specialized roles in criminal justice include juvenile probation officers, volunteer administrators, criminologists, forensic scientists, forensic psychologists, medical examiners, and policy analysts. Many criminal justice majors choose to continue their education in law school or graduate school.

Student Learning Goals

1. Understand the nature and extent of crime
2. Understand the causes and theories of crime, including typologies of criminal behavior, including characteristics of victims and offenders
3. Understand how crime is measured and how criminal justice research is conducted, including skills for being a careful consumer of criminal justice research
4. Understand the organization and administration of law enforcement agencies, including legal constraints on law enforcement
5. Understand the criminal law, its application, and the criminal court process
6. Understand the major policies designed to control or reduce crime and their effectiveness

Requirements

In addition to the IUS General Education requirements the student must take the following requirements.

1. SOC-S 250/SOC-S 251 or PSY-P 250/PSY-P 251; or MATH-K 300 or ECON-E 280 and CSCI-C 106 or N 207
2. Two of the following: PSY-P 324, SOC-S 325, SOC-S 328
3. One from ECON-E 100, POLS-Y 103, POLS-Y 105, POLS-Y 107, and POLS-Y 109
4. Two of the following: HIST-H 105, HIST-H 106, POLS-Y 304, POLS-Y 305

5. Public Affairs and Policy

Four of the following courses for a minimum of 12 credit hours
E 162 Environment and People (3 cr.)
V 170 Introduction to Public Affairs (3 cr.)
V 263 Public Management (3 cr.)
V 264 Urban Structure and Policy (3 cr.)
V 272 Terrorism and Public Policy (3 cr.)
V 348 Management Science (3 cr.)
V 372 Government Finance and Budget (3 cr.) or
Y 402 Politics of the Budgetary Process (May take one of these)
Y 373 Personnel Management in Public Sector (3 cr.) or
Y 404 Political Issues in Public Personnel Administration (3 cr.) (May take one of these)
V 376 Law and Public Policy (3 cr.) or
Y 403 Legal Issues in Public Bureaucracy (3 cr.) (May take one of these)

6. Criminal Justice Concentration
Eleven courses for a minimum of 33 credit hours
SPEA-J 101 The American Criminal Justice System (3 cr.). (This is a required course and a prerequisite for all other criminal justice courses.)

The following seven courses:
SPEA-J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.)
SPEA-J 202 Criminal Justice Data, Methods, and Resources (3 cr.)
SPEA-J 301 Substantive Criminal Law (3 cr.) or
SPEA-J 401 Criminal Law and Procedure
SPEA-J 306 The Criminal Courts (3 cr.)
SPEA-J 321 American Policing (3 cr.)
SPEA-J 331 Corrections (3 cr.)
SPEA-J 439 Crime and Public Policy (3 cr.)

Three other criminal justice courses chosen from the following list:
J 301 Substantive Criminal Law
J 302 Procedural Criminal Law
J 303 Deviance
J 304 Correctional Law
J 310 Introduction to Administrative Processes
J 320 Criminal Investigation
J 380 Internship in Criminal Justice
J 433 Institutional Corrections
J 440 Corrections in the Community
J 460 Police in the Community
J 470 Seminar in Criminal Justice
J 480 Research in Criminal Justice
R 345 Crime and Society
R 346 Control of Crime
S 320 Deviant Behavior
S 325 Criminology
S 328 Juvenile Delinquency
S 420 Topics in Deviance
S 429 Crime and Community

**Requirements for Minor in Criminal Justice**

15 credit hours, including:

Required:
J 101 American Criminal Justice Systems (3 cr.)

One of the following:
J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.)
J 301 Substantive Criminal Law (3 cr.)

Three of the following:
J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.)
J 301 Substantive Criminal Law (3 cr.)
J 306 The Criminal Courts (3 cr.)
J 321 Introduction to American Policing (3 cr.)
J 331 Introduction to Corrections (3 cr.)

Total number of hours required for the minor is 15. Note that J 201 and J 301 can count in only one of the above categories.

**Criminal Justice Honors Program** Admission to the Criminal Justice Honors Program requires the following: the student must be a criminal justice major with junior standing; the student must have at least a 3.5 GPA in all courses and at least a 3.5 GPA in criminal justice courses; and the student must have completed 15 hours of criminal justice courses including V 170 and J 101. Once admitted to the program, honors students will complete a double major in criminal justice honors and criminal justice. In addition to meeting the requirements for the criminal justice major, the honors student must complete V 391 (1 cr.) taken in conjunction with three advanced criminal justice courses and V 499 (1 cr.) taken in conjunction with V 439. Finally, honors students must maintain the 3.5 GPA in all courses and the 3.5 GPA in criminal justice courses.

**Bachelor of Arts in History**
The study of history covers all recorded expressions of human activity-political, economic, social, cultural, intellectual. Because of its broad scope, history provides an exceptional introduction to all studies that concern human beings and their activities. Historians seek to understand the heritage of earlier generations and to understand the time in which we live. History focuses on the complex but essential issues of change over time.

The discipline of history demands and develops a broad perspective, analytical skills, and an ability to communicate with clarity and acumen. It is among the most useful disciplines, because it enhances skills that can be beneficial in any vocational setting.

See “General Requirements for Undergraduate Degrees at IUS” and “General Requirements for the Bachelor of Arts Degree.”
**Student Learning Goals**

1. Develop the following skills: writing, critical analysis, research, interdisciplinary thinking and training, and curiosity and inquisitiveness.
2. Provide knowledge of the patterning changes of past and present societies

**Requirements** 36 credit hours in history, including four courses from among E 100, F 100, G 100, G 101, G 102, H 101, H 103, H 104, H 105, H 106; six courses at the 200, 300 or 400 level, including two courses in one geographical area, one course in a second geographical area, one course in a third geographical area, and two additional courses; one course, H 236 The Historian’s Craft (sophomore seminar); one course, J 495 Senior Seminar in History. The research writing requirement will be filled by H 236 The Historian’s Craft.

**Requirements for a Minor in History** 18 credit hours in history, including: three courses from among E 100, F 100, G 100, G 101, G 102, H 101, H 103, H 104, H 105, H 106; and three 200-, 300-, or 400-level courses, including H 236 The Historian’s Craft (sophomore seminar) and one course from a second geographical area.

**Requirements for a Minor in History in Conjunction with a Business Degree** 18 credit hours in history, including: three courses from among E 100, F 100, G 100, G 101, G 102, H 101, H 103, H 104, H 105, H 106; one (1) course, A 353 or A 354 American Economic History I or II; one 200-, 300- or 400-level other U.S. history course, and one 200-, 300- or 400-level non-U.S. history course.

**Bachelor of Arts in International Studies**

See “General Requirements for Undergraduate Degrees at IUS” and “General Requirements for the Bachelor of Arts Degree.”

Courses in this degree program will provide students with a frame of reference to better understand the world in which we live; one’s position in the world; and how different cultural, economic, political, and social systems operate and interrelate. The goal of the program is to equip students so that they may adjust to the new international environment in which they will increasingly find themselves living. This is done through an interdisciplinary approach drawing on courses from varying academic disciplines and different world regions. Students who major in international studies will be able to make valuable contributions in many fields and can pursue careers in teaching, business, government, international agencies, nonprofit organizations, tourism, international media organizations, and international law.

**Student Learning Goals**

1. Understand the range of cultural, economic, political, and social systems around the globe.
2. Understand how cultural, economic, political, and social systems in different countries interrelate.
3. Develop an in-depth understanding of a particular world region’s cultures, history, economic and political systems, and a language of the region.
4. Develop an understanding of one’s place in the world and the ability to adjust to a changing international environment.

**Requirements**

The major in international studies requires 39 credit hours, including core requirements and requirements for one regional concentration.
Core International Studies Requirements (21 credit hours)

1. Completion of the third year of foreign language study. Two classes from the following list for the language study:
   - EALC-J 302, J 303
   - FRENCH-F 313, F 314, F 315, F 316
   - GER-G 300, G 311, G 330, G 340
   - SPAN-S 311, S 312, S 317
2. COAS-I 400 International Studies Capstone Seminar
3. ECON-E 333 International Economics or
   - POLS-Y 376 International Political Economy
4. GEOG-G 201 World Regional Geography
5. POLS-Y 109 Introduction to International Relations or POLS-Y 107 Introduction to Comparative Politics
6. HIST-H 101 The World in the 20th Century

Regional Concentrations (18 credit hours, at least 12 at the 200 level or higher)

a. EUROPE
   - Group A: Language and Culture (one course)
   - Group B: History and Philosophy (one course)
   - Group C: Politics and Geography (one course)
   - Group D: Two other courses in the concentration
   - Group E: One International Studies course outside the concentration
b. LATIN AMERICA
   - Group A: Language and Culture (one course)
     - FINA-A 150, FINA-A 452, SPAN-S 275, SPAN-S 301, SPAN-S 302, SPAN-S 363, SPAN-S 471, SPAN-S 472
   - Group B: History and Philosophy (one course)
     - HIST-F 100, HIST-F 341, HIST-F 342, HIST-F 432, SPAN-S 412
   - Group C: Politics and Geography (one course)
     - POLS-Y 337, POLS-Y 333, GEOG-G 323
   - Group D: Two other courses in the concentration
   - Group E: One International Studies course outside the concentration
c. EAST ASIA
   - Group A: Language and Culture (one course)
     - ENG-L 107, FINA-A 363, REL-R 153
   - Group B: History and Philosophy (one course)
   - Group C: Politics and Geography (one course)
     - HIST-H 207, HIST-G 387, POLS-Y 334, POLS-Y 369
   - Group D: Two other courses in the concentration
   - Group E: One International Studies course outside the concentration which may be a global topics course or a regional concentration course for a different regional focus
Requirements for a Minor in International Studies
Requires 21 credit hours, including:
- Second year of a foreign language (6 credits)
- Two courses from the International Studies Major Core Requirements (6 credits)
- Three courses from one of the International Studies Regional Concentrations—one course each from Groups A, B, and C.
At least 15 of the 21 credits must be from 200-level courses or higher.

Bachelor of Arts in Journalism

See “General Requirements for Undergraduate Degrees at IUS” and “General Requirements for the Bachelor of Arts Degree.”

The B.A. degree program in journalism is designed for students interested in pursuing careers in print, broadcast and online journalism, photojournalism, public relations, and corporate communications. The program also will meet the needs of those who wish to teach journalism at the high school level or to pursue a post-graduate degree in journalism or mass communications.

Student Learning Goals
1. Prepare students to work as professional journalists and assume leadership positions in the profession.
2. Prepare students for admission to quality graduate programs or to pursue other media-related careers.
3. Master the skills essential for print and broadcast journalism, specifically the ability to write, report, edit, design pages and photography.
4. Provide students with the knowledge of the history of mass media, relevant laws and ethics of the profession.

Requirements
I. Completion of 120 credit hours. The 120 credit hours for the B.A. in Journalism include:
II. 31 credit hours in journalism: L 155 Information Resources in Journalism; C 200 Introduction to Mass Communications; J 200 Reporting, Writing and Editing; J 210 Visual Communications; J 341 Newspaper Reporting; J 351 Newspaper Editing; J 344 Photojournalism Reporting; C 327 Writing for Publications (The Horizon), two semesters of 3 credit hours each for a total of 6 credit hours or approved equivalent experience; J 480 Senior Seminar in Journalism; and either J 300 Communications Law or J 320 Principles of Creative Advertising.
III. 21 credit hours in a second concentration. The second concentration consists of courses in an academic discipline outside journalism. The selection of courses for the second concentration must be approved by an academic advisor or faculty advisor. Recommended second concentrations include political science, history, business, marketing, fine arts, religion, psychology, sociology, criminal justice, English, advertising, and communications.

Associate of Science in Journalism

Requirements
I. Completion of 61 credit hours. The 61 credit hours for the A.S. in journalism consist of:
II. 27 credit hours in journalism: C 200 Introduction to Mass Communications; J 200 Reporting, Writing, and Editing; J 210 Visual Communications; J 280 Seminar in Journalism Ethics; J 341
Newspaper Reporting; J 344 Photojournalism Reporting; J 351 Newspaper Editing; and C 327 Writing for Publication (The Horizon), two semesters of 3 credit hours each for a total of 6 credit hours or approved equivalent experience.

III. 13 credit hours in the following courses: H 106 American History II; L 155 Information Resources in Journalism (1 credit hour); W 131 Elementary Composition I; Y 103 Introduction to American Politics; and a cultural diversity course.

IV. 21 additional credit hours from an approved list of courses. The natural world (one course); mathematical and formal reasoning (one course); the individual, society, and politics (two courses); and traditional sources (three courses).

Requirements for a Minor in Journalism
16 credit hours, consisting of: C 200 Introduction to Mass Communications; C 327 Writing for Publication (The Horizon); J 200 Reporting, Writing, and Editing; J 351 Newspaper Editing; L 155 Information Resources in Journalism (1 credit hour); 3 additional credits in either J 210 Visual Communications or J 280 Seminar in Journalism Ethics.

Journalism Honors Program Admission to the Journalism Honors Program requires the following: The student must be a journalism major with junior standing; the student must have at least a 3.3 GPA in all courses and at least a 3.5 GPA in journalism courses; and the student must have completed 15 hours of journalism courses including C 200, J 200, and one semester of C 327. Once admitted to the program, honors students will complete a double major in journalism honors and journalism. In addition to meeting the requirements for the journalism major, the honors student must complete J 499 (1 cr.) taken in conjunction with two advanced journalism courses, J 499 (1 cr.) taken in conjunction with one advanced course in an approved secondary discipline, and J 499 (1 cr.) taken in conjunction with J 485. The honors student must present a research paper at an undergraduate or professional conference or have the paper published in a journal. Finally, honors students must maintain the 3.3 GPA in all courses and the 3.5 GPA in journalism courses.

Bachelor of Arts in Political Science

See “General Requirements for Undergraduate Degrees at IUS” and “General Requirements for the Bachelor of Arts Degree.”

Courses in the department introduce the student to fundamental issues in the governmental process, social conditions that create a need for government, structure and procedures of governments, control of governments and enforcement of responsibility, and relationships among governments. The goals of the program are to foster in our students an appreciation of government and politics and to prepare them to assume the duties of citizenship; to provide special knowledge and skills useful to those who plan to pursue public service; and to lay the foundations for the scholarly study of government, politics, and the law for those who plan to pursue graduate study or a legal education.

The political science degree program consists of a traditional track and a public service track. Both require 30 credit hours in political science.

Student Learning Goals
1. Foster in our students an appreciation of government and politics and prepare them to assume the duties of citizenship.
2. Provide special knowledge and skills useful to those who plan to pursue public service.
3. Lay the foundations for the scholarly study of government, politics, and the law for those who plan to pursue graduate study or a legal education.

**Traditional Track in Political Science**

**Required Core Courses (9 cr.)**
Students must complete all of the following courses:
- Y 103 Introduction to American Politics
- Y 205 Elements of Political Analysis (must be completed before taking the senior seminar);
  Designated course for political science majors for research writing requirement
- Y 490 Senior Seminar in Political Science

**300-400-Level Distribution Requirements (12 cr.)**
Students must take at least one upper level course in each of the following four areas:
- **American Politics**
  (Y 302, Y 304, Y 305, Y 306, Y 307, Y 308, Y 316, Y 319, Y 322, Y 324, Y 360, Y 394, Y 402, Y 403, Y 404)
- **Comparative Politics**
  (Y 330, Y 331, Y 334, Y 335, Y 337, Y 349, Y 354)
- **International Politics**
  (Y 343, Y 350, Y 366, Y 374, Y 376)
- **Political Theory**
  (Y 384, Y 392)

**Recommended Courses**
Political Science: Y 105 Introduction to Political Theory, Y 107 Introduction to Comparative Politics, and Y 109 Introduction to World Politics. Each introductory course provides excellent background for upper level courses in these areas.

Courses in other fields: Economics, computer science, history, and sociology are academic areas that majors will find useful, especially those planning to attend graduate school or law school.

K 300: It is strongly recommended that students planning to attend graduate school complete MATH-K 300 Statistical Techniques.

**Note:** Political Science credit for internships and professional practice programs may not exceed 6 credit hours.

**Public Service Track**
The primary objective of the public service track is to prepare students with the background and skills to pursue positions in the public service, in both governmental and nongovernmental (nonprofit) organizations.

**Required Core Courses (18 cr.)**
- Y 103 Introduction to American Politics
- Y 205 Elements of Political Analysis
- Y 302 Public Bureaucracy in Modern Society
- Y 306 State and Local Government **or** Y 308 Urban Politics
Y 482 Practicum: Internship in Public Service (must serve a minimum of a 3-hour internship in an approved public or nongovernmental [nonprofit] organization)
Y 490 Senior Seminar in Political Science

**300-400 Level Public Service Courses (6 cr.)**
Student must complete at least two 300-400 level courses in the public service area. These include:
Y 402 Politics of the Budgetary Process
Y 403 Legal Issues in Public Bureaucracy
Y 404 Political Issues in Public Personnel Management

(Interdisciplinary concentrations in other areas may be substituted for these 300-400-level distributional requirements upon recommendation of academic advisor.)

**300-400 Level Distribution Requirements (6 cr.)**
Students must complete at least two other 300-400-level courses in political science from any of the following areas: comparative politics, international relations, and theory.

**Recommended Courses**
It is strongly recommended that students complete MATH-K 300 Statistical Techniques.

**Requirements for a Minor in Political Science**
Minimum of 15 credit hours, including:
   Y 103 Introduction to American Politics (3 cr.)
   One course in comparative politics
   One course in international politics
(At least 9 credit hours of the minor must be taken on this campus.)

**Political Science Honors Program** Admission to the Political Science Honors Program requires the following: The student must be a political science major with junior standing; the student must have at least a 3.3 GPA in all courses and at least a 3.5 GPA in political science courses; and the student must have completed 15 hours of political science courses including Y 205. Once admitted to the program, honors students will complete a double major in political science honors and political science. In addition to meeting the requirements for the political science major, the honors student must complete Y 498 (1 cr.) taken in conjunction with three advanced political science courses and Y 498 (1 cr.) taken in conjunction with Y 490. The honors student must present a research paper at an undergraduate or professional conference or have the paper published in a journal. Finally, honors students must maintain the 3.3 GPA in all courses and the 3.5 GPA in political science courses.

**Bachelor of Arts in Psychology**

See “General Requirements for Undergraduate Degrees at IUS” and “General Requirements for the Bachelor of Arts Degree.”

**Student Learning Goals**
1. Gain knowledge of psychological concepts and methodology.
2. Develop an understanding of how psychology is applied.
3. Demonstrate information competency and critical thinking.
4. Communicate, in both written and oral form, about psychological concepts and issues with others.
5. Enhance personal development and growth.

**Requirements**
30 credit hours in psychology, including:
- P 101 Introductory Psychology 1 (3 cr.)
- P 102 Introductory Psychology 2 (3 cr.)
- P 250/P 251 Research and Quantitative Methods in Psychology I and II (6 cr.)
  (This is a two-semester course. The grade for this course will be given after completion of both semesters. P 251 fulfills the research writing requirement for psychology majors.)
- B 452 Seminar in Psychology (3 cr.)

**One of Group I:**
- P 325 Psychology of Learning (3 cr.)
- P 326 Behavioral Neuroscience (3 cr.)
- P 329 Sensation and Perception (3 cr.)
- P 335 Cognitive Psychology (3 cr.)
- P 407 Drugs and the Nervous System (3 cr.)

**One of Group II:**
- B 310 Life-Span Development (3 cr.)
- B 378 Introduction to Industrial Psychology (3 cr.)
- P 319 Psychology of Personality (3 cr.)
- P 320 Social Psychology (3 cr.)
- P 324 Abnormal Psychology (3 cr.)

Only 6 hours from B 309, P 493, P 494, P 495 may be used for completing the requirements for the psychology major or minor.

**Recommended Courses**
Especially useful for psychology majors are courses in mathematics, chemistry, physics, biology, communications, and writing. No minor is required, but majors should consider course work in other social sciences such as anthropology, sociology, and political science, as well as philosophy.

**Requirements for a Minor in Psychology**
18 credit hours, including:
- P 101, P 102; one of group I: P 325, P 326, P 329, P 335, P 407; one of group II: B 310, B 378, P 319, P 320, P 324
- Electives in psychology to total 18 credit hours

**Bachelor of Arts in Sociology**

See “General Requirements for Undergraduate Degrees at IUS” and “General Requirements for the Bachelor of Arts Degree.”

**Student Learning Goals for Sociology**
1. Develop a base of knowledge for understanding society, social processes, and social organizations.
2. Read critically and think independently about social issues and social policy.
3. Read and understand statistical reports of research.
4. Analyze a social problem, a social process, or an organization using sociological theories.
5. Apply these principles to human behavior in practical, everyday situations.

**Requirements**

The major in sociology requires a minimum of 30 credit hours in sociology including S 163, S 250, S 251, S 295, a course in social psychology (P 320), a course in sociological theory (S 441), and the senior seminar (S 470). Courses at the 100 level may be taken without prerequisites. Courses at the 200 and 300 levels require S 163 as a prerequisite. Courses at the 400 level require S 163, S 250, and S 251 as prerequisites. The research writing requirement will be filled by S 295.

**Requirements for a Minor in Sociology**

18 credit hours, including: S 163 and 15 additional hours of 200-400-level sociology courses.

**Sociology Honors Program**

Admission to the Sociology Honors Program requires the following: The student must be sociology major with junior standing; and the student must have a 3.3 GPA in all courses. Once admitted to the program, honors students will complete a double major in sociology honors and sociology. In addition to meeting the requirements for the sociology major, the honors student must complete S 495 (1 cr.) in conjunction with three advanced sociology courses and S 498 (1 cr.) taken in conjunction with S 470. Finally, honors students must maintain the 3.3 GPA in all courses.

**Interdisciplinary Option**

**Requirements** An interdisciplinary option is open to students who wish to integrate the study of sociology with that of another discipline or to apply sociological theory and methods to the data of another discipline. Students electing this option would take 21 credit hours of sociology, including all required courses, plus 6 credit hours of advanced work (300 or 400 level) in another discipline. Students are then required to apply what they have learned in a directed readings and research course in which they prepare an extensive study and for which they receive an additional 3 credit hours in sociology. Examples of areas that lend themselves to this approach are the sociology of formal organizations or the sociology of work (with business and economics courses); the sociology of the arts (with fine arts or humanities courses); and comparative sociology (with anthropology courses).

**Certificate in Women’s and Gender Studies**

**Requirements for a Certificate**

Completion of the requirements for a bachelor’s degree and requirements for a major in another subject area.

24 credit hours in women’s studies, including W 200 Women in Contemporary American Society, W 400 Selected Topics in Women’s Studies (senior seminar), and 18 credit hours in other women’s and gender studies courses. These 18 credit hours must include two humanities courses and two social science courses, and at least 12 of these 18 credit hours must be in 300- to 400-level courses. The 24 credit hours in women’s studies would be included in the 120-124 credit hours required for bachelor’s degrees. W 200 is acceptable as an alternative to the prerequisites of the courses listed in the following paragraph.

Requirements for a Minor
15 credit hours, including:
WOST-W 200 Women in Contemporary American Society (3 cr.)

12 additional credit hours, including: one course in humanities from FINA-A 170, FINA-A 270, ENG-L 378, or REL-R 200

one course in social sciences from PSY-P 460, SOC-S 310, SOC-S 338, ECON-E 347, POLS-Y 401, HIST-H 225, or HIST-H 425
electives to total 15 credit hours

Independent (Correspondence) Study Division
More than 250 university courses are available through the Independent Study Division. Students may take up to one year to complete courses, all of which are offered on a correspondence basis. Many independent study courses fulfill divisional requirements, requirements in different major areas, and electives. All courses offered by the Independent Study Division carry full credit. Instructors are university faculty members or qualified persons from other areas.

Required textbooks, materials, and supplies are available through the Independent Study Division. A study guide is provided to students and includes full supplementary information in addition to the textbooks, as well as assignments and specific directions for completing a course through correspondence study. Assignments are submitted to the Independent Study Division by mail or in person, at the student’s convenience, and are returned to the student with corrections, a grade, and comments by the instructor.

Complete information about courses, fees, requirements, and procedures is available from:
Independent Study Division
Owen Hall 001
Indiana University
Bloomington, IN 47405
(812) 855-3693
Toll-free number in Indiana: 1-800-822-4792
E-mail: bulletin@indiana.edu
Information regarding registration may be obtained from the Division of Continuing Studies at IUS. Registration forms must be signed by the student’s school or division advisor.

**Engineering: Transfer Program**
IUS offers a one-year transfer pre-engineering program. Students entering this program must meet the usual admissions standards of the specific field of engineering in the institution from which they plan to graduate, and they are encouraged to consult with the appropriate engineering and/or admissions advisors of that school as early as possible.

All freshman pre-engineering students are encouraged to consult with Sandy Freiberger, Physical Sciences 020, (812) 941-2671.

**Preprofessional Curricula**

**Predental and Premedical Programs**

Admission to professional schools is very competitive. A premedical or predental student is urged to enroll in a degree program rather than attempting to meet only the minimal requirements for admission. Most programs expect applicants to have a four-year degree. Counseling is available from advisors in chemistry and biology. These individuals will help you prepare for the admission process. They may also suggest that you consider alternate pathways to rewarding medical careers should the desired professional school application be unsuccessful. College graduates who are seeking admission to medical school or other professional schools are also invited to use our advisors.

**Predentistry**
A student may be admitted to the School of Dentistry upon receipt of the bachelor’s degree, at the end of three years of study in arts and sciences, or, in exceptional cases, upon completion of two years of undergraduate preparation. Information regarding admission to the School of Dentistry may be obtained from Indiana University, Director of Admissions of Dentistry, 1121 W. Michigan Street, Indianapolis, IN 46202, phone (317) 274-8173.

**Predental Requirements** The following predental courses are mandatory and must be completed by all students who wish to enroll in Indiana University School of Dentistry. There are no exemptions from or substitutes for these prerequisites. All the courses listed below are available at IUS.

1. Two semesters or 10 credit hours of each of the following:
   - Biology or Zoology (lecture and lab L 101-L 102)
   - Inorganic Chemistry (C 105-C 125 and C 106-C 126)
   - Physics (lecture and lab P 201-P 202 or P 221-P 222)

2. One semester of the following:
   - Biochemistry (C 483)
   - Human Anatomy (lecture and lab A 215)
   - Human Physiology (lecture and lab P 215)
   - Organic Chemistry (C 341-C 343; C 342)

3. One semester of Introductory Psychology, English Composition (W 131), and Interpersonal Communication or Public Speaking.
A student may be admitted to dental school upon completion of the above predental courses and a minimum of 90 credit hours by the time of matriculation. No more than 60 semester hours may be completed at the junior college level.

**B.A./D.D.S. Program** If a student is admitted to the School of Dentistry after completing 90 credit hours in arts and sciences and has satisfied the general requirements, including a concentration in an arts and sciences discipline, the student may apply 32 credit hours earned in the first year in dentistry as electives and, at the end of that year, earn the B.A. degree. For further information or to apply, contact the School of Natural Sciences at (812) 941-2184.

**Suggested First-Year Program**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>Biology L 101</td>
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<tr>
<td>Chemistry C 105-C 125</td>
<td>5</td>
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<tr>
<td>English W 131</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics M 215 or M 119</td>
<td>3-5</td>
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Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology L 102</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry C 106-C 126</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics M 215 or M 120 (optional)</td>
<td>3-5</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>Arts and sciences distribution course</td>
<td>3</td>
</tr>
</tbody>
</table>

19-21

**Predental Hygiene**

Indiana University offers an associate in dental hygiene degree upon completion of college course prerequisites and two years of study. There are five dental hygiene programs in Indiana, and applicants are encouraged to apply to all programs to enhance the chances of being accepted. IUS also has a program of reciprocity with the University of Louisville that allows a student to attend the University of Louisville and pay in-state tuition. The specific college courses required for admission into a dental hygiene program are the following:

1. Two arts and humanities courses. See the predental hygiene advisor for a list of approved courses.
2. One semester of each of the following: English composition, introductory psychology, introductory sociology, public speaking, inorganic chemistry with lab, human anatomy, and human physiology.

The applicant must have earned a C or higher in each course in order for the credit to transfer to Indiana University. Anyone interested in obtaining information about the Dental Hygiene Program should contact the School of Natural Sciences at (812) 941-2184.

**Premedicine**

A student may be admitted to the School of Medicine upon receipt of the bachelor’s degree. There are several degrees that will fulfill the premedical requirements.

**Premedical Requirements**

1. general chemistry, 8-10 credit hours (C 105-C 125, C 106-C 126);
2. organic chemistry, including aromatic and aliphatic compounds, 8-10 credit hours (C 341-C 343; C 342-C 344);
3. physics, 8-10 credit hours (P 201-P 202 or P 221-P 222);
4. animal biology, 8-10 credit hours (zoology, animal physiology, animal anatomy, or developmental biology, usually Z 317-Z 318, P 416-P 418).

These required courses are available at IUS. Students expecting to enter the premedicine program at IUS should contact the School of Natural Sciences at (812) 941-2184.

**Suggested First-Year Program**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Biology L 101</td>
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<tr>
<td>Chemistry C 105-C 125</td>
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</tr>
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<td>English W 131</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics M 215 or M 119</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td>16-18</td>
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**Second Semester**

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<th>Course</th>
<th>Credits</th>
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<tr>
<td>Biology L 102</td>
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<td>Chemistry C 106-C 126</td>
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</tr>
<tr>
<td>Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>Arts and sciences distribution course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>19-21</td>
</tr>
</tbody>
</table>

**Prephysician Assistant**

The physician assistant degree is offered by Butler University in Indiana and by the University of Kentucky. This program for Indiana involves two years of preprofessional courses with years three and four being completed at Butler University, Methodist Hospital in Indianapolis, or at various other health facilities in the Indianapolis area. The student is encouraged to contact the University of Kentucky in Lexington, for their prephysician assistant requirements. Students wishing to transfer to Butler University must complete a two-year curriculum, which includes Introductory Biology L 101-L 102, Human Anatomy A 215, Human Physiology P 215, Microbiology and Immunology J 200 and J 201, Medical Terminology M 330 or M 195, chemistry sequence through biochemistry, Statistics K 300, and approximately 30 credit hours of social science courses, humanities, and physical education classes, including elementary composition, public speaking, personal health, and others. For further information or to apply, contact the School of Natural Sciences at (812) 941-2184.

**Prelaw**

Applicants for admission to law schools must have a bachelor’s degree when they begin law school. Law schools do not require a fixed prelaw curriculum, but they do recommend certain types of courses. Admission is largely based upon undergraduate GPA and scores on the Law School Admissions Test (LSAT). Applications for the LSAT are available from career services and placement office and the prelaw advisor, Dr. Linda Gugin (political science).
Preoptometry
Candidates for admission to the School of Optometry must complete a minimum of 90 credit hours of undergraduate course work.

Preoptometry Requirements  CHEM-C 105-C 125, C 106-C 126, C 341; ENG-W 131; MATH-K 300 (statistics), M 215; PHYS-P 201-P 202; PSY-P 101-P 102; BIOL-L 101-L 102, ZOOL-Z 317-Z 318, or ANAT-A 215; plus 3 credit hours at the 200 level or above; arts and humanities, 6 credit hours; social and behavioral sciences, 6 credit hours; foreign language, 6 credit hours.

These required courses are available at IUS. For further information or to apply, contact the School of Natural Sciences at (812) 941-2184.

Preveterinary
Indiana University does not offer a degree program in veterinary medicine. Students may, however, complete one of several degree programs at IUS first that will include the minimum prerequisite courses for admission to a school of veterinary medicine. The following list of courses comprises the minimum course work for admission to the School of Veterinary Medicine at Purdue University. Other veterinary program admission requirements may vary. Students desiring admission to vet school are encouraged to consult with the academic preveterinary advisor early in their academic career to ensure requirements for veterinary school admission are complete. It should be noted that very few students gain admission to this highly competitive field after two years of undergraduate study. In fact, students are urged to pursue a four-year degree that will afford them an alternative career. The following minimum general preveterinary requirements for admission to the Purdue University Veterinary Program are offered at IUS: English Composition W 131, Speech S 121, as well as a variety of courses in the humanities and social sciences. The following science and mathematics courses required for admission to the Purdue University Veterinary Program are available from the IUS School of Natural Sciences: Statistics K 300, Calculus M 215/M 216 or M 119/M 120; introductory and advanced biology courses in diversity, development, and cellular structure; inorganic chemistry, organic chemistry, and biochemistry; as well as genetics with laboratory and physics with laboratory. Students interested in the preveterinary program should contact the School of Natural Sciences at (812) 941-2184.

Suggested First-Year Program

First Semester          Credits
Biology L 101 ........................................5
Chemistry C 105-C 125.................................5
English W 131..........................3
Mathematics M 215 or M 119...........3-5

16-18

Second Semester
Biology L 102 ........................................5
Chemistry C 106-C 126.................................5
Mathematics M 215 or M 120......................3-5
Computer Literacy.................................3
Arts and sciences distribution course .......3

19-21
Faculty of Indiana University Southeast

Full-time Faculty
*Member of the Graduate Faculty
Abernethy, Michael L., M.A. (University of North Texas, 1987), Lecturer in Communication
Abshire, Jean E., Ph.D. (Indiana University, 1999), Assistant Professor of Political Science
Adams, Kela O., P.E.D., Ed.D. (Indiana University, 1970, 1980), Professor Emerita of Physical Education and Education
*Allen, Anne E., Ph.D. (Columbia University, 1993), Associate Professor of Fine Arts
Allman, Ronald J., M.A. (University of Texas at Austin, 1994), Assistant Professor of Journalism
*Alse, Janardhanan A., Ph.D. (University of Wisconsin-Milwaukee, 1993), Associate Professor of Economics
Altmann, James L., Ph.D. (University of Wisconsin–Milwaukee, 1978), Professor of Economics and Business Administration
Ambrose, Timothy, Ph.D. (University of Wisconsin-Madison, 1980), Associate Professor of Spanish
Anderson, Virginia S., Ph.D. (University of Texas at Austin, 1997), Associate Professor of English
Arnold, Janet K., M.Ed. (University of Louisville, 1979), Lecturer in Mathematics
*Asare, Benjamin, Ph.D. (Temple University, 1987), Professor of Sociology
*Ash, Robert C., Ph.D. (Arizona State University, 1995), Associate Professor of Business Administration
*Attni, Gilbert W., Ph.D. (The Ohio State University, 1975), Professor of Psychology
Babione, Carolyn, Ph.D. (University of New Mexico, 1993), Associate Professor of Education
Badia, Mindy E., Ph.D. (Indiana University, 1996), Associate Professor of Spanish
Bailey, Kevin Sue, Ed.D. (Indiana University, 1981), Professor of Education
Baker, Claude D., Ph.D. (University of Louisville, 1972), Professor of Biology
*Baker, Crump W., Ph.D. (University of Kentucky, 1975), Professor of Mathematics
*Baker, Mary Anne, Ph.D. (University of Louisville, 1971), Professor of Psychology
*Barney, Douglas K., Ph.D. (University of Mississippi, 1993), Professor of Business Administration
*Barry, James, Jr., Ph.D. (State University of New York at Stony Brook, 1988), Professor of Philosophy
Bates, Jared G., Ph.D. (University of Missouri, 2001), Assistant Professor of Philosophy
Beckman, Eugene T., M.B.A. (University of Louisville, 1975), Senior Lecturer in Business
Bingham, Jonathan E., A.M. (Washington University, 1995), Lecturer in Economics
*Bjornson, Christian E., Ph.D. (University of Illinois, 1993), Associate Professor of Business Administration
Bochan, Bohdan, Ph.D. (University of Minnesota, 1977), Professor of German
Bonacci, Kimberly, Ph.D. (University of Delaware, 1992), Lecturer in Mathematics
Boonthanom, Ranida, Ph.D. (Florida State University, 2004), Assistant Professor of Business Administration
Bowden, James H., Ph.D. (University of Minnesota, 1970), Professor of English, Retired
*Bower, Stephanie, Ph.D. (University of Wisconsin-Madison, 1971), Professor of History
Bowles, A. Christine, M.S. (Indiana University, 1999), Lecturer in Education
Bowles, Donna J., Ed.D. (Spalding University, 1999), Assistant Professor of Nursing
Brewer, Neil H., M.S. (Indiana University, 1990), Lecturer in Education
Briscoe, John P., Ph.D. (University of Louisville, 1977), Professor Emeritus of Business Administration
Cady, Marshall P., Ph.D. (Michigan State University, 1976), Professor of Chemistry
Camahalan, Faye M., Ph.D. (University of the Philippines, 2000), Assistant Professor of Education
*Carducci, Bernardo J., Ph.D. (Kansas State University, 1980), Professor of Psychology
Carlton, Rebecca L., M.A. (Ball State University, 1992), Lecturer in Communication
Carr, Gabrielle M., M.L.S. (Indiana University, 1981), Associate Librarian
Christenson, Carl M., Ph.D. (Kansas State University, 1969), Professor Emeritus of Biology
Christiansen, Linda, J.D. (Indiana University School of Law, 1987), Assistant Professor of Business Administration
*Clem, Debra K., M.F.A. (Pennsylvania State University, 1978), Associate Professor of Fine Arts
Cochran, Delaine E., M.A. (University of Louisville, 1988), Lecturer in Mathematics
Cooley, Timothy, M.B.A. (Indiana University, 2000), Assistant Professor for Mechanical Engineering Technology
Couluz, Nimbus B., M.S. (Purdue University, 1989), Lecturer in Physics
Crooks, Edwin W., D.B.A. (Indiana University, 1959), Professor Emeritus of Business Administration
*Crothers, A. Glenn, Ph.D. (University of Florida, 1997), Associate Professor of History
Crump, Claudia D., Ed.D. (Indiana University, 1969), Professor Emerita of Education
*Dahlgren, Donna J., Ph.D. (Kent State University, 1992), Associate Professor of Psychology
Daily, Donna E., M.S. (Indiana University, 1999), Lecturer in Education
Daly, Patrick J., Ph.D. (University of Illinois, 1995), Associate Professor of English
*Darnowski, Douglas W., Ph.D. (Cornell University, 1997), Assistant Professor of Biology
deGraaf, Carl A., Ph.D. (Southern Illinois University, 1973), Professor of Education
Del Grande, M. Vera, Ph.D. (St. Louis University, 1959), Professor Emerita of Education
Dey, Sukhen, Ph.D. (University of Louisville, 1983), Associate Professor of Computer Science
Doyle, John F., Ph.D. (University of Colorado, 2000), Assistant Professor of Computer Science
Dufrene, Uric B., Ph.D. (University of Mississippi, 1992), Professor of Business Administration
Dunn, Millard C., Ph.D. (Indiana University, 1966), Professor Emeritus of English
*Earley, Samantha M., Ph.D. (Kent State University, 1998), Assistant Professor of English
*Edmonds, Kent E., Ph.D. (University of Delaware, 1993), Associate Professor of Biology
Ehringer, Margaret A., M.A.T. (Indiana University, 1972), Senior Lecturer in Mathematics
Eplion, David M., Ph.D. (University of Pittsburgh, 2003), Assistant Professor of Business Administration
*Ernstberger, Kathryn W., Ph.D. (Indiana University, 1992), Associate Professor of Business Administration
Fankhauser, Robin L., Ed.D. (Indiana University, 1985), Assistant Professor of Education
Farrell, William, Ph.D. (University of Iowa, 1985), Associate Professor of Criminal Justice
Faulk, Dagney G., Ph.D. (Georgia State University, 1999), Assistant Professor of Economics
Felsen, Liam E., Ph.D. (University of Oregon, 2003), Assistant Professor of English
Felton, Marianne V., Ph.D. (Indiana University, 1978), Professor Emerita of Economics
Fields, Teesue H., Ed.D. (Rutgers University, 1975), Professor of Education
Findling, John E., Ph.D. (University of Texas at Austin, 1971), Professor Emeritus of History
Finkbine, Ronald B., Ph.D. (New Mexico Institute of Mining and Technology, 1994), Assistant Professor of Computer Science
*Finkel, Deborah G., Ph.D. (University of Minnesota, 1992), Professor of Psychology
Fleischer, Jan M., Ph.D. (Yale University, 1994), Lecturer in Chemistry
*Forinash, Kyle, III, Ph.D. (Clemson University, 1983), Professor of Physics
Forinash, Miriam L., M.Ed. (University of Louisville, 1976), Lecturer in Business
Free, Kathleen W., M.S.N. (Ball State University, 1996), Clinical Assistant Professor of Nursing
*French, G. Richard, Ph.D. (University of Mississippi, 1990), Professor of Business Administration
*French, Sandra S., Ph.D. (Tulane University, 1980), Professor of Sociology
*Galvin, Peter R., Ph.D. (Louisiana State University, 1991), Associate Professor of Geography
Garnier, Camille F., Ph.D. (Indiana University, 1978), Professor of French
Goldstein, Joanna, Ph.D. (New York University, 1985), Professor of Music
Granda, Carolyn, M.S. (University of Louisville, 1994), Lecturer in Computer Science
Greckel, Fay E., Ph.D. (Indiana University, 1969), Professor Emerita of Economics
Greckel, Wilbert C., Ph.D. (Indiana University, 1969), Professor Emeritus of Music
*Guenther, John R., M.F.A. (Indiana University, 1973), Professor of Fine Arts
*Gugin, Linda C., Ph.D. (University of Georgia, 1970), Professor of Political Science
Hackett, Brenda V., R.N., M.S.N. (Bellarmine College, 1993), Lecturer in Nursing
Hare, Sara, Ph.D. (Indiana University, 2002), Assistant Professor of Sociology
Harshfield, Margaret B., M.S. (Indiana University, 1973), Lecturer in Education
Haub, Elaine K., Ph.D. (University of Louisville, 1993), Associate Professor of Chemistry
He, Yan, Ph.D. (Syracuse University, 1999), Assistant Professor of Business Administration
Herdoíza-Estévez, Magdalena, Ph.D. (Université de Paris, 1985), Associate Professor of Education
Hess, Mickey S., M.A.T. (University of Louisville, 1998), Lecturer in English
Hill, W. Brian, Ph.D. (University of Illinois, 1958), Professor Emeritus of Chemistry
Hise, Mary Garboden, R.N., M.N. (Emory University, 1960), Associate Professor Emeritus of Nursing
Hollenbeck, James E., Ph.D. (University of Iowa, 1999), Assistant Professor of Education
Hollingsworth, Joseph E., Ph.D. (Ohio State University, 1992), Associate Professor of Computer Science
Hollowell, B. Jane, R.N., M.S.N. (Bellarmine College, 1991), Lecturer in Nursing
Hotopp, Robert J., J.D. (Indiana University, 1973), C.P.A., Associate Professor Emeritus of Business Administration
Hottman, Nancy E., M.A. (Murray State University, 1971), Lecturer in Education
Howard, Jonas A., M.A. (University of Louisville, 1962), Professor Emeritus of Fine Arts
Hughes, Melanie, M.L.S. (Indiana University, 2000), Assistant Librarian
*Hunt, Randy E., Ph.D. (The Ohio State University, 1988), Associate Professor of Biology
Jackson, Kathryn J. C., M.S. (Indiana University, 1995), Lecturer in Education
Jamski, William D., Ed.D. (Indiana University, 1976), Professor of Education
Jansing, Jo Ann, Ph.D. (Fordham University, 1970), Professor Emerita of Chemistry
*Jenks, Richard J., Ph.D. (University of Missouri, 1974), Professor of Sociology
Johnson, Jacqueline F., M.L.S. (State University of New York at Buffalo, 1990), Associate Librarian
Johnson, Sandra L., B.S. (Indiana State University, 2003), Lecturer in Biology
Jones, Brian H., M.F.A. (University of Cincinnati, 1977), Professor of Fine Arts
Kalmey, Donald L., Ph.D. (The Ohio State University, 1975), Associate Professor of Business Administration
*Kauffman, James L., Ph.D. (Indiana University, 1989), Professor of Speech Communication
Keefe, Thomas J., Ph.D. (State University of New York at Buffalo, 1988), Associate Professor of Business Administration
*King, Granville, III, Ph.D. (Indiana University, 1994), Associate Professor of Speech Communication
*Kirchner, Gretchen, Ph.D. (University of Louisville, 1986), Professor of Biology
Kopp, Richard, M.F.A. (University of Delaware, 1985), Associate Professor for Engineering Technology
*Kotulak, Thomas D., Ph.D. (University of Illinois, 1994), Associate Professor of Political Science
*Krishna, Vijay, Ph.D. (Ohio University, 1994), Associate Professor of Speech Communication
Lamb, Charles R., Ed.D. (Indiana University, 1972), Professor Emeritus of Education
*Lang, W. Christopher, Ph.D. (University of Oregon, 1986), Associate Professor of Mathematics
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Neely, Vicki L., M.M. *(Indiana University, 1974)*, Adjunct Lecturer in Education
Niemeier, Clifton, E., M.A. *(Webster University, 1988)*, Adjunct Lecturer in Computer Science
Nijhawan, Kanchan, Ph.D. *(University of Louisville, 1993)*, Adjunct Lecturer in Chemistry
Niren, Ann G., M.M. *(Northwestern University, 1987)*, Adjunct Lecturer in Music
Nixdorf-Miller, Allison S., M.D. *(West Virginia University, 2003)*, Adjunct Lecturer in Allied Health Sciences
Njoku, Raphael C., Ph.D. *(Dalhousie University, 2003)*, Adjunct Lecturer in History
Olsen, Karl P., M.M. *(Indiana University, 1998)*, Adjunct Lecturer in Music
Page, Michele N., Ed.D. *(University of Cincinnati, 2002)*, Adjunct Lecturer in Counselor Education
Partin, David J., M.A. *(Union College, 2003)*, Adjunct Lecturer in Biology
Pattison, Beth Ann, M.A.E. *(Indiana University, 1987)*, Adjunct Lecturer in Speech
Payne, Janet C., M.Ed. *(University of Louisville, 1967)*, Adjunct Lecturer in Secondary Education
Payne, Timothy C., M.S. *(Indiana University, 1970)*, Adjunct Lecturer in Secondary Education
Peavler, Romey, Ph.D. *(The Union Institute, 2000)*, Adjunct Lecturer in Psychology
Pecchioni, Frank, Ph.D. *(Indiana University, 1987)*, Adjunct Lecturer in Philosophy
Pennington, Stanley V., J.D. (Indiana University, 1990), Adjunct Lecturer in the School of Public and Environmental Affairs
Petrysian, John, M.L.S. (Indiana University, 2000), Adjunct Lecturer in Computer Science
Pilmer, Dru, M.F.A. (University of Louisville, 1991), Adjunct Lecturer in Theatre
Poff, Robert C., M.S. (Bellarmine College, 2003), Adjunct Lecturer in Recreation
Potter, Gary A., M.S. (Indiana University, 1982), Adjunct Lecturer in Geology
Powell, Kelly L., B.S. (State University of New York at Geneseo, 1994), Adjunct Lecturer in Fine Arts
Powers, Thomas J., M.B.A. (Bellarmine College, 1979), Adjunct Lecturer in Geography
Prather, Mark C., B.A. (Indiana University, 1989), Adjunct Lecturer in Computer Science
Prather, Ronald P., M.F.A. (Bowling Green State University, 2000), Adjunct Lecturer in English
Preston, Marilyn R., M.B.A. (Bellarmine College, 1987), Adjunct Lecturer in Supervision
Raleigh, Elizabeth M., M.F.A. (University of North Dakota, 1998), Adjunct Lecturer in Fine Arts
Rea, Patrick S., M.S. (Indiana University, 1974), Adjunct Lecturer in Geography
Reagan, Paul K., M.A.S. (Embry-Riddle Aeronautical University, 1992), Assistant Professor of Aerospace Studies
Reardon, George M., M.A. (Webster University, 1989), Adjunct Lecturer in Computer Science
Reigler, Susan H., M.A. (Oxford University, 1988), Adjunct Lecturer in School of Public and Environmental Affairs
Renn, Barbara A., M.S. (Purdue University, 1971), Adjunct Lecturer in Mathematics
Reynolds, Kenna, M.S. (Indiana University, 1999), Adjunct Lecturer in Elementary Education
Richardson, Stacy R., M.S. (Indiana University, 2000), Adjunct Lecturer in Education
Riekhof, Nancy M., M.A. (Truman State University, 1987), Adjunct Lecturer in Elementary Education
Riordan, Timothy P., M.A. (Washington University, 1996), Adjunct Lecturer in Business
Ryall, William F., M.S. (Indiana University, 1968), Adjunct Lecturer in Recreation
Sabie, Benita S., M.D. (University of Louisville, 1982), Adjunct Lecturer in Anatomy
Schweitzer, Deborah A., M.S. (Indiana University, 2002), Adjunct Lecturer in Education
Sepehri, Arash, M.A. (Spalding University, 2003), Adjunct Lecturer in Psychology
Shaw, Daniel G., M.A. (Purdue University, 1973), Adjunct Lecturer in Speech Communication
Shima, Kiyo, M.A. (University of Louisville, 1998), Adjunct Lecturer in Japanese
Shockey, Patrick G., M.A. (Spalding University 1973), Adjunct Lecturer in English
Shourd, Rita, M.S. (University of Louisville, 1985), Adjunct Lecturer in Business
Simms, John P., M.B.A. (Xavier University, 1985), Adjunct Lecturer in Business
Simpson, Joshua D., M.A. (Eastern Kentucky University, 2002), Adjunct Lecturer in English
Skeens, Larry A., Ed.D. (Indiana University, 2000), Adjunct Lecturer in Chemistry
Smith, Wendi, M.S. (Illinois State University, 1974), Adjunct Lecturer in Fine Arts
South, T. Alan, J.D. (University of Louisville, 1993), Adjunct Lecturer in Education
Spurlock, Deborah M., M.S. (Indiana University, 2000), Adjunct Lecturer in Chemistry
Stanfield, Sayoko M., M.A. (University of Louisville, 1980), Adjunct Lecturer in Japanese
Steedly, Gary F., Ed.D. (Indiana University, 1972), Adjunct Lecturer in Organizational Leadership and Supervision
Steineck, Christine G., M.A. (University of Michigan, 1989), Adjunct Lecturer in Speech
Stephanides, Marios C., Ph.D. (Wayne State University, 1972), Adjunct Lecturer in Sociology
Stewart, Charles T., M.D. (*University of Louisville, 1981*), Adjunct Lecturer in Anatomy
Stiller, Ann T., M.A. (*Ball State University, 1976*), Adjunct Lecturer in Special Education
Stumler, Randall T., M.S. (*Indiana Wesleyan University, 2001*), Adjunct Lecturer in Mathematics
Swartz, Brenda K., M.B.A. (*University of Louisville, 1981*), Adjunct Lecturer in Economics
Tate, Mark, M.M. (*Washington University, 1979*), Adjunct Lecturer in Music
Tate, Russell, M.A. (*University of Louisville, 2002*), Adjunct Lecturer in History
Totten, Nancy T., M.S. (*University of Kentucky, 1972*), Adjunct Associate Professor of English
Traughber, David A., M.S. (*Indiana University, 1988*), Adjunct Lecturer in Mathematics
Tucci, Sandra D., M.S. (*Southern Illinois University, 1965*), Adjunct Lecturer in English
Tucker, Leasa S., M.S. (*Auburn University, 1987*), Adjunct Lecturer in Psychology
Tucker, Marsha C., M.Ed. (*University of Louisville, 1995*), Adjunct Lecturer in Supervision
Uland, Marilu, M.A. (*Indiana University, 1974*), Adjunct Lecturer in English
Urekew, Robert, Th.D. (*Sant’ Anselmo Institute, 1980*), Adjunct Lecturer in Religious Studies
Utley, Tammy J., M.A.T. (*University of Louisville, 1993*), Adjunct Lecturer in Spanish
Vedder, Peter E., Ph.D. (*Catholic University of America, 1999*), Adjunct Lecturer in Philosophy
vonAllmen, Dion S., B.S. (*Indiana University, 1985*), Adjunct Lecturer in Mathematics
Wall, Gunter R., M.A. (*University of Utah, 1966*), Adjunct Lecturer in Speech Communication
Walsh, Robert W., M.Ed. (*University of Louisville, 1976*), Adjunct Lecturer in Computer Science
Wampler, Suzy R., M.A. (*University of Cincinnati, 1997*), Adjunct Lecturer in History
Warman, Steven K., B.S. (*Indiana University, 2003*), Adjunct Lecturer in Computer Science
Warren, Frances O., M.A. (*Western Kentucky University, 1973*), Adjunct Lecturer in Reading and Learning Techniques
Wasdovich, Sharon K., M.S. (*Indiana University, 1985*), Adjunct Lecturer in Education
Wayne, Joseph E., Ed.D. (*Indiana University, 1977*), Adjunct Lecturer in Health
Wells, Andrew R., M.A. (*University of Louisville, 1999*), Adjunct Lecturer in English
West, Larry J., B.S. (*California Polytechnic State University, 1977*), Adjunct Lecturer in Computer Science
White, Christopher T., M.M. (*Indiana University, 1988*), Adjunct Lecturer in Music
Whitford, Lydia M., B.M. (*Oberlin College, 1975*), Adjunct Lecturer in Music
Wild, Alan K., M.S. (*Ohio University, 1990*), Adjunct Lecturer in Journalism
Wiles, Thomas S., M.S. (*University of Louisville, 1990*), Adjunct Lecturer in Biology
Williams, Sharon J., M.B.A. (*University of Louisville, 1983*), Adjunct Lecturer in Business
Wilson, Linda L., M.A. (*Ball State University, 1974*), Adjunct Lecturer in Education
Winston, Shannon N., M.A. (*Appalachian State University, 1998*), Adjunct Lecturer in English
Wolfe, David Kenneth, M.S. (*University of Louisville, 2004*), Adjunct Lecturer in Physiology
Wolford, Leah E., M.S. (*Fordham University, 2001*), Adjunct Lecturer in the School of Public and Environmental Affairs
Wood, Anne Brandon, M.A. (*Spalding University, 1991*), Adjunct Lecturer in Psychology
Wood, Maurice L., M.A. (*Indiana University, 1975*), Adjunct Lecturer in Geography
Wyandotte, Kiva M., M.S. (*University of Louisville, 1979*), Adjunct Lecturer in English
Wynn, William W., M.A. (*University of Louisville, 1992*), Adjunct Lecturer in English
Yankey, Stacey R., Ph.D. (*University of Louisville, 1999*), Adjunct Lecturer in Mathematics
Young, Sandra K., M.S. (*Indiana University, 1975*), Adjunct Lecturer in Speech
Zausch, Jo F., Ed.D. (*Spalding University, 1996*), Adjunct Lecturer in English
Zubric, Stephen J., M.A. (*University of Wisconsin, 1999*), Adjunct Lecturer in Business
Zurschmeide, Charles P., M.A. (*Indiana University, 1991*), Adjunct Lecturer in Management
Campus Guide

Academic Advising
Students without declared majors and/or with fewer than 26 credit hours (except Purdue Programs), and University Division Adults: University Division, Library 006
Students with declared majors, see appropriate unit below:
  Arts and Letters, Knobview Hall 110M
  Business, Hillside Hall 214
  Education, Hillside Hall 0020
  Natural Sciences, Life Sciences Building 258
  Nursing, Life Sciences Building 276
  Purdue Programs, Physical Sciences Building 020
  Social Sciences, Crestview Hall 140

Transient, visiting, special graduate, and high school students: Office of Admissions, University Center 100

Accounting Services/Bursar  Collection of student fees, Accounts Payable, University Center South 100

Admissions, Office of  University Center 100

Adult Student Center  Adult Student Advocacy, University Center South 004

Alumni Affairs Office  University Center South 151

Athletics  Schedules and general information, Athletic Office, Activities Building

Audio-Visual Aids  Media Services, Knobview Hall 014J

Bookstore  Books and supplies, University Center South 007

Bulletin Boards, Kiosks, and Posters  Regulations pertaining to use, Campus Life, University Center 101

Campus Life  Clubs and organizations (listings sponsors, budget information, etc.), public events, volunteer services, Campus Life, University Center 101

Career Services and Placement  University Center 008

Center for Mentoring and Student Outreach  University Center 103

Chancellor  University Center South 156

Children’s Center  Care for children of IUS students and employees, Children’s Center

Computer Services  Crestview Hall 030
Continuing Studies  Credit and noncredit programs, Knobview Hall 225

Counseling  
Financial: Student Financial Assistance,  
University Center South 100  
Personal, Vocational, Educational:  
University Division, University Center South 006

Disability Services  University Center South 006I

Emergency and Police Service  University Police, University Center 007

Financial Aid  Student Financial Assistance, University Center South 100

First Aid  University Police, University Center 007

Grade Reports  Registrar, University Center South 100

ID Cards  University Police, University Center 007

Information  Information Desk, University Center 101

Language Lab  Knobview Hall 204

Library  Library Building

Lost and Found  Information Desk, University Center 101

Mathematics Lab  Life Science Building 009

Metroversity Information  Registrar, University Center South 100

Notary Service  Human Resources, University Center South 002; Student Financial Assistance,  
University Center South 100

Parking Permits  University Police, University Center 007

Payments and Refunds  Accounting Services/Bursar, University Center South 100

Photocopying  Library, Library Building

Police  University Police, University Center 007

Professional Practice Program  University Center 008

Publications  Bulletins, class schedules, brochures, directories, etc., Information Desk, University Center 101
Records  Grades, insurance certification for students in good standing, name and address changes, transcripts, etc., Registrar, University Center South 100

Registrar  University Center South 100

Room Reservations  Information Desk, University Center 101

Schedule Changes  Drop and add, withdrawal forms, Registrar, University Center South 100

Student Development Center  Placement testing, tutoring, Knobview Hall 233

Student Financial Assistance  Work-study, grants, student loans, and part-time employment, Library Building 100

Student Employment  Career Services and Placement, University Center 008

SGA Senators  University Center 012

Student Government Association  University Center South 001Q

Student Health Insurance Information  Campus Life, University Center 101

Student Newspaper  Horizon Library Building 013

Ticket Sales  Information Desk, University Center 101; Ogle Center, OG147; Athletics, Activities Building

Veterans Information  Veterans Affairs, University Center South 100

Vice Chancellor for Academic Affairs  University Center South 152

Vice Chancellor for Administrative Affairs  University Center South 156

Vice Chancellor for Student Affairs  University Center South 155

Vice Chancellor for University Advancement  University Center South 155

Writing Help Center  Knobview Hall 208

Alphabetical Listing of Courses by Department
Aerospace Studies (AERO)  

Reserve Officers Training Program  
(Note: These courses are taken at the University of Louisville using that institution’s courses numbers and descriptions, but the courses will appear on the student’s transcript with the IU numbers.)

AERO-A 101-A 102 Foundations of the U.S. Air Force I-II (1 lecture)  
Organizational structure of the Air Force and its customs, courtesies, and professional appearance. Air Force core values and the concepts of professionalism and officership as they apply to the military along with the opportunities and benefits available to an Air Force officer. Fall Sem., Spring Sem.

AERO-A 151-A 152 Air Force ROTC Leadership Laboratory (2 lab.)  
Training in Air Force customs and courtesies, drill and ceremonies, instructing other cadets, and the environment of an Air Force officer. Fall Sem., Spring Sem.

AERO-A 201-A 202 Evolution of U.S. Air Power I-II (1 lecture)  
Examination of general aspects of air and space power through a historical perspective, from the first balloons and dirigibles to the space-age global positioning systems of the Persian Gulf War. This course provides students with a knowledge-level understanding for the general element and employment of air and space power. Fall Sem., Spring Sem.

AERO-A 251-A 252 Air Force ROTC Leadership Laboratory (2 lab.)  
Training in Air Force customs and courtesies, drill and ceremonies, instructing other cadets, and the environment of an Air Force officer. Fall Sem., Spring Sem.

AFRO-A 169 Introduction to African American Literature (3 cr.)  
A survey and analysis of representative African American and African Diasporic writings (poetry, short story, sermons, novel, drama) with a view toward developing an appreciation for reading, the literary vocabulary, literary design, and the critical method.

AFRO-A 249 Afro-American Autobiography (3 cr.)  
A survey of autobiographies written by black Americans in the last two centuries. The course emphasizes how the autobiographers combine the grace of art and the power of argument to urge the creation of genuine freedom in America.

AFRO-A 379 Early Black American Writing  
Afro-American writing before World War II, with emphasis on critical reactions and analyses. Includes slave narratives, autobiographies, rhetoric, fiction, and poetry.
AFRO-A 380 Contemporary Black American Writing (3 cr.) The black experience in America as it has been reflected since World War II in the works of outstanding Afro-American writers: fiction, nonfiction, poetry, and drama.

AFRO-A 386 Black Feminist Perspectives (3 cr.) Examination of the history, development, and manifestation of feminist consciousness among African American women. The course is particularly concerned with how black women’s lived experience defines that consciousness, and the differing impact it has among various groups of black women, and in their larger social, political, and cultural communities.

AFRO-A 480 The Black Novel Analysis of the Afro-American novel from the Harlem Renaissance to the present: genesis, development, and current trends. Emphasis on traditions arising out of the black experience and on critical perspectives developed by black critics and scholars.

Allied Health (AHLT) School of Natural Sciences

AHLT-C 150 Body Structure and Function (3 cr.) Introduction to the basic structures and functions of the human body; fundamental anatomic terminology; relationships of clinical laboratory to diagnosis.

AHLT-M 102 Clinical Experience I (2-4 cr.) Clinical assessment in systems and processes for collecting, maintaining, and disseminating health-related information; development of professional attitude for interacting with consumers and other professions in the health care industry.

AHLT-M 109 Medical Transcription/Word Processing (2 cr.) P: AHLT-M 195, CSCI-C 106. C: ENG-W 131. Practice in transcription and word processing of medical reports and correspondence related to the medical record. Emphasis on understanding, speed, and skills in use of transcription, dictation, and word processing equipment.

AHLT-M 190 Coding I (3 cr.) P: M 195. The study of ICD-9-CM coding and classifications principles; and CPT coding principles as used in acute ambulatory and long-term care facilities.

AHLT-M 191 Coding II (3 cr.) P: M 190. Advanced principles of the ICD-9-CM classification system; optimization; DRG’s sequencing, reimbursement; application of CPT coding principles in acute and ambulatory settings.

AHLT-M 195 Medical Terminology (3 cr.) The study of the language of medicine, including word construction, definitions, spelling, and abbreviations; emphasis on speaking, reading, and writing skills.

AHLT-R 200 Pathology (3 cr.) P: A biology course. A survey of the changes that occur in the diseased state to include general concepts of disease, causes of disease, clinical symptoms and treatment, and diseases that affect specific body systems.

Anatomy (ANAT) School of Natural Sciences

ANAT-A 215 Basic Human Anatomy (5 cr.) Structure of cells, tissues, organs, and systems and their relationship to function. (Lab fee required.)

ANAT-A 464 Human Tissue Biology (5 cr.) P: BIOL-L 317 or ZOOL-Z 317 and Z 318 or consent of instructor. Microscopic structure of mammalian (with emphasis on human) tissues and organs. (Lab fee required.)

Anthropology (ANTH) School of Social Sciences

ANTH-A 105 Human Origins and Prehistory (3 cr.) Human biological evolution and prehistory from the earliest archaeological record through the rise of civilization. Credit given for only one of the following: A 102, A 105, or A 303.
ANTH-A 310 Survey of American Indians I (3 cr.) The Native American experience from the pre-Columbian period through the American Civil War. Lectures and readings will focus upon Native American cultural patterns and the Native American response to French, British, and American Indian policies.

ANTH-A 311 Survey of American Indians II (3 cr.) Native American-white relations from the Civil War through the 1980s. Focus on Native American attempts to defend their homelands in the American West, establishment of Indian reservations in the late nineteenth century. Impact of the Dawes and Wheeler-Howard Acts, emergence of the Native American church, urbanization of Native Americans in the twentieth century.

ANTH-E 105 Culture and Society (3 cr.) Introduction to the comparative study of contemporary human cultures and social processes that influence behavior. Not sequential with A 105. Credit given for only one of the following: A 104, A 304, E 105, or E 303.

ANTH-E 320 Indians of North America (3 cr.) P: E 105, E 200, E 303, or E 305. Ethnographic survey of cultural areas from the Arctic to Panama, plus cross-cultural analysis of interrelations of culture, geographical environment, and language families.

ANTH-P 200 Introduction to Prehistoric Archaeology (3 cr.) Introduction to archaeology and world prehistory. Concentrates on the history, methods, and theory of American anthropological archaeology and is designed to answer some of the basic questions that many people have about world prehistory. No prerequisite required.

ANTH-P 361 Prehistory of the Midwestern U.S. (3 cr.) Survey of the prehistory of midcontinental North America, beginning with humans’ entry into the New World and concluding with the European invasion. Covering the major cultural periods defined for Eastern Woodlands prehistory-Paleo-Indian, Archaic, Woodland, and Mississippian-as well as the sociocultural attributes by which each is defined. No prerequisite required.

Astronomy (AST) School of Natural Sciences

AST-A 100 The Solar System (3 cr.) Celestial sphere and constellations, measurement of time, astronomical instruments, Earth as a planet, moons, eclipses, planets and their satellites, comets, meteors, theories of origin of solar system. Spring Sem. and odd-year Summers.

AST-A 105 Stellar Astronomy (3 cr.) The sun as a star, physical properties of stars, principles of spectroscopy as applied to astronomy, double stars, variable stars, star clusters, gaseous nebulae, stellar motions and distribution, Milky Way system, expanding universe, cosmic time scale. Fall Sem. and even-year Summers.

AST-A 150 Introductory Astronomy Lab (1 cr.) P: A 100 or A 105 or concurrent registration in either course. Note: This course may not be used to fulfill the B.A. degree distribution requirement of a laboratory science. The observation of selected celestial objects using astronomical binoculars and telescopes. Astronomical data will be gathered and plotted by the student using auxiliary equipment installed on the telescopes. May be repeated (not to exceed a total of 3 credit hours) with consent of instructor.

AST-A 151 Introductory Astronomy Research Lab (2 cr.) P: A 100 or A 105 or concurrent registration in either course. Note: This course may be used to fulfill the B.A. distribution requirement of a laboratory science. Research projects include gathering and measuring data obtained from planets, variable stars, and deep-sky objects. Measurements made using optical telescopes, cameras, photoelectric photometer, charge-coupled device, and radio telescope. Also, simple problem-solving exercises in stellar and planetary astronomy. Fall Sem.
**Biology (BIOL)**

**School of Natural Sciences**

**BIOL-E 111 Basic Biology by Examination I (3 cr.)** Credit by examination for demonstrating an understanding of basic facts and concepts of the lecture content of L 101. Credit not given for both L 101 and E 111.

**BIOL-E 112 Basic Biology by Examination II (3 cr.)** Credit by examination for demonstrating an understanding of basic facts and concepts of the lecture content of L 102. Credit not given for both L 102 and E 112.

**BIOL-K 312 Immunology (3 cr.)** P: MICR-M 310 or consent of instructor. C: BIOL-K 313. An examination of molecular and cellular immunology, abnormal immune responses, and immunology reactions used in diagnosis.

**BIOL-K 313 Immunology Laboratory (2 cr.)** C: BIOL-K 312. Experimental examination of the immune response. Use of the antigen-antibody reaction for diagnostic purposes. (Lab fee required.)

**BIOL-L 100 Humans and the Biological World (5 cr.)** Principles of biological organization, from molecules through cells and organisms to populations. Emphasis on processes common to all organisms, with special reference to human beings. This course will not count toward a biology degree. (Lab fee required.)

**BIOL-L 100 Humans and the Biological World (3 cr.).** Principles of biological organization, from molecules through cells and organisms to populations. Emphasis on processes common to all organisms, with special reference to human beings. This course will not count toward a biology degree.

**BIOL-L 101 Introduction to Biological Sciences I (5 cr.)** P: One year of high school chemistry or one semester of college chemistry. Lecture and laboratory. Fundamental principles of biology for students considering a biology major or students with high school science background. Principles of evolution, animal morphology, physiology and diversity, and ecology. (Lab fee required.)

**BIOL-L 102 Introduction to Biological Sciences II (5 cr.)** P: One year of high school chemistry or one semester of college chemistry. Lecture and laboratory. Fundamental principles of biology for students considering a biology major or students with high school science background. Principles of biochemistry, cell biology, genetics, developmental biology, systematics, nonanimal diversity, and plant biology. (Lab fee required.)

**BIOL-L 113 Biology Laboratory (3 cr.)** P: E 111, E 112. Laboratory experiments in various aspects of biology with focus on investigative logic and methods. Introduces aspects of cell biology, genetics, and evolutionary biology.

**BIOL-L 200 Environmental Biology and Conservation (3 cr.)** An interdisciplinary examination of environmental problems. Class may include lectures, films, fieldwork, and laboratory methods including computer simulations. Fieldwork, if undertaken, may include trips to local industries with pollution controls in place, trips to examine local habitats, or other appropriate activities. Not open to students who have had E 162, L 350, or L 473.


**BIOL-L 303 Field Biology (3 cr.)** R: One semester of biology. A summer or intensive course designed to acquaint the student with natural biological interactions in the environment. The course consists of a period of field study in an area remote from the local campus. Orientation before and following course. May be repeated once for credit.

**BIOL-L 304 Marine Biology (3 cr.)** R: One biology course. An introductory course for majors and nonmajors involving the study of principles, concepts, and techniques of marine and estuarine biology.
BIOL-L 308 Organismal Physiology (5 cr.) P: L 101, L 102. Lecture and laboratory. Structural and functional aspects of regulative processes in animals: detection of the environment, integrative functions, and reproduction. Laboratory deals with representative experiments on animal physiological processes. Credit given for one of L 308 or P 416-P 418. (Lab fee required.)

BIOL-L 311 Genetics (3 cr.) P: L 101, L 102, L 211. Concurrent: L 319. Lecture course on the principles of heredity at the molecular, cellular, individual, and population levels. Credit given for one of L 311 or K 322.

BIOL-L 312 Cell Biology (3 cr.) P: L 102, L 211, L 311, L 319. Current views of the structure and function of cellular organelles and components, with emphasis on the flow of information through the cell, the metabolism that supports cellular functions, and differences among different specialized cells. Current techniques will be stressed.

BIOL-L 313 Cell Biology Laboratory (3 cr.) C: L 312. Theory and techniques of experimental cell physiology.

BIOL-L 317 Developmental Biology (3 cr.) P: L 101, L 102. C: Z 318. Analysis of developmental processes that lead to the construction of whole organisms from single cells. Includes the principles of embryology and analysis of mutations affecting development. Credit given for one of L 317 or Z 317.

BIOL-L 318 Evolution (5 cr.) P: L 101, L 102, L 211. Provides an exploration of the theory of evolution—the conceptual core of biology. Topics include origins and history of life; the interplay of heredity and environment in shaping adaptations; molecular, behavioral, and social evolution; patterns of speciation, extinction, and their consequences; methods for inferring evolutionary relationships among organisms. (Lab fee required.)

BIOL-L 319 Genetics Laboratory (3 cr.) C: L 312. Experimentation demonstrating fundamental genetics mechanisms. Credit given for one of L 311 or K 323. (Lab fee required.)


BIOL-L 341 Natural History of Coral Reefs (GEOL-G 341, SPEA-E 400) (3cr.) P: A 100-level biology course. Introduction to principles of biology, ecology, and geology as applied to coral reef ecosystems.

BIOL-L 350 Environmental Biology (3 cr.) P: Junior or senior standing. Interactions of human beings with other elements of the biosphere with emphasis on population, community, and ecosystem levels of ecology. Does not count toward the ecology requirement for biology majors.

BIOL-L 403 Biology Seminar (1 cr.) P: Junior or senior standing and consent of instructor. Individual presentation of topics of current importance. (May be repeated for credit.)

BIOL-L 433 Tropical Biology (3 cr.) Field study topics include plants and animals, their ecology and interactions in rain forests, and the marine/land interface. Projects on particular aspects of areas visited and a detailed field notebook are required.

BIOL-L 440 Introduction to Biotechnology (3 cr.) P: L 311 and L 312. Will cover topics central to biotechnology and the biotechnological industry including industrial organisms, recombinant DNA techniques, protein isolation and assay, genetic and molecular identification of therapeutic targets, intellectual property, biotechnology companies, and regulatory issues.

BIOL-L 452 Capstone in Biology (2 cr.) P: Biology majors with senior standing. An integrative experience for biology majors.

BIOL-L 465 Advanced Field Biology (3 cr.) R: L 473 or equivalent and consent of instructor. Lectures and two to three weeks of fieldwork on various problems of ecosystem structure. May be repeated once for credit.
BIOL-L 473 Ecology (3 cr.) P: L 101, L 102, required organismal diversity elective. C: BIOL-L 474. Distribution and abundance of animals and plants; interactions of organism and environment at levels of individual, population, and community from functional point of view. Not open to students with credit in S 309. Fall Sem.

BIOL-L 474 Laboratory in Ecology (2 cr.) P or concurrent: BIOL-L 473 or MICR-M 420, or consent of instructor. R: PLSC-B 203, PLSC-B 364 or ZOOL-Z 373, ZOOL-Z 374. Introduction to research in ecology. Field and laboratory techniques in study of distribution and abundance of organisms. (Lab fee required.) Fall Sem.

BIOL-L 476 Regional Ecology (2 cr.) P: Student must be concurrently enrolled in L 303 and have consent of instructor. Selective trips to ecological areas to study both the flora and fauna of a particular biome. (Lab fee required.)

BIOL-L 490 Individual Study (cr. arr.; 12 cr. max.) P: Written consent of biology coordinator.

BIOL-L 498 Internship in Professional Practice (1-6 cr.) Provides an opportunity for students to receive credit for selected career-related work. Evaluation by employer and faculty sponsor on S/F basis.

BIOL-L 499 Internship in Biology Instruction (3 cr.) P: Consent of instructor. An internship for biology majors desiring college teaching experience. Students will be provided training in lecture-laboratory presentations. Each student will present lectures and laboratories that will be videotaped for subsequent analysis and follow up suggestions for improvement.

Business (BUS) School of Business

BUS-A 201 Introduction to Financial Accounting (3 cr.) P: 12 credit hours and a GPA of at least 2.0. Concepts and issues of financial reporting for business entities; analysis and recording of economic transactions. Fall Sem., Spring Sem., Summer.


BUS-A 337 Computer-Based Accounting Systems (3 cr.) P: A 202, K 201. Impact of modern computer systems on analysis and design of accounting information systems. Discussion of tools of systems analysis, computer-based systems, and internal controls and applications; microcomputer orientation. Spring Sem.


BUS-A 413 Governmental and Not-for-Profit Accounting (3 cr.) P: A 311. Financial management and accounting for nonprofit seeking entities; state, municipal, and federal governments; schools, hospitals, and philanthropic entities. Includes study of GAAP for these entities promulgated by the FASB and GASB. Summer.
**BUS-A 422 Advanced Financial Accounting I (3 cr.)** P: A 312. Generally accepted accounting principles as applied to business combinations, segments, estates and trusts.

**BUS-A 424 Auditing (3 cr.)** P or C: A 312. Provides an understanding of the audit environment and public expectations of an audit, risk analysis in conducting the audit, internal control and the quality control procedures of public accounting organizations. The course also includes coverage of the code of professional conduct, the legal liabilities of CPAs, the auditing and attestation standards, statistical sampling in auditing, audit of operation cycles in a computerized environment, and the auditor’s report. Fall Sem., Spring Sem.

**BUS-A 437 Advanced Managerial Accounting (3 cr.)** P: A 325. Deals with the need to adapt traditional costing and cost analysis methods as changes take place in the new business environment characterized by flexible manufacturing, JIT, automation, and international competition. Strategic focus; writing intensive. Fall Sem.

**BUS-A 490 Independent Study in Accounting (cr. arr.)** P: Consent of instructor. Students choose one of two options in completing this course: (1) Supervised individual study and research work. Students will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. (2) Supervised internship, application filed through Career Services and Placement Office; provides work experience in cooperating firms or agencies. Reporting requirements will be established by instructor. Pass/Fail grade only for internships.

**BUS-D 300 International Business Administration (3 cr.)** P: ECON-E 100-E 200 and junior standing. Foreign environment for overseas operations; U.S. government policies and programs for international business; international economic policies; and management decisions and their implementation in international marketing, management, and finance. Fall Sem., Spring Sem.

**BUS-D 490 Independent Study in International Business (cr. arr.)** P: Consent of instructor. Students choose two options in completing this course: a supervised internship experience (application filed through Career Services and Placement) or individual study or research work. Reporting requirements will be established by the instructor. Pass/Fail grades only for internships.

**BUS-F 260 Personal Finance (3 cr.)** Financial problems encountered in managing individual affairs; family budgeting, use of credit, insurance, home ownership, investing in securities, retirement and estate planning. Fall Sem., Spring Sem., Summer.

**BUS-F 301 Financial Management (3 cr.)** P: A 201, A 202, CSCI-C 100 or C 106, and junior standing. Corporate finance emphasizing investment, dividend, and financing decisions. Topics include analysis of financial statements, risk and rates of return, discounted cash flow analysis, stock and bond valuation, capital budgeting, cost of capital, capital structure, dividend policy, short-term financial management. Fall Sem., Spring Sem., Summer.


**BUS-F 420 Equity and Fixed Income Investments (3 cr.)** P: F 301. Individual investment policy and strategy, security analysis and portfolio management, investment performance, measurement tools, basic and derivative securities used in the investment process, survey of ethics in the investment profession, and experience in trading practices through simulation. Spring Sem., Summer.

**BUS-F 446 Bank and Financial Intermediation (3 cr.)** P: F 301. Management policies and decisions including asset, liability, and capital management within the legal, competitive, and economic environment. Fall Sem.
BUS-F 490 Independent Study in Finance (cr. arr.) P: Consent of instructor. Students choose one of two options in completing this course: (1) Supervised individual study and research work. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. (2) Supervised internship, application filed through Career Services and Placement Office; provides work experience in cooperating firms or agencies. Both options require written report. Pass/Fail grade only for internships.


BUS-G 300 Intermediate Microeconomic Theory (3 cr.) P: E 100-E 200. Consumer and producer theory; pricing under conditions of competition and monopoly; allocation and pricing of resources; partial and general equilibrium theory and welfare economics.


BUS-G 345 Money and Banking (3 cr.) P: E 100-E 200. Monetary and banking system of the United States; problems of money and prices, of proper organization and functioning of commercial banking and Federal Reserve systems, of monetary standards, and of credit control; recent monetary and banking trends. Fall Sem., Summer.

BUS-G 330 Urban Economics (3 cr.) P: E 100-E 200. Introduction to basic concepts and techniques of urban economic analysis to facilitate understanding of urban problems; urban growth and structure, poverty, housing, transportation, and public provision of urban services. Spring Sem.

BUS-J 401 Administrative Policy (3 cr.) P: Senior standing, F 301, K 321, M 301, P 301, and Z 302. Administration of business organizations; strategy formulation, organization, methods, and executive control. Should be taken in final semester. Fall Sem., Spring Sem., Summer

BUS-J 490 Independent Study in Personnel Management and Organizational Behavior (cr. arr.) P: Consent of instructor. Written report required.

BUS-K 201 The Computer in Business (3 cr.) P: A 201 or E 200 and CSCI-C 106 or equivalent. Introduction to the role of computers and other information technologies in business. Provides instruction in both functional and conceptual computer literacy. Conceptual computer literacy is the focus of the weekly lecture. After introducing the basic concepts of computer use, these lectures devote special attention to current technological innovation in social and business environments. Topics include technology and organizational change, telecommunications, privacy in the information age, and business security on the Internet. Functional computer literacy includes use of a spreadsheet (Excel), a relational database (Access), and electronic communications software (e-mail and WWW browsers) as well as the applications of these skills to solve a variety of business problems.

BUS-K 321 Management Information Systems (3 cr.) P: ECON-E 280 and junior class standing. Introduction to Management Information Systems (MIS) including the key building blocks of information systems, namely, hardware, software, telecommunications including the Internet/intranet/extranet, and databases and DBMS. The focus of this course is on using and managing information technologies to derive business value. Fall Sem., Spring Sem., Summer.

BUS-K 330 Contemporary Topics in Information Technology (3 cr.) P: K 321. Focuses on key information technology issues that exist in the business world that must be managed, dealt with, and resolved. Such issues include running IS like a business, technology leadership and partnership, outsourcing, IS resources and staffing, client server systems management, telecommunications, and the IT infrastructure to support business initiatives.
BUS-K 335 Information Systems Analysis and Design (3 cr.) P: K 321. In-depth treatment of the theory and practice of management information systems including information requirements analysis, design methodology, and system implementation considerations. Fall Sem.

BUS-K 400 Information for Operating Control and Data Management (3 cr.) P: K 335. Introduces students to the issues related to designing and using database management systems. Students learn how to design and construct a database that has real-life application through hands-on experience. Students gain an understanding of the many roles that database management systems can play in managing information in organizations. Spring Sem.

BUS-L 201 Legal Environment of Business (3 cr.) Examines the nature and functions of law as related to business. Specific areas covered include contracts, tort, corporate employment, international, product liability, property, securities, and antitrust. Fall Sem., Spring Sem., Summer.

BUS-L 303 Commercial Law II (3 cr.) P: L 201. Law of real and personal property. Legal problems encountered in marketing goods, including sale of goods, securing credit granted, nature and use of negotiable instruments. Fall Sem., Spring Sem.

BUS-M 300 Introduction to Marketing (3 cr.) Examination of the U.S. market economy and marketing institutions. Decision making and planning from a manager’s point of view; impact of marketing actions from a consumer’s point of view. Note: No credit toward a degree in business. This class is for non-Business majors only. Fall Sem., Spring Sem.

BUS-M 301 Introduction to Marketing Management (3 cr.) P: A 201, ECON-E 100-E 200, E 280, and junior standing. R: A 202, CSCI-C 100 or C 106; PSY-P 101; SOC-S 163. Overview of marketing for all undergraduates. Marketing planning and decision making examined from firm’s point of view; marketing concept and its company-wide implications; integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy. Marketing system viewed in terms of both public and private policy in a pluralistic society. Fall Sem., Spring Sem., Summer.

BUS-M 303 Marketing Research (3 cr.) P: M 301 and ECON-E 280. Focuses on the role of research in marketing decision making. Topics include research ethics, problem formulation, research design, data collection procedures, design of data collection forms, sampling issues, data analysis, and the interpretation of results. Fall Sem., Spring Sem.

BUS-M 405 Buyer Behavior (3 cr.) P: M 301. Buyer behavior relevant to marketing decisions. Logic of marketing segmentation, recognizing customer heterogeneity. Buyer behavior analyzed in terms of 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. Fall Sem., Spring Sem.

BUS-M 415 Advertising and Promotion Management (3 cr.) P: 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. Fall Sem., Spring Sem.

BUS-M 450 Marketing Strategy and Policy (3 cr.) P: F 301, M 301, M 303, M 405, P 301, and Z 302, and senior standing. Ideally taken in student’s final semester. Capstone course for marketing majors. Draws on and integrates materials previously taken. Focuses on decision problems in marketing strategy and policy design and application of analytical tools for marketing and decision making. Fall Sem., Spring Sem.

BUS-M 490 Special Studies in Marketing (cr. arr.) P: Consent of instructor. Supervised individual study and research work.
BUS-P 301 Operations Management (3 cr.) P: ECON-E 281 and junior standing. Production and its relationship to marketing, finance, accounting, and human resource functions are described. Forecasting demand, aggregate planning, master scheduling, capacity planning, and material planning provide the basis for linking strategic operations plans. Other topics include facilities design, performance measurement, productivity improvement, quality control, JIT, TOC, and project management. Fall Sem., Spring Sem., Summer.

BUS-P 330 Project Management (3 cr.) P: P 301. This course will introduce the student to the full range of project management topics, concerns, problems, solution methods, and decision processes. These areas include: project selection, project organizational structures, negotiation, project planning, project scheduling and resource loading, project budgeting, project monitoring and control, project auditing, and project termination.

BUS-P 430 Total Quality Management (3 cr.) P: P 301. Introduces students to concepts of total quality management. Methods and application of quality control techniques commonly used in manufacturing and service organizations are presented. Research and theory relevant to quality concepts such as the economics and measurement of quality, the evolution of total quality management, team building and employee empowerment, vendor relations, elementary reliability theory, customer relations and feedback, quality assurance systems, statistical quality control, preventive maintenance programs, and product safety and liability are discussed.

BUS-P 490 Independent Study in Production Management and Industrial Engineering (cr. arr.) P: Consent of instructor. For production majors with a career interest in some area of production other than industrial engineering. Literature in student’s special field of interest. Written report required.

BUS-W 100 Business Administration: Introduction (3 cr.) Business administration from the standpoint of the manager of a business firm operating in the contemporary economic, political, and social environment. No credit for juniors and seniors in the B.S. in Business programs. Fall Sem., Spring Sem., Summer.

BUS-W 211 Contemporary Entrepreneurship (3 cr.) The study of creative risk-taking that results in the creation of new opportunities for people and organizations.

BUS-W 311 Small Business Entrepreneurship (3 cr.) P: Junior standing. Primarily for those interested in creating a new business venture or acquiring an existing business. Covers such areas as choice of a legal firm, problems of a closely held firm, sources of funds, preparation of a business plan, and negotiating.

BUS-W 430 Organizations and Organizational Change (3 cr.) P: Z 302. Analysis and development of organizational theories with emphasis on environmental dependencies, sociotechnical 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.

BUS-W 490 Independent Study in Business Administration (cr. arr.) P: Consent of instructor. Supervised individual study and research in student’s special field of interest. Students will propose the research topic desired and, in conjunction with the instructor, develop the scope of work to be completed. Written report required.

BUS-X 220 Career Perspectives (1 cr.) Assists students in developing career goals. Academic planning, career exploration, and planning in the fields of business and economics. (Students currently working in a professional position may substitute a 300/400 business course for X 220 and X 410. Contact the undergraduate advisor.) Fall Sem., Spring Sem.
BUS-X 410 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. Although this course is offered each regular academic semester, seniors should enroll in the first semester of their senior year. Accounting students especially should enroll in the fall term to take advantage of on-campus recruiting activity. Also open to second-semester juniors and seniors of other schools. (Students currently working in a professional position may substitute a 300/400 business course for X 220 and X 410. Contact the undergraduate advisor). Fall Sem., Spring Sem.

BUS-Z 302 Managing and Behavior in Organizations (3 cr.) P: Junior standing. Integration of behavior and organizational theories. Application of concepts and theories toward improving individual, group, and organizational performance. Builds from a behavioral foundation toward an understanding of managerial processes. Fall Sem., Spring Sem., Summer.


BUS-Z 441 Wage and Salary Administration (3 cr.) P: Z 302. Survey of problems faced by modern managers of compensation systems. In-depth look at the roles of company, government, union, and employee in the design and administration of total compensation systems. A description of the type of wage and salary systems currently in use, their advantages and disadvantages, and extent of current use.

Chemistry (CHEM) School of Natural Sciences

CHEM-C 101 Elementary Chemistry I (3 cr.) P: One year of high school algebra or equivalent. Introduction to chemistry. Usually taken concurrently with C 121. Lectures and discussion. The two sequences, C 101-C 121 and C 102-C 122, usually satisfy programs that require only two semesters of chemistry. Admission to advanced courses on the basis of C 101-C 121 and C 102-C 122 is granted only in exceptional cases. May be taken by students who have deficiencies in chemistry background without credit toward graduation in preparation for C 105. Credit given for only one of the following chemistry courses: C 101, C 104, C 105. Fall Sem., Spring Sem., Summer I.

CHEM-C 102 Elementary Chemistry II (3 cr.) P: C 101. Continuation of C 101. Usually taken concurrently with C 122. The chemistry of organic compounds and their reactions, followed by an extensive introduction to biochemistry. Lectures and discussion. Credit not given for both C 102 and C 341. Fall Sem., Spring Sem., Summer II.

CHEM-C 104 Physical Sciences and Society (3 or 5 cr.) R: One year of high school algebra or equivalent. An integrated survey of modern applications and relationships of physical sciences to society developed from the basic concepts of motion, structure of matter, energy, reactions and the environment, and leading to considerations of specific problem areas such as pollution, drugs, energy alternatives, consumer products, and transportation. May be taken by students deficient in chemistry background without credit toward graduation in preparation for C 105. Credit not given for both C 104 and C 101 or C 105. The 5 credit hour version of this course includes laboratory work. Fall Sem., Spring Sem., Summer I and II.

CHEM-C 105 Principles of Chemistry I (3 cr.) P: Two years of high school algebra or equivalent, one year of high school chemistry, or consent of instructor. C: C 125. Basic principles, including stoichiometry, equilibrium, atomic and molecular structures. Lectures and discussion. Credit given for only one of these chemistry courses: C 101, C 104, C 105. Fall Sem., Spring Sem., Summer I.
CHEM-C 106 Principles of Chemistry II (3 cr.) P: C 105, C 125. Should be taken concurrently with C 126. Chemical equilibria, structures, and properties of inorganic compounds. Lectures and discussion. Spring Sem., Summer II.

CHEM-S 106 Principles of Chemistry II—Honors (3 cr.) P: C 105 and C 125 and placement test or consent of chemistry department. C: C 126. For students with strong aptitude and preparation. Credit given for only one of the following: C 102, C 106, S 106. Spring Sem.

CHEM-C 121 Elementary Chemistry Laboratory I (2 cr.) P or C: C 101. An introduction to the techniques and reasoning of experimental chemistry. Credit not given for both C 121 and C 125. (Lab fee required.) Fall Sem., Spring Sem., Summer I.

CHEM-C 122 Elementary Chemistry Laboratory II (2 cr.) P: C 101, C 121; P or C: C 102. Continuation of C 121. Emphasis on organic and biochemical experimental techniques. Credit not given for both C 122 and C 343. (Lab fee required.) Fall Sem., Spring Sem., Summer II.

CHEM-C 125 Experimental Chemistry I (2 cr.) P or C: C 105. An introduction to laboratory experimentation, with particular emphasis on the molecular interpretation of the results. Credit not given for both C 121 and C 125. (Lab fee required.) Fall Sem., Spring Sem., Summer I.

CHEM-C 126 Experimental Chemistry II (2 cr.) P: C 125. P or C: C 106. A continuation of C 125, with emphasis on synthesis and analysis of compounds. (Lab fee required.) Spring Sem., Summer II.

CHEM-C 301-C 302 Chemistry Seminar (1-1 cr.) P: 25 credit hours of chemistry with a GPA of at least 2.5. Independent study and reading, with emphasis on basic chemistry and interdisciplinary applications. Research reports and discussions by students and faculty. Spring Sem.

CHEM-C 303 Environmental Chemistry (3 cr.) P: C 106, C 341. Selected topics in environmental chemistry such as atmospheric pollution, ozone hole, photochemical smog, acid rain, greenhouse effect, ground water pollution, water treatment, fate of toxic organic substances and metals in the environment, and treatment of hazardous wastes. Fall Sem., Summer II.

CHEM-C 305 Environmental Chemistry Seminar I (1 cr.) P: 25 credit hours of chemistry including C 303 and C 333 (could be concurrent) with a GPA of at least 2.5. Independent study and reading, with emphasis on basic chemistry and environmental chemistry applications. Research report and discussion by students and faculty. The chosen topic must relate to the environment. Spring Sem.

CHEM-C 315 Chemical Measurements Laboratory I (3 cr.) P or C: C 318. Experimental techniques in chemical analysis and instrumentation. (Lab fee required.) Spring Sem.

CHEM-C 317 Equilibria and Electrochemistry (3 cr.) P: C 106. R: MATH-M 215. Treatment of analytical data; chemical equilibrium; aqueous and nonaqueous acid-base titrimetry; complex formation titrations; gravimetric analysis, redox titrations, electrochemical theory; potentiometry; voltammetry; coulometry.

CHEM-C 318 Spectrochemistry and Separations (3 cr.) P: C 317. Ultraviolet, visible, infrared, and luminescence spectrophotometry; flame and electrical discharge techniques. Phase equilibria and extractions; countercurrent distribution; gas, thin-layer, liquid, and high-performance liquid chromatography.

CHEM-C 333 Experimental Environmental Chemistry (2 cr.) P: C 303. A laboratory course of selected experiments that are relevant in the analysis and characterization of pollutants in air, soil, and water samples. Techniques that emphasize sampling and analytical procedure. Basic analytical principles and instrumentation. Field trips to water or wastewater treatment facilities. Spring Sem.

CHEM-C 341 Organic Chemistry I Lectures (3 cr.) P: C 106 or exemption by examination. Chemistry of carbon compounds. Nomenclature; qualitative theory of valence; structure and reactions. Syntheses and reactions of major classes of monofunctional compounds. Credit given for only one of the courses C 102, C 341. Fall Sem.

CHEM-C 343 Organic Chemistry I Laboratory (2 cr.) P or C: C 341. Laboratory instruction in the fundamental techniques of organic chemistry and the use of general synthetic methods. Credit not given for both C 122 and C 343. (Lab fee required.) Fall Sem.

CHEM-C 344 Organic Chemistry II Laboratory (2 cr.) P: C 343. P or C: C 342. Preparation, isolation, and identification of organic compounds; emphasis on qualitative organic analysis. (Lab fee required.) Spring Sem.

CHEM-C 361 Physical Chemistry of Bulk Matter (3 cr.) P: CHEM-C 106, MATH-M 216, PHYS-P 202 (or P or C: PHYS-P 222). Thermodynamics laws, free energy and chemical potentials, gases and dilute solutions, phase transitions, colligative properties, chemical equilibria, ionic solutions, chemical kinetics and transport processes, current topics. Fall Sem.

CHEM-C 362 Physical Chemistry of Molecules (3 cr.) P: CHEM-C 106, MATH-M 216, PHYS-P 202 (or P or C: PHYS-2 2). Quantum states and spectroscopy of molecules, statistical thermodynamics, and elementary kinetic theory, current topics. Alternate Spring Sem.

CHEM-C 364 Introduction to Basic Measurements (3 cr.) P: C 361. R: C 315. Graduated laboratory practice relating elementary principles of measurement technologies to current research applications. (Lab fee required.) Fall Sem.

CHEM-C 403 History of Chemistry I (1 cr.) P: Senior standing, consent of instructor. Development of significant chemical knowledge and concepts up to 1830. Lectures, student reports, discussion.

CHEM-C 404 History of Chemistry II (1 cr.) P: Senior standing, consent of instructor. Development of significant chemical knowledge and concepts since 1830.

CHEM-C 409 Chemical Research (1-5 cr.; 10 cr. max.) To be elected only after consultation with the course director and the undergraduate advisor. Cannot be substituted for any course required in chemistry major. A research thesis is required. Fall Sem., Spring Sem., Summer.

CHEM-C 430 Inorganic Chemistry (3 cr.) P: C 106 or C 361 (or consent of instructor). R: C 341. Structure and bonding of inorganic compounds, survey of chemistry of nonmetal and metal elements, coordination compounds, organometallic compounds, mechanisms and reactions. Alternate Spring Sems.

CHEM-C 443 Organic Spectroscopy (3 cr.) P: C 342. Elucidation of molecular structures by use of IR, UV, NMR, mass spectroscopy, and other methods. Alternate Summers.

CHEM-C 444 Organic Spectroscopy Laboratory (2 cr.) P or C: C 443 or consent of instructor. Hands-on instrumentation experimental work concerning detailed structure elucidation of organic compounds using Ultraviolet-Visible (UV-Vis), Infrared (IR), Nuclear Magnetic Resonance (NMR), and Gas Chromatography-Mass Spectrometry (GC-MS). (Lab fee required.) Alternate Summers.

CHEM-C 445 Advanced Organic Chemistry Laboratory (3-5 cr.) P or C: C 443 or consent of instructor. Experimental problems in organic analysis and synthesis. (Lab fee required.)

CHEM-C 470 Polymer Chemistry (3 cr.) P: 18 credit hours in chemistry, including C 342. Introduction to syntheses, structures, properties, and uses of polymeric substances.

CHEM-C 483 Biological Chemistry (3 cr.) P: C 342. Introduction to structure, chemical properties, and interrelationships of biological substances. Fall Sem.


CHEM-C 485 Biosynthesis and Physiology (3 cr.) P: C483 or C484. Biosynthetic pathways, expression of genetic information, molecular physiology.
CHEM-C 486 Biochemistry Laboratory (2 cr.) P or C: C 483 or C 484. Laboratory experience in biochemistry, including biomolecule isolation, purification, enzyme kinetics, and biomolecule characterization electrophoresis, centrifugation, spectroscopic methods, and chromatography.

CHEM-C 490 Individual Study (cr. arr.; 6 cr. max.) P: Written permission of faculty member supervising the study. Must complete written report of each semester’s work. Fall Sem., Spring Sem., Summer.

Computer Graphics Technology (CGT)

CGT101 Introduction to Computer Graphics Technology (3 cr.) Class 3, This course provides an introduction to and a survey of the discipline of computer graphics. As an introductory course for incoming freshmen, its topics include a survey of the applications of computer graphics, the knowledge base and history of computer graphics, an examination of computer graphics technologies and careers in this rapidly emerging and evolving field.

CGT111 Design for Visualization and Communication (3 cr.) Class 2, Lab 2. An introductory design course for applied computer graphics majors. Students develop an understanding of the basic design elements and principles, composition and typography through exercises and projects. The focus is on visual thinking, exploring the relationship between type and image, and developing multiple solutions to a given problem.

CGT112 Sketching for Visualization and Communication (3 cr.) Class 2, Lab 2. This course applies fundamental applied computer graphics concepts of visualization, communication, and creativity within a sketching metaphor. Exercises and projects in graphic theory, problem solving, and sketching skill development provide students with activities that focus on further development within the discipline. A variety of sketching techniques are used to gather critical information and transform data into effective communication instruments.

CGT116 Geometric Modeling for Visualization and Communication (3 cr.) Class 2, Lab 2. Core introductory applied computer graphics course that provides entry-level experiences in geometric modeling. Students develop geometric analysis and modeling construction techniques and processes to produce accurate computer models for graphic visualization and communication.

CGT141 Internet Foundations, Technologies and Development (3 cr.) Class 3. This course explores the history, architecture and development of the World Wide Web. Current tagging and scripting languages are covered in a tool-independent environment. Topics also include authoring tools, design, graphic and multimedia formats, and commerce, implementation, and security issues.

CGT211 Raster Imaging for Computer Graphics (3 cr.) Class 2, Lab 2. P: CGT112. Digital images are produced using a variety of computer technologies. Advanced color theory, surface rendering, and light control are emphasized in relation to technical illustration, hardware characteristics, and software capabilities.

CGT216 Vector Imaging for Applied Computer Graphics (3 cr.) Class 2, Lab 2. P: CGT112. Full-color vector illustrations for a variety of uses are produced using computer methods. Color theory, surface analysis, and rendering techniques are emphasized as they apply to vector-based illustrations.

CGT241 Introduction to Computer Animation (3 cr.) Class 2, Lab 2. P: CGT116. C: CGT211. This course introduces the knowledge base on which digital animation and spatial graphics technology are founded and developed. Emphasis will be placed on developing a working knowledge of the mechanics of 3D geometric formats, spline-based modeling with polygon mesh and NURBS, procedural mapping of raster images, simplified polygon modeling, rendering methods, hierarchical linking, and kinematic fundamentals.
CGT256 Human Computer Interface Theory and Design (3 cr.) Class 2, Lab 2. C: CGT211. This course is an intermediate exploration of conceptualization and problem solving using the integration of type and image as both visual and verbal communication. Topics such as systems of organization, visual hierarchy, creativity, typography, color, and navigation are introduced and explored in a systematic way. Students will also be introduced to the issues of information and user interface design to create effective and visually stimulating communication devices.

CGT340 Digital Lighting and Rendering (3 cr.) Class 2, Lab 2. P: CGT241. The development of a working knowledge of perspective display of three-dimensional models and the resulting effects of projected light sources on shade, shadow, color, texture, and atmospheric effects in architecture, product illustration, and animation. Emphasis will be placed on lighting design, analysis, and photorealistic simulation for commercial graphic applications.

CGT346 Digital Video and Audio (3 cr.) Class 2, Lab 2. P: CGT241. Covers the use of digital technologies for video and audio in multimedia, hypermedia, and animation products. Students examine the methods for creating, sampling, and storing digital video and digital audio and the constraints placed on these media assets when used for media-based products. Emphasis is placed upon the technology of digital video and audio, including formats, data rates, compressors, and the advantages and disadvantages of the different technologies.

CGT351 Multimedia Authoring I (3 cr.) Class 2, Lab 2. P: CGT256. This course introduces the many facets of interactive multimedia design and production. Students are introduced to interaction-based authoring programs used for information delivery with special attention focused on the integration of various media assets for communication. Students also concentrate on the storage, management, and retrieval of media assets in a production environment. Considerable time is spent on the systematic design of interactive media products to meet specified goals of communication.

CGT353 Principles of Interactive and Dynamic Media (3 cr.) Class 2, Lab 2. P: CGT216. This course explores the development of interactive and dynamic media components for multimedia and hypermedia products. The course examines the design, creation, and integration of text, 2D animation, and sound for use in DC, DVD, and Web media. Students also learn the basics of scripting and how it can be used to create interaction.

CGT356 Hypermedia Authoring I (3 cr.) Class 2, Lab 2. P: CGT141, CGT251, and CPT267 or CSCI-C 202 (IUS Course). A course focusing on the development of hypermedia for information distribution. The course stresses development strategies for managing the rapidly changing information of corporations and organizations for just-in-time distribution. Topics include intranets, extranets, networks, the World Wide Web, development languages, and other newly developed technologies.

Criminal Justice Courses (CJUS)
See courses under School of Public and Environmental Affairs (SPEA).

Classical Studies (CLAS) School of Arts and Letters

CLAS-G 100 Elementary Greek I

Communication and Culture (CMCL) School of Arts and Letters

CMCL-C 290 Survey of Film History (3 cr.) An overview of film history from its beginnings to the present, emphasizing major developments in narrative cinema. Credit given for only one of CMCL-C 290 or CMLT-C 290.
CMCL-C 393-C 394 History of European and American Films I-II (3-3 cr.) P: C 190 or consent of instructor. C 393 is a survey of the development of cinema during the period 1895-1926 (the silent film era); C 394 is a survey of European and American cinema since 1927. Particular attention is paid to representative work of leading filmmakers, emergence of film movements and development of national trends, growth of film industry, and impact of television. Topics vary. Each course may be taken for a total of 6 credit hours with different topics. A maximum of 6 credit hours may be earned for any combination of CMCL-C 393 and CMLT-C 393.

CMCL-C 396 Film Theory and Aesthetics (3 cr.) P: C 190 or consent of instructor. Study of classical and contemporary schools of film theory. Credit given for only one of CMCL-C 396 and CMLT-C 391.

CMCL-C 397 Genre Study in Film (3 cr.) P: C 190 or consent of instructor. Topic varies: the evaluation of typical genres; problems of generic description or definition; themes, conventions, and iconography peculiar to given genres, etc. May be repeated once with a different topic. A maximum of 6 credit hours may be earned for any combination of CMCL-C 397 and CMLT-C 392.

CMCL-C 492 Authorship in the Cinema (3 cr.) P: C 190 or consent of instructor. Topic varies: in-depth analysis of individual filmmakers, viewed as “authors.” May be repeated once with a different topic. A maximum of 6 credit hours may be earned for any combination of CMCL-C 492 and CMLT-C 491.

CMCL-C 494 Film Criticism: Theory/Practice (3 cr.) P: C 190 or consent of instructor. Study of the main schools and methods of film criticism, basic critical vocabulary, fundamental research tools. Exercises in writing film reviews and critiques using different approaches.

Comparative Literature (CMLT)

CMLT-C 216 Science Fiction, Fantasy, and the Western Tradition (3 cr.) Historical and comparative survey of science fiction and fantasy narrative from antiquity to the present. The origin of scientific narrative in ancient Greek literature, its relation to ancient myths, and its history and development. Emphasis on philosophical, cognitive, and scientific aspects of the genre.

CMLT-C 217 Detective, Mystery, and Horror Literature (3 cr.) Origins, evolution, conventions, criticism, and theory of the detective mystery story; history of the Gothic novel; later development of the tale of terror; major works of this type in fiction, drama, and film.

CMLT-C 255 Modern Literature and the Other Arts: An Introduction (3 cr.) Analyzes the materials of literature, painting, and music and the ways in which meaning is expressed through the organization of the materials. Investigates similarities and differences among the arts. Examples selected from the past 200 years. No previous knowledge of any art required.

CMLT-C 256 Literature and the Other Arts: 1870-1950 (3 cr.) P: C 255 or consent of instructor. Interaction of the arts in the development of Western literature, painting, and music in movements such as impressionism, symbolism, constructivism, expressionism, dada, and surrealism.

CMLT-C 291 Studies in Non-Western Film (3 cr.) Study of adaptations of literary works, both Asian and Western, by Asian filmmakers. Discussion of traditions and conventions shared by original films with Asian literature and theatre. Concentration either on Japan, India, or China each time course is offered. May be repeated once with a different topic.

CMLT-C 355 Literature, the Arts, and their Interrelationship (3 cr.) P: C 255 or consent of instructor. Discussion of theoretical foundations for study of the relationship of the arts; detailed analysis of specific works illustrating interaction of literature with other arts.

CMLT-C 357 The Arts Today: From 1950 to the Present (3 cr.) P: C 255. R: C 256. Shared trends in literature, the visual arts, music, dance, and theatre. The heritage of the grotesque and the absurd, dada and surrealism, and constructivism; the new realism. New materials, mixed media and multimedia, environmental and participatory art, happenings, minimal art, conceptual art, antiart.
CMLT-C 358 Literature and Music Opera (3 cr.) P: two courses in literature, theatre, or music history. Selected opera libretti from various periods. Comparison of libretti with their literary sources; emphasis on specific problems connected with the adaptation of a literary work to the operatic medium. Evaluation of representative libretti as independent literary works.

CMLT-C 490 Individual Studies in Film and Literature (1-3 cr.) P: Consent of chairperson of film committee. May be repeated once with a different topic.

CMLT-C 492 Comedy in Film and Literature (3 cr.) Evolution, styles, and techniques of film comedy in America and Europe from the beginnings of cinema to the present. Theories of comedy and humor; relationship of film comedy to comedy in fiction, drama, pantomime, circus, and vaudeville. Work of leading film comedians.

CMLT-C 493 Film Adaptations of Literature (3 cr.) Analysis of the processes and problems involved in turning a literary work (novel, play, or poem) into a screenplay and then into a film. Close study of literary and film techniques and short exercises in adaptation.

College of Arts and Sciences (COAS)  

COAS-Q 161 Library Skills and Resources  
COAS-Q 400 Job Search Strat Lib Arts Stdnts  
COAS-S 100 Wksp: Hospital Shadowing  
COAS-S 100 Intro. To Ballroom Dance 1, 2, and 3 (1 cr.) Instruction in the techniques of ballroom dance. Only S/F grades given.  
COAS-S 100 Intermediate Ballroom Dance 1, 2, and 3 (1 cr.) This course will expand on the dances covered in S100 Introduction to Ballroom Dance. Only S/F grades given.  
COAS-S 100 Modern Dance (1 cr.) Beginning instruction in modern dance technique, stressing knowledge and application of movement principles essential to dance training.  
COAS-S 100 Introduction To Jazz Dance (1 cr.) An introduction to the modern jazz style of movement as it integrates with sound biomechanical principles. Phrasing, dynamics, and other qualities will be discussed.  
COAS-S 100 Ballet 1 (1 cr.) Learning and developing both technical skills and aesthetic sensibilities at a beginning level. No previous experience in ballet dance is necessary. Differences in movement quality, energy, and rhythm will be explored.  
COAS-S 100 Ballet 2 (1 cr.) P: Ballet 1 or consent of instructor. Learning and developing both technical skills and aesthetic sensibilities at a moderately sophisticated level. Subtle differences in movement quality, energy, and rhythm will be explored.  
COAS-S 104 First Year Seminar  
COAS-S 200 Career Choices and Competencies  
COAS-S 300 Internship  
COAS-S 400 Statistical Process Control  
COAS-S 400 Internship  
COAS-S 400 Individualized Study  
COAS-S 400 Leadership Project  
COAS-W 100 Introduction To Business  
COAS-X 111 Introduction To Gay and Lesbian Studies  
COAS-X 111 Introduction To Study of Gender  
COAS-X 111 Freshman Interest Group Seminar

School of Arts and Letters

Computer Technology – Purdue (CPT)  
Purdue
CPT 133 Introduction to Computer Technology and Applications (0-3 cr.) Class 1-3. lab prep. 0-1, lab 0-2. An introduction to computer technology and problem solving using personal computers. Topics include computer hardware, operations, operating systems and environments and computer ethics. Hands-on experience with personal computer applications including word processing, spreadsheets, database processing, and data management.

Computer Science (CSCI)  
School of Natural Sciences

CSCI-A 201 Introduction to Programming (3 cr.) P: Two years of high school mathematics or MATH-M 014. 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 or minors.

CSCI-A 247 Network Technologies and Administration (3 cr.) P: Either C 106, EDUC-W 200, or equivalent computer literacy. Introduction to network principles and current network technology, both hardware and software. Network administration tools and techniques. Laboratory provides practical experience.

CSCI-A 346 User-Interface Programming (3 cr.) P: C 202 or equivalent experience. Learn to prototype and build graphical user interfaces for computer applications. Contemporary software design methodology. Students design and implement prototype interfaces to applications provided by the instructor. Extensive use is made of both commercial and experimental software tools.

CSCI-A 348 Mastering the World Wide Web (3 cr.) P: Two semesters of programming experience, or equivalent, and some knowledge of operating systems. Project-oriented course leading to ability to maintain a fully functional Web site. Topics include Internet network protocols and Web programming, server administration, protocols, site design, and searching and indexing technologies.


CSCI-B 461 Database Concepts (3 cr.) P: C 251, C 335, and C 343. Introduction to database concepts and systems. Topics include database models and systems: hierarchical, network, relational, and object-oriented; database design principles; structures for efficient data access; query languages and processing; database applications development; views; security; concurrency; recovery. Students participate in a project to design, implement, and a query a database, using a standard database system.

CSCI-B 481 Interactive Graphics (4 cr.) P: C 343 or H 343, MATH-M 301 or M 303. Computer graphics techniques. Introduction to graphics hardware and software. Two-dimensional graphics methods, transformations, and interactive methods. Three-dimensional graphics, transformations, viewing geometry, object modeling, and interactive manipulation methods. Basic lighting and shading. Video and animation methods. Credit given for only one of B 481 and B 581.

CSCI-B 490 Seminar in Computer Science (1-3 cr.) Special topics in computer science. May be repeated up to a total of 6 credit hours.

CSCI-C 100 Computing Tools (1 cr.) An introduction to computing applications useful in college and career work. Topics include microcomputer operating systems, word processing, spreadsheet, database, and communications software, and other software applications. May be taken up to three times to satisfy the basic computer literacy requirement.

CSCI-C 106 Introduction to Computers and Their Use (3 cr.) An introduction to computers and their use in information systems: use of standard application programs; foundations of information systems design and development; survey of programming languages. Satisfies the basic computer literacy requirement.

CSCI-C 202 Computer Programming (4 cr.) P: C 201. Computer programming, algorithms, program structure, arrays, stacks, queues, binary trees; procedures, functions, parameter-passing mechanisms, recursion vs. iteration, and issues of programming style. Computer solutions of problems such as data analysis, sorting, searching, and string and text manipulation.

CSCI-C 203 COBOL and File Processing (3 cr.) P: C 201. Computer programming and algorithms. Applications to large file processing functions of an organization.

CSCI-C 237 Operating Systems Concepts (4 cr.) P: C 202, C 335. An investigation of the problems involved in the implementation of an operating system and some of the solutions. Topics such as multiprocessing, paging, interlocks, time-sharing, and scheduling. A specific operating system will be examined.


CSCI-C 311 Programming Languages (4 cr.) P: C 202, C 335. Systematic approach to programming languages. Relationships among languages, properties and features of languages, and the computer environment necessary to use languages. Lecture and laboratory.

CSCI-C 320 Advanced COBOL (3 cr.) P: C 203. A continuation and extension of COBOL as taught in C 203. Extensive use will be made of structured COBOL in the development of large programs requiring access to various file structures. Includes interactive menu and screen-driven programming.

CSCI-C 335 Computer Structures (4 cr.) P: C 201. R: C 202. Structure and internal operation of computers, stressing the architecture and assembly language programming of a specific computer. Additional topics include digital hardware and microprogramming. Lecture and laboratory.

CSCI-C 343 Data Structures (4 cr.) P: C 202, C 251. Systematic study of data structures encountered in computing problems, structure and use of storage media, methods of representing structure data, techniques for operation on data structures. Lecture and laboratory.

CSCI-C 390 Individual Programming Laboratory (1-3 cr.) P: C 201. Student will design, program, verify, and document a special project assignment selected in consultation with the instructor. This course may be taken several times for up to a maximum of 6 credits. Before enrolling, a student must arrange for an instructor to supervise the course activity.

CSCI-C 405 A Survey of Computer Science (3 cr.) P: C 343. A survey of senior-level topics in programming languages and operating systems for students minoring in computer science.

CSCI-C 421 Computer Organization (4 cr.) P: C 251, C 335. Organization, circuits, and logic design of digital computing systems. Course deals with the internal structure of computers. Some simple computers are designed. Experiments in basic computer circuitry are performed in the laboratory. A knowledge of electronics, while useful, is not a requirement. Lecture and laboratory.

CSCI-C 422 Advanced Computer Organization (3 cr.) P: C 421 or equivalent. Basic computer hardware design problems. Alternative solutions illustrated by different computers.

CSCI-C 431-C432 Assemblers and Compilers I-II (3-3 cr.) P: C 311, C 335, and C 343. Design and construction of assemblers, macroprocessors, linkers, loaders, and interpreters. Compiler design and construction, including lexical analysis, parsing, code generation, and optimization.
CSCI-C 435-C 436 Operating Systems I-II (3-3 cr.) P: C 311, C 335, C 343. Organization and construction of computer systems that manage computational resources. Topics include specification and implementation of concurrency, process scheduling, storage management, device handlers, mechanisms for event coordination such as interruption, exclusion, and synchronization. Extensive laboratory exercises.

CSCI-C 445-C 446 Information Systems I-II (4-4 cr.) P: C 343. Analysis, design, and implementation of information systems from user needs to a running system. Hardware organization and its impact on storage structures. Structures and techniques for accessing and updating information: primary and secondary indices, sequential and multilinked files. Modeling of information using hierarchical, network, and relational techniques and operations with these models. Current database systems and query languages.

CSCI-C 451 Automata and Formal Grammars (3 cr.) P: C 251 or C: MATH-M 403. Finite automata and regular grammars; context-free grammars and nondeterministic pushdown automata; deterministic pushdown automata; unsolvable problems and algorithms for solvable problems related to these classes of machines and grammars.


CSCI-C 490 Seminar in Computer Science (1-3 cr.) Special topics in computer science. May be repeated for up to a maximum of 6 credits.

CSCI-N 211 Introduction to Databases (3 cr.) Summary of basic computing topics. Introduction to database design concepts, creation of user forms, development of databases, querying techniques, and building reports. Focus on relational database systems from development and administration point of view. Lecture and laboratory.


CSCI-P 423 Compilers (4 cr.) P: C 311 or H 311. Compiler design and construction, including lexical analysis, parsing, code generation, and optimization. Extensive laboratory exercises.

CSCI-P 436 Introduction to Operating Systems (4 cr.) P: C 311, C 335, C 343, or honors equivalents. Organization and construction of computer systems that manage computational resources. Topics include specification and implementation of concurrency, process scheduling, storage management, device handlers, mechanisms for event coordination. Lecture and laboratory.
CSCI-P 465-P 466 Software Engineering for Information Systems I-II (3-3 cr.) P: C 335 or C 343, or honors versions. P or C: B 461. Analysis, design, and implementation of information systems. Project specification. Data modeling. Software design methodologies. Software quality assurance. Supervised team development of a real system for a real client. Credit given for only one of P 465-P 466 or C 445-C 446.

CSCI-Y 398 Internships in Professional Practice (S/F Grading) (1-6 cr.) P: Sophomore standing, approval of major department and the Office of Professional Practice Programs. Designed to provide opportunities for students to receive credit for selected career-related, full-time work. Evaluation by employer and faculty sponsor.

East Asian Languages and Culture (EALC) School of Arts and Letters

Japanese


Economics (ECON) School of Business

ECON-E 100 Current Economic Topics (3 cr.) P: New students must have full admit status OR test into MATH M 117; returning students must have minimum 2.0 GPA OR junior standing OR minimum math grade (C– in M 007/T 101 OR completion of MATH M 117 or higher/T 102 or higher). First-semester combined course in macroeconomics and microeconomics—with an emphasis on intuition and economic concepts. Explains macroeconomic issues such as economic growth and the benefits and costs of government activism in trying to regulate the business cycle. Explains microeconomic topics such as demand/supply and market structures. Will also cover a variety of applied topics such as pollution, drug legalization, education, discrimination, poverty, health care, social security, and international issues. Many universities offer a different two-semester sequence of Principles of Economics. If you want to take two semesters of economics and plan to transfer, then take both semesters at IUS or wait until you transfer.

ECON-E 200 Fundamentals of Economics (3 cr.) P: minimum grade of B– in E 100 OR minimum grade of C– in E 107/E 108 OR completion of E 100/E 107/E 108 and a minimum math grade (B– in MATH M 007/T 101; C– in M117/T102/T103; D– in MATH M118 or higher). Second-semester combined course in macroeconomics and microeconomics—with an emphasis on the more graphical and theoretical aspects of principles of economics. Further explains macroeconomic issues such as economic growth and the benefits and costs of government activism in trying to regulate the business cycle. Further explains the microeconomic topics such as demand/ supply and market structures. Will also cover international business and a variety of policy applications.

ECON-E 280 Applied Statistics for Business and Economics I (3 cr.) P: MATH-M 122, BUS-K 201, or equivalent placement. Summary measures of central tendency and variability. Basic concepts in probability and important probability distributions. Sampling, and sampling distributions and basic estimation concepts. Statistical software required. Fall Sem., Spring Sem., Summer.
ECON-E 281 Applied Statistics for Business and Economics II (3 cr.) P: E 280 and MATH-M 119 (M 119 may be taken concurrently if student earned a grade of B in MATH-M 122). B.S. in Business students must complete E 281 before completing 80 credit hours. Balanced coverage of statistical concepts and methods, along with practical advice on their effective application to real-world problems. Topics include simple linear regression, multiple linear regression, and analysis of variance. Use of statistical software required. Fall Sem., Spring Sem., Summer.

ECON-E 321 Intermediate Microeconomic Theory (3 cr.) P: E 100-E 200. Consumer and producer theory; pricing under conditions of competition and monopoly; allocation and pricing of resources; partial and general equilibrium theory and welfare economics.


ECON-E 323 Urban Economics (3 cr.) P: E 100-E 200. Introduction to basic concepts and techniques of urban economic analysis to facilitate understanding of urban problems; urban growth and structure, poverty, housing, transportation, and public provision of urban services. Spring Sem.

ECON-E 340 Labor Economics (3 cr.) P: E 100-E 200. Economic analysis of labor markets, including market structure and labor market policies. Topics include minimum wage, mandated benefits, labor unions, discrimination, welfare policy.

ECON-E 333 International Economics (3 cr.) P: E 100-E 200. Forces determining international trade, finance, and commercial policy under changing world conditions; theory of international trade, monetary standards, tariff policy, trade controls.

ECON-E 350 Money and Banking (3 cr.) P: E 100-E 200. Monetary and banking system of the United States; problems of money and prices, of proper organization and functioning of commercial banking and Federal Reserve systems, of monetary standards, and of credit control; recent monetary and banking trends. Fall Sem., Summer.

Education (EDUC) School of Education

Undergraduate Courses

EDUC-E 325 Social Studies in the Elementary Schools (3 cr.) and M301 (1 cr.) P: H 340, P 250-P 251-M 201, M 310-M 311-M 301, E 339-E 340-M 301, E 449, W 200, and formal admission into teacher education. Development of objectives, teaching strategies, resources, and assessment procedures that facilitate the social learning of children in an integrated curriculum. Special attention is given to cognitive, affective, and psychomotor facets through concept learning, inquiry, decision making, values analysis, cooperative learning, and multicultural education. Students will participate in appropriate field experiences. Fall Sem., Spring Sem.

EDUC-E 328 Science in the Elementary Schools (3 cr.) and M301 (1 cr.) P: H 340, P 250-P 251-M 201, M 310-M 311-M 301, E 339-E 340-M 301, E 449, W 200, and formal admission into teacher education. C: E 343. Objectives, philosophy, selection, organization, and evaluation of teaching methods and instructional materials. Inquiry teaching, concept development, field trip experiences, and use of multidisciplinary materials are stressed. Analysis of individual and group assessment processes are emphasized. Students will be expected to participate in appropriate field experiences. Fall Sem., Spring Sem.
EDUC-E 337 Classroom Learning Environments (3 cr.) P: H 340, P 250-P 251. This course will focus on the curriculum aspects of early childhood programs and on planning, utilization, and evaluation of inside and outside learning environments. The selection and evaluation of effective materials and activities that stimulate children’s development will be emphasized. The skills needed in using this information will also receive priority. Fall Sem., Spring Sem., Summer.

EDUC-E 339 Methods of Teaching Language Arts (3 cr.) and M 301 (1 cr.) P: H 340, P 250-P 251-M 201, M 310-M 311-M 301, W 200; P or C: E 449, and formal admission into teacher education. C: E 340. Development of language in the child with emphasis on linguistics, creative language, dramatics, usage, handwriting, spelling, listening, and writing process. Attention given to individual and group processes of teaching, to the whole language approach, to disability and cultural awareness, and to appropriate kinds of hardware and software. Students will participate in appropriate field experiences. Fall Sem., Spring Sem.

EDUC-E 340 Methods of Teaching Reading I (3 cr.) P: H 340, P 250-P 251-M 201, M 310-M 311-M 301, W 200; P or C: E 449, and formal admission into teacher education. C: E 339. General overview of the reading program with emphasis on development, content, word recognition and comprehension skills and strategies, the whole language approach, and instructional processes as applied to classroom teaching. Students will be expected to participate in appropriate field experiences. (Early education experience fee required.) Fall Sem., Spring Sem.

EDUC-E 341 Methods of Teaching Reading II (3 cr.) P: H 340, P 250-P 251-M 201, M 310-M 311-M 301, E 339-E 340-M 301, E 449, W 200, and formal admission into teacher education. Diagnostic and prescriptive methods and materials for use in corrective instruction in reading, including minority and special needs groups, with development of an appreciation for hardware and software that will facilitate instruction. Students will be expected to participate in appropriate field experiences. (Early education experience fee required.) Fall Sem., Spring Sem., Summer.

EDUC-E 343 Mathematics in the Elementary School (3 cr.) P: H 340, P 250-P 251-M 201, T 101, T 102, T 103, M 310-M 311-M 301, E 339-E 340-M 301, E 449, W 200, and formal admission into teacher education. C: E 328. Focus is on individualized and cooperative learning techniques used in a diagnostic/prescriptive mathematic laboratory program for all learners with attention to implementation of the National Council of Teachers of Mathematics curriculum and evaluation standards for school mathematics. Stresses the design of appropriate and innovative affective, psychomotor, and cognitive experiences. Gives emphasis to the developmental approach to mathematic learning and teaching. Fall Sem., Spring Sem.

EDUC-E 449 Trade Books and the Teacher (3 cr.) P: P 250; taken before or concurrent with E 339/E 340. A comprehensive survey of children’s literature covering the major authors and their works; special emphasis is given to picture books, poetry, biography, the classics, holiday books, series books, nonfiction books, periodicals, popular culture, and six aspects of bibliotherapy. Fall Sem., Spring Sem., Summer.

EDUC-E 490 Research in Elementary Education (1-3 cr.) Individual research. (Letter grade.)

EDUC-E 495 Workshop in Elementary Education (cr. arr.) For elementary school teachers. Gives 1 credit hour for each week of full-time work.

EDUC-H 340 Education and American Culture (3 cr.) P: ENG-W 131 with a C (2.0) or above. The present educational system, its social impact, and future implications viewed in historical, philosophic, and social perspectives. Special attention is given to the ethnic, minority, and cultural dimensions of education. Students will be expected to participate in appropriate field experiences. Because the School of Education has selected H 340 as the course where its students will meet the IUS writing requirement, a significant paper will be required of those who have not yet met the writing requirement in another course. (Early education experience fee required.) Fall Sem., Spring Sem., Summer.
EDUC-H 427 Education through Travel (2-6 cr.) Provides an opportunity to visit historical and cultural areas in foreign countries. (Individually arranged.)

EDUC-K 205 Introduction to Exceptional Children (3 cr.) P: H 340 with a grade of C (2.0). Definition, identification, prevalence, characteristics, and educational provisions of the various types of exceptional children, with attention to disability awareness and appropriate instructional processes. Fall Sem., Spring Sem., Summer.

EDUC-K 343 Education of the Socially and Emotionally Disturbed I (3 cr.) P: K 205 with a minimum grade of C (B– for students seeking special education certification). Permission of instructor. 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. Fall Sem.

EDUC-K 344 Education of the Socially and Emotionally Disturbed II (3 cr.) P: K 343 and M 310, M 311, M 301. A basic survey of educational curricula, procedures, and materials for socially and emotionally disturbed children; stresses development of individual teaching skills; emphasizes classroom experiences with disturbed children. Spring Sem.

EDUC-K 345 Academic and Behavioral Assessment of the Mildly Handicapped (3 cr.) P: M 310-M 311-M 301. Permission of instructor. The purpose of this course is to familiarize students with the application of formal and informal assessment information in making decisions regarding classification and placement of educable mentally retarded and emotionally disturbed children. Fall Sem.

EDUC-K 350 Introduction to Mental Retardation (3 cr.) P: K 205 with a minimum grade of C (B– for students seeking special education certification) and acceptance and good standing in teacher education is required. Definitions, classifications, and diagnostic and treatment procedures discussed from medical, psychological, sociological, and educational points of view. Fall Sem.

EDUC-K 352 Education of Children with Learning Problems (3 cr.) P: M 310-M 311, permission of instructor. Educational programs for optimum growth and development of mildly mentally handicapped and learning-disabled students. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials. Fall Sem., Summer.

EDUC-K 370 Introduction to Learning Disabilities (3 cr.) P: K 205 with a minimum grade of C (B– for students seeking special education certification). Survey of historical development and current status of definitions, classifications, assessment, and treatment procedures for learning-disabled students.

EDUC-K 453 Management of Academic and Social Behavior (3 cr.) P: K 205, M 310-M 311-M 301, consent of instructor. Surveys principles of behavior management as they pertain to educational environments. Students will learn how to define, observe, measure, record, and change academic and social behavior. Spring Sem., Summer.

EDUC-K 480 Student Teaching in Special Education (9-12 cr.) Fall Sem., Spring Sem.

EDUC-K 488 Supervised Teaching in Special Education (3 cr.) Fall Sem., Spring Sem.

EDUC-K 490A Partnerships (3 cr.) P: Consent of instructor. Active exploration of community, social agencies, school and family as stakeholders and contributors to services for students with exceptional needs. Collaboration, consultation, conflict resolution, and grant initiatives.

EDUC-K 490B Assistive Technology (1 cr.) P: Consent of instructor. Study of low and high assistive technology for routine and customized access to general education curriculum. Ways to extend abilities to more fully participate in school, family, and community life.

EDUC-K 490C TBI and Autism (1 cr.) P: Consent of instructor. Study of nature and needs of students with traumatic brain injury, autism, and related conditions.

EDUC-K 490D Functional Curriculum (1 cr.) P: Consent of instructor. Overview of age-appropriate skills likely to increase the ability of students with exceptional needs to function in present and future environments. Instructional experiences centered on natural domestic, vocational, and community environments.
EDUC-K 495 Laboratory/Field Experiences in Special Education (1-3 cr.) P: Consent of instructor.
EDUC-M 101 Laboratory/Field Experiences (0-1 cr.) A laboratory or field experience in education for freshmen (may be repeated).
EDUC-M 201 Laboratory/Field Experiences (1 cr.) A laboratory or field experience in education for sophomores (may be repeated). To be taken with P 250 and either P 251 (elementary/special education) or P 255 (secondary education). (Early education experience fee required.) Elementary/special education majors must have passed the PPST and have a cumulative GPA of 2.5. Fall Sem., Spring Sem.
EDUC-M 300 Teaching in a Pluralistic Society (3 cr.) This course is designed to introduce students to teaching as a profession. Students focus upon the “self as teacher,” learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner. Fall Sem., Spring Sem., Summer.
EDUC-M 301 Laboratory/Field Experience (0-1 cr.) A laboratory or field experience in education for juniors and seniors (may be repeated). To be taken with E 325, E 328, E 339, M 311, M 314. Fall Sem., Spring Sem.
EDUC-M 310 General Methods (2 cr.) P: H 340 and P 250 block. An introduction to instructional design, media, and methodology appropriate to all teaching levels. Provides an orientation to lesson planning and curriculum development, classroom management and organization, theories of development, individual needs of children, cultural pluralism, legal rights and responsibilities of professionals, evaluation, parent involvement, individual elementary-age learning styles, use of technology, professional development, and characteristics of effective teachers. Taught concurrently with M 311 (elementary and special education).
EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers (3 cr.) P: H 340, P 250-P 255-M 201, W 200. Individualized and interdisciplinary learning methods, hardware and software, ethnic and minority factors, measurement and evaluation, teaching and curriculum development, and organization of the secondary school. Taken with M 310 in fall semester of senior year.
EDUC-M 323 The Teaching of Music in the Elementary Schools (2 cr.) P: EDUC E 241, M 310, M 311, M 301. Not open to music majors. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades. Fall Sem., Spring Sem., Summer.
EDUC-M 333 Art Experiences for the Elementary Teacher (2 cr.) The selection, organization, guidance, and evaluation of individual and group art activities. Includes laboratory experiences with materials and methods of presenting projects. Fall Sem., Spring Sem., Summer.
EDUC M401 Laboratory/Field Experience (0-3 cr.) An advanced laboratory/field experience in education (may be repeated).
EDUC-M 425 Student Teaching in the Elementary School (12 cr.) Classroom teaching and other activities associated with the work of a full-time elementary classroom teacher. One course may normally be taken concurrently if the responsibilities of the course do not interfere with the student teaching responsibilities. S/F grades are given. (Student teaching fee required.) Fall Sem., Spring Sem.
EDUC-M 441 Methods of Teaching Senior High/Junior High/Middle School Social Studies (3 cr.) P: M 314, M 301, and M 464. Concerns problems of teaching social studies, including the methods, procedures, devices, materials, and outstanding research in the field. Spring Sem.
EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (3 cr.) P: M 314, M 301, and M 464. Concerns problems of teaching science, including the methods, procedures, devices, materials, and outstanding research in the field. Spring Sem.
EDUC-M 452 Methods of Teaching Senior High/Junior High/Middle School English (3 cr.) P: M 314, M 301, and M 464. Concerns problems of teaching English, including the methods, procedures, devices, materials, and outstanding research in the field. Spring Sem.

EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (3 cr.) P: M 314, M 301, and M 464. Concerns problems of teaching mathematics, including the methods, procedures, devices, materials, and outstanding research in the field. Spring Sem.

EDUC-M 464 Methods of Teaching Senior High/Junior High/Middle School Reading (3 cr.) C: M 310 and M 314. Curriculum, methods, and materials for teaching students to read more effectively in the subject content areas. Fall Sem.

EDUC-M 470 Practicum: Student Teaching in Junior High/Middle School (1-6 cr.) P: S486. Full-time supervised teaching in the student’s primary certification area in an accredited junior high or middle school. Under the direction of the selected supervising teacher and with university-provided supervision, each student assumes responsibility for teaching in the cooperating school. Usually arranged on an extended semester with M425 Student Teaching. (Practicum fee required.) Fall Sem., Spring Sem.

EDUC-M 470 Practicum in Special Education (3 cr.) P: Consent of instructor. Closely supervised field experience in various areas of special education. (Practicum fee required.) Fall Sem., Spring Sem.

EDUC-M 480 Student Teaching in the Secondary School (10 cr.) Under the direction of the supervising teacher, each student assumes responsibility for teaching in the student’s own subject matter area in a cooperating secondary school. Requires a minimum of 10 weeks full time. Must be taken the same semester as secondary methods. (Student teaching fee required.) Spring Sem.

EDUC-P 250 General Education Psychology (2 cr.) P: H 340 with a minimum grade of C (2.0). Elementary and special education majors must also pass the PPST and have a cumulative GPA of 2.5. The study and application of psychological concepts and principles as related to the teaching-learning process, motivation, intelligence, classroom management, measurement and evaluation, disability awareness, and multicultural components. Fall Sem., Spring Sem.

EDUC-P 251 Educational Psychology for Elementary Teachers (2 cr.) P: H 340 with a minimum grade of C (2.0), a 2.5 cumulative GPA, and passing scores on the PPST(all sections). C: P 250 and M 201. The application of psychological concepts to school learning and teaching in the perspective of development from childhood through preadolescence. Special attention is devoted to the needs of the handicapped. Fall Sem., Spring Sem.

EDUC-P 255 Educational Psychology for Middle and Secondary Teachers (2 cr.) P: H 340 with a minimum grade of C (2.0). Study of the learner as a growing and developing individual from early adolescence through adolescence. Fall Sem., Spring Sem.

EDUC-P 407 Psychological Measurement in the Schools (3 cr.) P: P 250. 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. Fall Sem., Spring Sem., Summer.

EDUC-R 341 Multimedia in Instructional Design (3 cr.) This course is focused on the development of skills using the latest multimedia tools for instructional technology. Significant attention is paid to interface design, message design, and appropriate matching of media tools with specific goals and contexts.

EDUC-S 486 Principles of Junior High and Middle School Education (3 cr.) P: M 310. Background, purposes, and developing roles of the junior high school and middle school. Emphasizes the curriculum and its organization, the student activity program, and guidance. For all students planning to teach in junior high and middle schools. Includes field experience. Spring Sem.

EDUC-S 490 Research in Secondary Education (1-3 cr.) Individual research. (Letter grade.)
EDUC-U 207 Leadership Training (1-3 cr.) Leadership development and training. Topics may include theories of leadership, group dynamics, organizational theory, and other issues of interest to current or potential student leaders.

EDUC-U 495 Seminar in Leadership Training (1-3 cr.) The theory and practice of group work, leadership techniques, communication, human relations, problem solving, and decision making (student leader course).

EDUC-W 200 Using Computers in Education (3 cr.) P: H 340. Required of all students pursuing teacher certification. Introduction to instructional computing, educational computing literature, and programming. Review of and hands-on experience with educational software packages and commonly used microcomputer hardware. Fall Sem., Spring Sem., Summer.

EDUC-W 220 Technical Issues in Computer-Based Education (3 cr.) An examination of computer hardware and peripheral devices in classroom settings (e.g. networking, communications, and hypermedia). Understanding of educational applications of a programming or authoring language.

EDUC-W 310 Computer-Based Teaching Methods (3 cr.) Integration of educational technology into the school curriculum; methods of teaching computer literacy, computing skills, and programming at K-12 levels; principles of educational software design and evaluation; staff development techniques.

EDUC-W 410 Practicum in Computer-Based Education (3 cr.) The culminating experience for the computer endorsement. Either six weeks of full-time fieldwork or 12 weeks of half-time fieldwork in an educational setting that incorporates instructional computing.

EDUC-X 150 Reading/Learning Techniques I (1-3 cr.) Emphasis on mechanics of reading, flexibility in reading, styles of learning, listening comprehension, vocabulary development, word attack, reading comprehension, and reading rate. Contact the Student Development Center for more information.

EDUC-X 490 Research in Language Education (1-6 cr.) Individual research.

Education Graduate Courses

EDUC-A 500 Introduction to Educational Leadership (3 cr.) Organization and structure of the school system; legal basis of school administration; agencies of administration and control; and standards for administration in the various functional areas. Summer and Fall Sem.

EDUC-A 510 School-Community Relations (3 cr.) For teachers and school administrators. Characteristics of the community school; adapting the educational program to community needs; use of community resources in instruction; and planning school-community relations programs. Spring Sem., Summer.

EDUC-A 590 Research in Educational Leadership (1-3 cr.) Individual research or study with an educational leadership faculty member, arranged in advance of registration.

EDUC-A 608 Legal Perspectives on Education (3 cr.) Overview of the legal framework affecting the organization and administration of public schools, including church-state issues, pupil rights, staff-student relationships, conditions of employment, teacher organization, tort liability, school finance, and desegregation. Fall Sem., Spring Sem., Summer.

EDUC-A 625 Administration of Elementary Schools (3 cr.) For elementary administrators. Role of the principal as professional teacher in development and operation of school program. Fall Sem. (Will be replaced after June 30, 2006. Contact Educational Leadership program coordinator.)

EDUC-A 627 Secondary School Administration (3 cr.) For secondary administrators. Teacher selection and promotion, program making, load, adjustment, pupil personnel, library, cafeteria, study organization, athletics, reports, and records. Fall Sem. (Will be replaced after June 30, 2006. Contact Educational Leadership program coordinator.)
EDUC-A 635 Public School Budgeting and Accounting (3 cr.) Preparation and use of budget for a public school system as a controlling instrument for revenue, appropriations, expenditures, and unencumbered balances. Based on requirements of the Indiana State Board of Accounts. Fall Sem., Spring Sem.

EDUC-A 638 Public School Personnel Management (3 cr.) P: A500 or equivalent. The background, present conditions, and future directions of school personnel management; development and implementations of a school personnel management program; examination of problems and issues. Spring Sem.

EDUC-A 653 The Organizational Context of Education (3 cr.) P: A500. Organizational factors examined in terms of impact on human behavior and student learning. The critical role of administrative policies and practices in shaping the organizational context. Alternative organizational designs and administrative strategies studied in terms of their effectiveness under specified conditions. Spring Sem.

EDUC-A 695 Practicum in School Administration (1-3 cr.) P: Permission of program coordinator. Provides closely supervised field experience in various areas of educational leadership. Fall Sem., Spring Sem.

EDUC-E 506 Curriculum in Early Childhood Education (3 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. Fall Sem.

EDUC-E 508 Seminar in Early Childhood Education (3 cr.) Seminar will be based upon current interests of students and will serve as a means of synthesizing their experiences. An interdisciplinary approach will be 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. Summer.

EDUC-E 513 Workshop in Elementary Social Studies (1-3 cr.) Means of improving the teaching of social studies in the elementary school. Student evaluated on S/F basis only. Summer.

EDUC-E 514 Workshop in Elementary Language Arts (1-3 cr.) Means for improving the teaching of language arts in the elementary school. Student evaluated on S/F basis only. Summer.

EDUC-E 515 Workshop in Elementary Reading (1-3 cr.) Means for improving the teaching of reading in the elementary school. Student evaluated on S/F basis only. Summer.

EDUC-E 516 Workshop in Elementary Science (1-3 cr.) Means for improving the teaching of science in the elementary school. Letter grade only. Summer.

EDUC-E 518 Workshop in General Elementary Education (1-3 cr.) Individual or group study of problems within the field of elementary education. Student evaluated on S/F basis only. Fall Sem., Spring Sem., Summer.

EDUC-E 524 Workshop in Early Childhood Education (3 cr.) Individual and group study of the problems of nursery school and kindergarten education. Student evaluated on S/F basis only. Spring Sem.

EDUC-E 530 Supervision of Student Teaching in the Elementary School (3 cr.) Helps experienced teachers gain insight and proficiency in working with field experiences and student teaching. Explores the role of the supervising teacher in the program. Summer.

EDUC-E 533 The Computer in the Elementary Classroom (3 cr.) A course for practicing early childhood and elementary teachers that focuses on the role of the computer for the classroom, an introduction to programming, and guidelines for selecting and using software in several subject areas.

EDUC-E 536 Supervision of Elementary School Instruction (3 cr.) Modern concepts of supervision and the evaluation processes through which they have emerged. Supervisory work of the principal and supervisor or consultant. Study of group processes in a democratic school system. Spring Sem. (Will be replaced after June 30, 2006. Contact Educational Leadership program coordinator.)
EDUC-E 545 Advanced Study in the Teaching of Reading in the Elementary Schools (3 cr.) For experienced teachers. Review of developmental reading program in the elementary school, use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for the whole language classroom. Summer.

EDUC-E 547 Advanced Study in the Teaching of Social Studies in the Elementary Schools (3 cr.) For experienced teachers. Goals and functions of social studies and underlying principles that influence the teaching of social studies; content, resources, and methodology that facilitate the implementation of these.

EDUC-E 548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.) Helps experienced teachers gain proficiency in the teaching of science in the elementary school. Characteristics of good elementary school science programs.

EDUC-E 549 Advanced Study in the Teaching of Language Arts in the Elementary Schools (3 cr.) Helps experienced teachers gain further insight into the development of the English language and how best to teach language arts. Emphasizes basic communication skills and significant trends and materials. Summer.

EDUC-E 590 Research in Elementary Education (cr. arr.) Individual research or study with a faculty member, arranged in advance of registration.

EDUC-F 500 Topical Explorations in Education (1-3 cr.) Variable title for experimental courses.

EDUC-G 500 Orientation to Counseling (3 cr.) Focus is on the student, self-concept, interpersonal relationship skills, and an overview of the field of counseling. Philosophical, ethical, and social cultural basis of helping relationships. Fall Sem., Spring Sem., Summer.

EDUC-G 503 Counseling Theory and Techniques I (3 cr.) Requires acceptance into the Counseling Program. C: G523. Analysis of major humanistic and existential counseling theories emphasizing didactic and experiential activities designed to model application of process, procedures, and techniques of theories being studied. Summer.

EDUC-G 505 Individual Appraisal: Principles and Procedures (3 cr.) Requires acceptance into the Counseling Program. An analysis of statistical, psychometric, sociometric, and clinical principles crucial to professional interpretation of standardized and informal data regarding individual clients. Current issues and controversies about ethnic, sex, cultural, and individual differences will be examined. Summer.

EDUC-G 507 Lifestyle and Career Development (3 cr.) Requires acceptance into the Counseling Program. Includes such areas as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision processes, and career development exploration techniques. Summer.

EDUC-G 523 Laboratory in Counseling (3 cr.) Requires acceptance into the Counseling Program. C: G 503 required. Laboratory experience in counseling, analysis of counseling interviews, role playing, and closely supervised counseling in a laboratory setting. Fall Sem.

EDUC-G 524 Practicum in Counseling (3 cr.) Requires acceptance into the Counseling Program. C: G 532. Closely supervised counseling practice with clients in selected mental health or school settings. (Practicum fee required.) Spring Sem.

EDUC-G 532 Introduction to Group Counseling (3 cr.) Requires acceptance into the Counseling Program. C: G 524. An introduction to group counseling with focus on historical development, fundamentals of group theory and process, styles of leadership behavior, membership responsibility, stages of group development, and ethical issues. Fall Sem.

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. Fall Sem.
EDUC-G 550 Internship in Counseling (3 cr.) Requires acceptance into the Counseling Program and consent of instructor. Counseling experience in actual agency or school situation. Under direction and supervision of the counselor, students practice 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 School of Education. Fall Sem., Spring Sem.

EDUC-G 562 School Counseling: Interventions, Consultation, and Program Development (3 cr.) Foundations and contextual dimensions of school counseling. Knowledge and skills for the practice of school counseling. Spring Sem.

EDUC-G 570 Human Sexuality (3 cr.) This is an introductory graduate-level course dealing with all areas of human sexuality that a person might encounter in day-to-day living. Topics will 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. Spring Sem.

EDUC-G 580 Topical Seminar in Counseling (3 cr.) An intensive study of theory and research of selected topics in counseling. Summer.

EDUC-G 585 Contemporary Issues in Counseling (3 cr.) Focuses on the goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, and role identity of counselors and other personnel services specialists. Students will conduct research on emerging developments reported in the counseling literature. Summer.

EDUC-G 590 Research in Counseling (3 cr.) P: Consent of instructor. Individual research.

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. Summer.

EDUC-G 596 Counseling Supervision (3 cr.) Limited to post-master’s students. Introduction to counseling supervision theory, methods and techniques. Special attention to ethical and legal obligations. Closely directed experience in supervising beginning graduate students.

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. Fall Sem., Spring Sem., Summer.

EDUC-H 553 Travel Study (1-5 cr.) Provides an opportunity to visit historical and cultural areas of the United States and many foreign countries. Credit arranged.

EDUC-J 500 Instruction in the Context of Curriculum (3 cr.) First course for a master’s degree in curriculum and instruction. Extends concepts introduced in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum and instruction and their impact on social contexts, learning theories, and schooling practices. Elementary and secondary contexts are studied. Fall Sem., Spring Sem., Summer.

EDUC-J 511 Methods of Individualizing Instruction (3 cr.) Students will 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.

EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr.) P: Graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education. Fall Sem., Spring Sem., Summer.
EDUC-K 535 Assessment/Remediation of Mildly Handicapped I (3 cr.) P: Permission of instructor. This course focuses on the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in various academic areas such as reading and mathematics. Fall Sem. Prerequisite courses require minimum grade of B (or B– if taken at undergraduate level) and good standing in the program.

EDUC-K 543 Education of the Socially and Emotionally Disturbed I (3 cr.) P: K 205 or K 505. Permission of instructor. A basic survey of the field of emotional and social maladjustment. Definitions, classifications, and characteristics; diagnostic and treatment procedures from a psycho-educational point of view. Fall Sem.

EDUC-K 544 Education of the Socially and Emotionally Disturbed II (3 cr.) P: K 343 or K 543. Permission of instructor. Definitions, classifications, and diagnostic treatment procedures discussed from medical, psychological, sociological, and educational points of view. Spring Sem.

EDUC-K 550 Introduction to Mental Retardation (3 cr.) P: K 205 or K 505. Definitions, classifications, and diagnostic and treatment procedures discussed from medical, psychological, sociological, and educational points of view. Fall Sem.

EDUC-K 553 Management of Academic and Social Behavior (3 cr.) Surveys principles of behavior management as they pertain to educational environments. Students will learn how to define, observe, measure, record, and change academic and social behavior. Spring Sem., Summer.

EDUC-K 563 Learning Disabilities I (3 cr.) P: K 205 or K 505. Permission of instructor. Intensive study of the diagnostic and remedial procedures needed to teach students who exhibit haptic, auditory, or visual processing difficulties in an academic environment. Spring Sem.

EDUC-K 564 Learning Disabilities II (3 cr.) P: K 370 or K 563. Permission of instructor. Intensive study of severe learning disabilities associated with reading (dyslexia), math (dyscalculia), language disorders, and various known brain disorders or dysfunctions. Fall Sem., Summer.

EDUC-K 580 Curriculum and Methods for the Educable Mentally Retarded (3 cr.) P: K 350 or K 550. Permission of instructor. Educational programs for optimum growth and development of educable mentally retarded children. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials. Fall Sem.

EDUC-K 588 Supervised Teaching in Special Education (3 cr.) P: Permission of instructor. Provides for an opportunity to student teach in ED, EMR, or LD classrooms. Fall Sem., Spring Sem., Summer (if sites are available). Prerequisite courses require minimum grade of B (or B– if taken at undergraduate level) and good standing in the program.

EDUC-K 590 Research in Special Education (1-3 cr.) R: Permission of instructor. Individual research.

EDUC-K 590A Partnerships (3 cr.) P: Consent of instructor. Active exploration of community, social agencies, school, and family as stakeholders and contributors to services for students with exceptional needs. Collaboration, consultation, conflict resolution, and grant initiatives.

EDUC-K 590B Assistive Technology (1 cr.) P: Consent of instructor. Study of low and high assistive technology for routine and customized access to general education curriculum. Ways to extend abilities to more fully participate in school, family, and community life.

EDUC-K 590C TBI and Autism (1 cr.) P: Consent of instructor. Study of nature and needs of students with traumatic brain injury, autism, and related conditions.

EDUC-K 590D Functional Curriculum (1 cr.) P: Consent of instructor. Overview of age-appropriate skills likely to increase the ability of students with exceptional needs to function in present and future environments. Instructional experiences centered on natural domestic, vocational, and community environments.
EDUC-K 590E Methods for High Incidence (3 cr.) P: Consent of instructor. Application of research-based best practices in designing, delivering and monitoring specialized instruction for students with exceptional needs across settings. Instruction focusing on general education outcomes with or without adaptations and modifications.

EDUC-K 590F Advanced Survey of Exceptional Needs (3 cr.) P: K505 or permission of instructor. Causation, defining characteristics, instructional implications, and cultural and family impact of high incidence disabilities.

EDUC-K 595 Supervised Teaching in Special Education (3 cr.) P: Consent of instructor. Provides for closely supervised field experiences in various areas of special education.

EDUC-L 502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.) Explores the linguistic and cognitive dimensions of language as they relate to the teaching of reading. Discusses relationships among the systems of language and among the various expressions of language. Always includes topics of pragmatics, semantics, grammar, and dialect.

EDUC-L 511 Advanced Study in the Teaching of Writing in Elementary Schools (3 cr.) The study of trends, issues, theories, research, and practice in the teaching and evaluation of written composition in elementary schools. The emphasis is on alternative methods for the teaching of writing and for the evaluation of progress (growth) in writing.

EDUC-L 512 Advanced Study in the Teaching of Writing in the Secondary Schools (3 cr.) The study of trends, issues, theories, research, and practice in the teaching and evaluation of written composition in secondary schools. The emphasis is on alternative methods for the teaching of writing and for the evaluation of progress (growth) in writing.

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 559 Trade Books and the Teacher (3 cr.) A comprehensive survey of children’s literature covering the major authors and their works; special emphasis is given to picture books, poetry, biography, the classics, holiday books, series books, nonfiction books, periodicals, popular culture, and six aspects of bibliotherapy. Spring Sem., Summer.

EDUC-M 514 Workshop in Social Studies Education (3 cr.) Special topics in methods and materials for improving the teaching of social studies in middle, junior high, and high school. May be repeated.

EDUC-M 550 Graduate Practicum (Special Education or Kindergarten or Junior High/Middle School) (3-6 cr.) P: Characteristics and methods courses with a minimum grade of B (3.0), and permission of instructor. Education practicum fee required. This course provides teaching experience in an accredited school. Student evaluated on S/F basis only. Fall Sem., Spring Sem., Summer (if sites are available).

EDUC-N 517 Advanced Study in the Teaching of Secondary School Mathematics (3 cr.) P: Completion of an undergraduate methods course and teaching experience, or permission 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.

EDUC-N 518 Advanced Methods in the Teaching of Middle/Junior High School Mathematics (3 cr.) Combines theory of learning, curriculum development, and research in the teaching of middle/junior high school mathematics with instructional strategies. Use will be made of the laboratory and student experiences. Special attention will be given to establishing valid foundations on which to build instructional strategies.
EDUC-N 523 Workshop in Elementary Mathematics (1-6 cr.) Means for improving the teaching of mathematics in the elementary school. One credit hour is offered for each week of full-time work.

EDUC-N 524 Workshop for Junior/Senior High School Mathematics Teachers (1-3 cr.) For experienced teachers. Ideas on curriculum trends and teaching techniques; recent source materials; analysis of problems; development of new educational materials. One (1) credit hour is offered for each week of full-time work.

EDUC-N 543 Advanced Study in the Teaching of Mathematics (3 cr.) Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

EDUC-P 507 Testing in the Classroom (3 cr.) History and theory of measurement, interpretation and measurement of data, tests for administrative and supervisory purposes and for teaching aids, prognostic testing, and testing in relation to pupil diagnosis and adjustment. (Credit not awarded to those who have taken EDUC-P 407.) Fall Sem., Spring Sem., Summer.

EDUC-P 510 Psychology in Teaching (3 cr.) Basic study of psychological concepts and phenomena in teaching. Analysis of representative problems and of the teacher’s assumptions about human behavior and its development. Fall Sem., Spring Sem., Summer.

EDUC-P 515 Child Development (3 cr.) Major theories and findings concerning human development from birth through the elementary years as they relate to the practice of education. Topics include physical development, intelligence, perception, language, socioemotional development, sex role development, moral development, early experience, research methods, and sociodevelopmental issues relating to education.

EDUC-P 516 Adolescent Behavior and Development (3 cr.) Research and theory related to adolescents in the intellectual, physical, social-personal, and emotional areas of development. Summer.

EDUC-P 575 Developing Human Potential (3 cr.) Theory and techniques of humanistic psychology as they relate to the helping professions. A variety of readings and experiences emphasize applications in human relations skills, self-image, values, and stress management. Course assignments include applications to both personal and professional life.

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-Q 514 Workshop in Junior High School/Middle School Science (1-3 cr.) For experienced teachers. Ideas on curriculum trends and instructional techniques; new resource materials; development of new educational materials; and analysis of problems.

EDUC-Q 540 Teaching Environmental Education (3 cr.) For elementary and secondary teachers. Basic principles of environmental/conservation education stressed in grades K-12. Methods and techniques for integrating these principles into existing curricula. Designed for the development and evaluation of new interdisciplinary teaching materials.

EDUC-Q 590 Independent Study in Science Education (1-3 cr.) Individual research or study with a science education faculty member, arranged in advance of registration.

EDUC-R 505 Workshop in Instructional Systems Technology (1-6 cr.) Topical workshops on selected media/technology emphasizing hands-on experience. Content will vary; e.g., multimedia, microcomputers, simulations/games.
EDUC-R 531 The Computer in Education (3 cr.) The focus of this course is general. Participants will investigate numerous uses to be made of technology in the educational environment to promote pupil learning and also to advance teacher personal productivity. The students will explore software in Macintosh environments. There are no prerequisites for this course. It can also serve as a good introductory course for any teacher wishing to become literate in the use of educational technology.

EDUC-S 505 The Junior High and Middle School (3 cr.) Role of the junior high school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration. Not open to students who have taken Education S 486.

EDUC-S 508 Problems in Secondary Education (1-3 cr.) Group analysis of a common problem in the field of secondary education. May be repeated.

EDUC-S 512 Workshop in Secondary Education: (variable title) (1-6 cr.) Individual and group study of issues or concerns relating to the field of secondary education. Workshop format.

EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary Schools (3 cr.) For secondary teachers. The developmental reading program in secondary schools; use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for helping reluctant and retarded readers.

EDUC-S 516 Advanced Study in the Teaching of Secondary School English Language Arts (3 cr.) For experienced English teachers. Current methods and materials for junior high and secondary school English courses; guiding reading to meet literary, historical, vocational, or scientific interests.

EDUC-S 518 Advanced Study in the Teaching of Secondary School Science (3 cr.) For science teachers. Improved techniques, current literature, textbooks, and free and low-cost materials. Solutions to specific practical problems confronting science teachers in the classroom and laboratory.

EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies (3 cr.) For experienced teachers. 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.

EDUC-S 533 The Computer in Secondary Classrooms (3 cr.) A course for practicing secondary teachers that focuses on the role of the computer for the classroom, an introduction to programming, and guidelines for selecting and using software in several subject areas.

EDUC-S 590 Research in Secondary Education (1-3 cr.) Individual research or study with a faculty member, arranged in advance of registration. (Graded S/F).

EDUC-S 625 Supervision of Student Teaching in the Secondary School (3 cr.) Helps experienced teachers gain insight and proficiency in working with field experiences and student teaching. Explores the role of the supervising teacher in the program.

EDUC-S 655 Supervision of Secondary School Instruction (3 cr.) The role and functions of supervisors; the modern concept of supervision; techniques of supervision; improvement of teaching procedures; and new trends in organization of instruction. Spring Sem. (Will be replaced after June 30, 2006. Contact educational leadership program coordinator.)

EDUC-W 500 Professional Development Workshop: (specific title) (1-6 cr.) Workshop to meet specific professional needs.

EDUC-W 506 Using the Internet in K-12 Classrooms (3 cr.) Students will gain experience in utilizing the primary Internet communication media; read, discuss, and report on how these technologies can be used with K-12 students; create and upload an educational Web site; locate and use interactive on-line education Web sites and educational games; write a paper outlining a series of internet-based activities they will use with their students.
EDUC-W 520 Technical Issues in Computer-Based Education (3 cr.) P: W 200 or R 531 or consent of instructor. An examination of computer hardware and peripheral devices in classroom settings, (e.g., networking, communications, and hyper-media). Understanding of educational applications of a programming.

EDUC-W 540 Computer-Based Teaching Methods (3 cr.) P: W 200 or R 531. Integration of educational technology into the school curriculum; methods of teaching computer literacy, computing skills, and resources at K-12 levels; principles of educational software design and evaluation; staff development techniques.

EDUC-W 551 Education and Psychology of the Gifted and Talented (3 cr.) Develops an understanding of the nature and needs of gifted and talented individuals. Emphasizes gifted and talented identification and selection strategies, characteristics, and educational opportunities.

EDUC-W 552 Curriculum for the Gifted and Talented (3 cr.) Describes and evaluates gifted and talented curricular theories and models as well as traditional subject matter modifications. Also critically examines implementation and organization of programs.

EDUC-W 553 Methods and Materials for the Gifted and Talented (3 cr.) Concentrates on the teaching techniques that benefit the gifted learner. Teacher and learner styles are discussed as well as those skills necessary to deal adequately with these students. The course also examines selection, development, and evaluation of materials for use with the gifted student.

EDUC-W 595 Practicum: Gifted and Talented (3 cr.) Provides supervised field experience with gifted and talented learners. Participants will be given responsibility for planning, directing, and evaluating activities for gifted students.

EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom (3 cr.) P: E 545 or S 514 and P 507 or permission of instructor. Treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom. Summer.

EDUC-X 525 Practicum in Reading (3 cr.) P: E 545 or S 514, X 504, three years of teaching experience, and/or permission of the instructor. Observation and participation in the IU Southeast Reading Center. Diagnostic testing, remedial classroom teaching, compiling student records, and working with groups and individuals under supervised conditions. Fall Sem., Spring Sem.

EDUC-X 590 Research in Reading (1-3 cr.) Individual research or study with a faculty member, arranged in advance of registration.

EDUC-Y 611 Qualitative Inquiry in Education (3 cr.) P: Consent of instructor. Examination of qualitative approaches to educational inquiry (e.g., case study, naturalistic inquiry, educational anthropology, educational connoisseurship and criticism). Exploration of methods for collecting and analyzing qualitative data, criteria for field studies, and approaches to writing up field studies.

Electrical and Computer Engineering Technology (ECET)

ECET107 Introduction to Circuit Analysis (4 cr.) Class 3, Lab 3. C: MATH-M 125. Voltage; current; resistance; Ohm’s law; Kirchhoff’s laws; resistance combinations; Thevenin’s, Norton’s, and superposition theorems. DC and AC sources, with basic AC terminology described. Performance of ideal transformers, capacitors, inductors, and first-order RLC circuits. Fundamental analog circuits used in the laboratory to enhance understanding of basic laws and theorems.

ECET109 Digital Fundamentals (3 cr.) Class 2, Lab 3. C: CPT135 or departmental approval. 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; emphasis on logic circuit analysis, implementation of circuits using standard IC chips or programmable logic devices, circuit testing, and troubleshooting.
ECET157 Electronics Circuit Analysis (4 cr.) Class 3, Lab 3. P: CPT135, ECET107, MATH-M 125. Diodes, various discrete and IC regulated power supplies, transistor biasing techniques, and characteristics of small signal amplifiers. Dependent sources, operational amplifiers, non-ideal DC op amp characteristics, waveform generation, and IC fabrication overview. Use of circuit fundamentals such as Kirchhoff’s laws in the analysis and design of circuits; computer-aided analysis of circuits.

ECET159 Digital Applications (4 cr.) Class 3, Lab 3. P: ECET107 and ECET109. Continues the study of combinational and sequential digital applications. Input and output characteristics of the various common logic families and the appropriate signal conditioning techniques for on/off power interfacing; standard logic function blocks, digital and analog signal interfacing techniques, and memory devices.

ECET207 AC Electronics Circuit Analysis (4 cr.) Class 3, Lab 3. P: ECET157 and MATH-M 126. AC circuits including the j operator, phasors, reactance and impedance; application of circuit laws, network theorems, and the fundamental concepts of Fourier analysis to the study of topics such as passive filters, IC filters, amplifiers, resonant circuits, single-phase and three-phase circuits, and elementary magnetic circuits.

ECET209 Introduction to Microprocessors (4 cr.) Class 3, Lab 3. P: ECET159, and CPT175 or equivalent. An introduction to microprocessor hardware and software. Assembly language instructions and programming, troubleshooting, and input/output techniques; use of computer-based program editing and assembly techniques.


ECET257 Power and RF Electronics (4 cr.) Class 3, Lab 3. P: ECET207. Application of circuit analysis techniques to amplifiers used in power and RF electronics. Bipolar and field effect transistors, thyristors, RF oscillators, mixers, AM/FM modulation, phase lock loops, frequency synthesis, switching power supplies, and active filters. Use of computer-aided analysis of circuits.

English (ENG) School of Arts and Letters

Courses in Writing

ENG-W 100 Developmental Composition (3 cr.) P: Placement according to the IUS English placement process. Emphasizes writing paragraphs and larger compositions; learning and practicing forms of academic writing; developing varied sentence structure; review of mechanics and usage. This is a student development course, and credit for this course does not apply toward a degree.

ENG-W 130 Principles of Composition (3 cr.) P: Placement according to the IUS English Placement Process. For students who need a semester of writing instruction before taking W 131. Practice in writing papers for a variety of purposes and audiences. Attention to sentence and paragraph structure.

ENG-W 131 Elementary Composition (3 cr.) P: Placement. Engagement with the writing process, from brainstorming to drafting to peer editing to proofreading. Focuses on language use, strategies of organization, handling of primary and secondary evidence (a short research essay is required).

ENG-W 203 Creative Writing (3 cr.) P: W 131 with a grade of C or higher. Exploratory course in writing in which students write both poetry and fiction. Taught as a workshop. May be repeated once for credit.
ENG-W 207 Introduction to Fiction Writing (3 cr.) P: W 131 with a grade of C or higher. An introduction to the techniques and principles of fiction writing. Written assignments, workshop discussions of student work in progress, seminar study of classic and contemporary examples of the genre.

ENG-W 231 Professional Writing Skills (3 cr.) P: W 131 with a grade of C or higher or equivalent. To develop writing skills requisite for most professional activities. Emphasis on methods of research, organization, and writing techniques useful in preparing business and professional memos, letters, reports, and proposals. This course does not count toward the humanities distribution requirement for B.A. candidates.

ENG-W 234 Technical Report Writing (3 cr.) P: W 131 with a grade of C or higher. Instruction in preparing engineering and other technical proposals and reports, with an introduction to the use of graphics.

ENG-W 270 Argumentative Writing (3 cr.) P: 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 assertion and convincing arguments.

ENG-W 290 Writing in the Arts and Sciences (3 cr.) P: W 131 with a grade of C or higher. An introduction to academic writing as a means of discovery and record. Study of and practice in the procedures, conventions, and terminology of the humanities, social sciences, and natural sciences. Research-intensive.

ENG-W 300 Writing for Teachers. P: W 131 with a grade of C or higher. The study of writing in relation to the teaching of writing in the schools. Students will evaluate their own writing strengths and weakness and complete a series of writing assignments meant to improve their writing skills. Additionally, students will read current, selected works in composition theory and learn how to apply their new understandings about writing to various teaching situations.

ENG-W 301 Writing Fiction (3 cr.) P: W 203. May be repeated once for credit.

ENG-W 303 Writing Poetry (3 cr.) P: W 203. May be repeated once for credit.

ENG-W 310 Language and the Study of Writing (3 cr.) P: W 131 with a grade of C or higher. Designed as an introduction to the logical foundation and rhetorical framework of effective writing.

ENG-W 311 Writing Creative Nonfiction (3 cr.) P: W 203 or submission of acceptable manuscripts to instructor in advance of registration. Writing workshop in such modes as personal essay, autobiography, or documentary. May be repeated once.

ENG-W 315 Composing Computer-Delivered Text (3 cr.) P: W 131 with a grade of C or higher. This course 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 will have on literacy skills for writers and readers of such computer-delivered texts.

ENG-W 350 Advanced Expository Writing (3 cr.) P: W 131 with a grade of C or higher or equivalent. Close examination of assumptions, choices, and techniques that go into a student’s own writing and the writing of others.

ENG-W 395 Individual Study of Writing (1-3 cr.) P: Consent of instructor. Exercise in the study of written expression and communication in informative, persuasive, or imaginative writing. May be repeated once for credit.

ENG-W 398 Internship in Writing (1-3 cr.) P: Consent of instructor. Internship in the University Writing Center, designated IUS offices, or other arranged settings. Focus on writing, the teaching of writing, and writing-related tasks. Apply during semester prior to desired internship.

ENG-W 401 Advanced Fiction Writing (3 cr.) P: 6 credit hours in W 203, W 301, or submission of acceptable manuscripts to instructor in advance of registration. May be repeated once for credit.
ENG-W 403 Advanced Poetry Writing (3 cr.) P: 6 credit hours in W 203, W 303, or submission of acceptable manuscripts to instructor in advance of registration. May be repeated once for credit.

ENG-W 405 Writing Prose Nonfiction (3 cr.) P: W 290 with a grade of C or higher. A writing workshop in nonfiction prose. Students complete an extended inquiry project (estimated 15 pages) and a reflective essay on themselves as writers, specific topics to be approved by the instructor. Intensive daily participation and interactive peer review of work in progress.

ENG-W 410 Indiana Writing Workshop (2 cr.) P: Acceptance to Indiana Writer’s Conference. Intensive training in various forms of writing. May be counted as an elective within the major and repeated once for credit.

ENG-W 411 Directed Writing (1-3 cr.) Description of project as assigned by instructor consenting to direct it. Individual critical projects worked out by faculty member. Credit varies with scope of the project.

ENG-W 420 Argumentative Writing (3 cr.) P: W 131 with a grade of C or higher. Presents argument as a process of inquiry. Applies critical and creative thinking to analyzing and composing effective argument. Addresses contexts and ideologies as a component of audience receptivity to ideas. Writers form and test ideas from pluralistic perspectives on controversial issues about which reasonable people disagree, including culture-sensitive issues such as gender, race, ethnicity, etc.

ENG-W 490 Writing Seminar (3 cr.) P: Completion of 9 credit hours of writing beyond W 131. A capstone writing seminar. Students will do one major and one minor project in nonfiction prose and either poetry or fiction. The major project is mentored by the instructor and another IUS faculty member or professional outside of IUS and is presented publicly to students, IUS faculty, and mentors. Students will also complete a reflective essay on themselves as writers.

ENG-W 497 Independent Study in Writing (3 cr.) Creative writing seminar or capstone course.

ENG-W 498 Internship in English (S/F grading) (1-3 cr.) P: Consent of instructor. Supervised experience in editing departmentally based journal or allied publication. May be counted as an elective within the major; only 3 credit hours may count toward the major.

ENG-W 500 Teaching Composition: Issues and Approaches (4 cr.) P: Graduate standing. 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.

Courses in English Language

ENG-G 205 Introduction to the English Language (3 cr.) P: W 131 with a grade of C or higher. Acquaints the student with contemporary studies of the nature of language in general and of the English language in particular. Required of students preparing to teach English in secondary schools.

ENG-G 207 English Grammar and Usage (3 cr.) P: W 131 with a grade of C or higher. A brief look at English grammar, with emphasis upon current American usage; students will review verb usage, subject-verb agreement, pronoun usage, modifier usage, punctuation, and sentence structure. This course does not count toward the humanities distribution requirement for B.A. candidates.

ENG-G 301 History of the English Language (3 cr.) P: W 131 with a grade of C or higher. Historical and structural analysis of English language in stages of its development. Political and social events affecting development of language, interrelationship of language and literature, evolution of modern phonology and syntax.

Courses in Literature
ENG-L 101-L 102 Western World Masterpieces I-II (3-3 cr.) P or C: W 131. Literary masterpieces from Homer to present. Aims to teach thoughtful, intensive reading, to introduce aesthetic values in literature, and to bring about awareness of the enjoyment derived from reading.

ENG-L 107 Oriental World Masterpieces (3 cr.) Literary masterpieces from the Arabic, Persian, Indian, Japanese, Chinese, and Malay cultures.

The following courses are open to sophomores, juniors, and seniors: they are also open to second-semester freshmen who have received a grade of B or above in L101 or L102:

ENG L140 Introduction to English Studies (3 cr.) A comprehensive orientation to the field of English studies. In addition to providing academic advising, the course offers an overview of our curriculum, which includes our two concentrations in writing and literature, career opportunities related to the degree, and the kinds of reading, writing, and oral skills that are needed for success as a major and in a variety of professions.

ENG-L 202 Literary Interpretation (3 cr.) Close analysis of representative texts (poetry, drama, fiction) designed to develop art of lively, responsible reading through class discussion and writing of papers. Attention to literary design and critical method.

ENG-L 203 Introduction to Drama (3 cr.) Representative group of significant plays to acquaint students with characteristics of drama as a type of literature.

ENG-L 204 Introduction to the Novel and Short Story (3 cr.) Representative works of fiction; stresses structural technique in the novel, theories and kinds of fiction, and thematic scope of the novel.

ENG-L 205 Introduction to Poetry (3 cr.) Kinds, conventions, and elements of poetry in a selection of poems from several historical periods.

ENG-L 207 Women and Literature (3 cr.) Issues and approaches to critical study of women writers and treatment in British and American literature.

ENG-L 210 Studies in Popular Literature and Mass Media (3 cr.) Popular literary modes in England and America, such as detective, western, fantasy; history and theories of “mass” or “popular” culture; uses of literacy. Literary analysis of particular mass media forms, including television drama. Topic varies.

ENG-L 220 Introduction to Shakespeare (3 cr.) A survey of Shakespeare’s greatest plays and poems.

ENG-L 230 Science Fiction (3 cr.) Study of the kinds, conventions, and theories of science fiction. Course may include both literature (predominantly British and American) and film.

ENG-L 295 American Film Culture (3 cr.) Film in relation to American culture and society. Topic varies. Works of literature may be used for comparison, but the main emphasis will be on film as a narrative medium and as an important element in American culture.

ENG-L 297 English Literature to 1600 (3 cr.) Representative selections, with emphasis on major writers from Chaucer to Shakespeare and on their cultural context.

ENG-L 298 English Literature from 1600 to 1830 (3 cr.) Representative selections, with emphasis on major writers from Donne to Byron and on their cultural context.

ENG-L 299 English Literature since 1830 (3 cr.) Representative selections, with emphasis on major writers from Carlyle to the present and on their cultural context.

Courses Primarily for Juniors and Seniors

ENG-L 303 Medieval English Literature in Translation (3 cr.) Literature and civilization of medieval England. Selected works from Old and Middle English with attention to their relations with art, history, and other aspects of medieval culture.

ENG-L 305 Chaucer (3 cr.) Chaucer’s works, with special emphasis on The Canterbury Tales.

ENG-L 308 Elizabethan Drama and Its Background (3 cr.) English drama from Middle Ages to 1642; principal Elizabethan and Caroline dramatists and their best plays.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>ENG-L 309</td>
<td>Elizabethan Poetry (3 cr.)</td>
<td>Major Elizabethan poets, with special attention to Spenser.</td>
</tr>
<tr>
<td>ENG-L 313</td>
<td>Early Plays of Shakespeare (3 cr.)</td>
<td>Close reading of at least seven early plays of Shakespeare.</td>
</tr>
<tr>
<td>ENG-L 314</td>
<td>Late Plays of Shakespeare (3 cr.)</td>
<td>Close reading of at least seven later plays of Shakespeare.</td>
</tr>
<tr>
<td>ENG-L 318</td>
<td>Milton (3 cr.)</td>
<td>Poetry and prose of John Milton, with special attention to <em>Paradise Lost</em>, <em>Paradise Regained</em>, and <em>Samson Agonistes</em>.</td>
</tr>
<tr>
<td>ENG-L 320</td>
<td>Restoration and Early Eighteenth-Century Literature (3 cr.)</td>
<td>Major poetry and prose, 1660-1730, with emphasis on Dryden, Swift, and Pope.</td>
</tr>
<tr>
<td>ENG-L 327</td>
<td>Later Eighteenth-Century Literature (3 cr.)</td>
<td>Major poetry and prose, 1730-1800, with emphasis on Johnson and Boswell.</td>
</tr>
<tr>
<td>ENG-L 328</td>
<td>Restoration and Eighteenth-Century Drama (3 cr.)</td>
<td>Development of English drama from the Puritan closing of playhouses to the beginning of the nineteenth century.</td>
</tr>
<tr>
<td>ENG-L 329</td>
<td>Romantic Literature (3 cr.)</td>
<td>Major Romantic writers, with emphasis on two or more of the following: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats.</td>
</tr>
<tr>
<td>ENG-L 330</td>
<td>Major Romantic Writers II (3 cr.)</td>
<td>Major Romantic writers of the second generation, with emphasis on Byron, Shelley, Keats, and their associates.</td>
</tr>
<tr>
<td>ENG-L 335</td>
<td>Victorian Literature (3 cr.)</td>
<td>Major poetry and prose, 1830 to 1900, studied against the social and intellectual backgrounds of the period.</td>
</tr>
<tr>
<td>ENG-L 345</td>
<td>Twentieth-Century British Poetry (3 cr.)</td>
<td>Modern poets, particularly Yeats, Eliot, and Auden; some later poets may be included.</td>
</tr>
<tr>
<td>ENG-L 346</td>
<td>Twentieth-Century British Fiction (3 cr.)</td>
<td>Modern fiction, its techniques and experiments, particularly Joyce, Lawrence, and Woolf; some later novelists may be included.</td>
</tr>
<tr>
<td>ENG-L 347</td>
<td>British Fiction to 1800 (3 cr.)</td>
<td>Forms, techniques, and theories of fiction as exemplified by such authors as Defoe, Richardson, Fielding, Smollett, and Sterne.</td>
</tr>
<tr>
<td>ENG-L 348</td>
<td>Nineteenth-Century British Fiction (3 cr.)</td>
<td>Forms, techniques, and theories of fiction as exemplified by such romantic and Victorian authors as Scott, Dickens, Eliot, and Hardy.</td>
</tr>
<tr>
<td>ENG-L 351</td>
<td>American Literature to 1865 (3 cr.)</td>
<td>American writers to 1865: Emerson, Hawthorne, Melville, Whitman, and two or three additional major writers.</td>
</tr>
<tr>
<td>ENG-L 352</td>
<td>American Literature, 1865-1914 (3 cr.)</td>
<td>American writers, 1865-1914: Mark Twain, Dickinson, James, and two or three additional major writers.</td>
</tr>
<tr>
<td>ENG-L 354</td>
<td>American Literature since 1914 (3 cr.)</td>
<td>American writers since 1914: Faulkner, Hemingway, Eliot, Frost, and two or three additional major writers.</td>
</tr>
<tr>
<td>ENG-L 355</td>
<td>American Novel: Cooper to Dreiser (3 cr.)</td>
<td>Representative nineteenth-century American novels.</td>
</tr>
<tr>
<td>ENG-L 356</td>
<td>American Poetry to 1900 (3 cr.)</td>
<td>Includes the work of Bradstreet, Taylor, the Fireside Poets, Poe, Emerson, Whitman, Dickinson, and Stephen Crane.</td>
</tr>
<tr>
<td>ENG-L 357</td>
<td>Twentieth-Century American Poetry (3 cr.)</td>
<td>American poetry since 1900, including such poets as Pound, Eliot, Frost, Stevens, Williams, and Lowell.</td>
</tr>
<tr>
<td>ENG-L 358</td>
<td>Twentieth-Century American Fiction (3 cr.)</td>
<td>American fiction since 1900, including such writers as Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, and Bellow.</td>
</tr>
<tr>
<td>ENG-L 360</td>
<td>American Prose (Excluding Fiction) (3 cr.)</td>
<td>P: W131 with a grade of C or higher. Major nonfiction prose forms, including the essay, the journal, and the sermon, as well as the literary aspects of biography, criticism, and historical writing.</td>
</tr>
<tr>
<td>ENG-L 363</td>
<td>American Drama (3 cr.)</td>
<td>Main currents in American drama to the present.</td>
</tr>
</tbody>
</table>
ENG-L 365 Modern Drama: Continental (3 cr.) Special attention to Ibsen, Chekhov, Pirandello, Brecht, and Sartre.

ENG-L 366 Modern Drama: English, Irish, and American (3 cr.) Special attention to Shaw, Synge, O’Neill, Williams, and Albee.


ENG-L 371 History of Criticism (3 cr.) Literary criticism from ancient to modern times.

ENG-L 373 Interdisciplinary Approaches to English and American Literature (3 cr.) Social, political, and psychological studies in English and American literature, 1890 to the present. Topics may vary and include, for example, Freud and literature, responses to revolution, and the literature of technology.

ENG-L 374 Ethnic American Literature (3 cr.) Literature about the American ethnic experience, selected from among works by African American, Jewish American, Italian American, Irish American, Native American, Asian American, Hispanic American, and other ethnic authors.

ENG-L 378 Studies in Women and Literature (3 cr.) British and American authors, such as George Eliot, Gertrude Stein; groups of authors, such as the Brontë sisters, recent women poets; or genres and modes, such as autobiography, film, criticism. Topics will vary from semester to semester.

ENG-L 380 Literary Modernism (3 cr.) Phenomenon of modernism in early twentieth-century transatlantic literature, with emphasis on such writers as Joyce, Pound, Woolf, Stein, Lawrence, Faulkner, studied in relation to social and artistic movements.

ENG-L 381 Recent Writing (3 cr.) Selected writers of contemporary significance. May include relevant groups and movements (such as black writers, poets of projective verse, new regionalists, parajournalists and other experimenters in pop literature, folk writers, and distinctively ethnic writers); several recent novelists, poets, or critics; or any combination of groups.

ENG-L 383 Studies in British or Commonwealth Culture (3 cr.) Study of a coherent period of British or Commonwealth culture (such as medieval, Elizabethan, or Victorian England, or modern Canada), with attention to the relations between literature, the other arts, and the intellectual milieu.

ENG-L 384 Studies in American Culture (3 cr.) P: W131 with a grade of C or higher. Study of a coherent period of American culture (such as the Revolution, the Progressive Era, the Great Depression) with attention to the relations between literature, the other arts, and the intellectual or social milieu.

ENG-L 389 Feminist Literary and Cultural Criticism (3 cr.) Selected critical approaches to the issue of gender over time and in various cultural settings. Topics vary, including feminist criticism and popular culture, the history of feminist expository prose, deconstructionism, and feminism.

ENG-L 395 British and American Film Studies (3 cr.) Intensive study of specific topics related to film narratives; emphasis on American or British film as a cultural phenomenon. Topic varies.

ENG-L 450 Seminar: British and American Authors (3 cr.) Intensive study of a major author or a school of closely related authors.

ENG-L 460 Seminar: Literary Form, Mode, and Theme (3 cr.) Study of texts written in several historical periods united by a common mode or form (narrative, romanticism, lyric, etc.), or by a common theme (bildungsroman, the city and the country, the two-cultures question, the uses of literacy, etc.).

ENG-L 470 Seminar: Literature and Interdisciplinary Studies (3 cr.) Study of a body of English or American literature in relation to another discipline (philosophy, art, history, linguistics, psychology, etc.), or in light of critical theory (structuralist, psychoanalytic, genre theory, etc.)

ENG-L 480 Seminar: Literature and History (3 cr.) Study of a body of literature in relation to a period of history, to a theory of history, or to a historical theme.

ENG L495 Individual Reading in English (1-3 cr.) P: Consent of instructor. May be repeated once for credit.
History of Art

**FINA-H 100 Art Appreciation (3 cr.)** P: ENG W131. The purpose of this course is to acquaint students with outstanding works of art and provide an approach to appreciation through knowledge of purposes, techniques, forms, and content. Does not count toward the fine arts major.

**FINA-A 101 Ancient and Medieval Art (3 cr.)** A survey of major styles and monuments in art and architecture from prehistoric times to the end of the Middle Ages. Fall Sem.

**FINA-A 102 Renaissance through Modern Art (3 cr.)** A survey of major artists, styles, and movements in European and American art and architecture from the fifteenth century to the present. Spring Sem.

**FINA-A 150 Africa, New World, and Oceanic Art (3 cr.)** A survey of the arts and cultures of the native peoples of Africa, North and South America, and the South Pacific. (A 150 and A 458 may not both be taken for credit.)

**FINA-A 270 Women in the History of Art (3 cr.)** P: ENG W131. Women artists from the Renaissance through modern times and the problems affecting women artists during these periods. (Does not count as part of art history requirements for art majors.)


**FINA-A 322 Romanesque and Gothic Art (3 cr.)** P: ENG-W 131. Survey of the art of the high Middle Ages from the eleventh through the fifteenth centuries, with an emphasis on architecture and sculpture in England, France, Germany, and Italy.


**FINA-A 343 American Art (3 cr.)** The history of American art from colonial times to the present.


**FINA-A 400 Senior Seminar in Art History (4 cr.)** P: ENG-W 131 and consent of instructor. Intensive examination of selected topics in art history. May be repeated once.


**FINA-A 449 Twentieth-Century Art, 1925–Present (3 cr.)** P: ENG-W 131. The history of Western painting, sculpture, architecture, and other media from 1925 to the present.


**FINA-A 453 The Art of Sub-Saharan Africa (3 cr.)** P: ENG-W 131. A survey of the arts of Western Africa with an emphasis on sculptural forms.

**FINA-A 458 Topics in the Ethnographic Arts: The Art of Africa, the Pacific, and the Americas (3 cr.)** P: ENG-W 131. Specific topics of particular interest in the ethnographic arts. Topics thematically based. (A 150 and A 458 may not both be taken for credit.)
FINA-A 478 History of Ceramics (2 cr.) P: ENG-W 131. Study of the history of ceramics of the world, covering Near Eastern, Greek, Chinese, Japanese, and American ceramics. Emphasis on the historical development of pottery in individual cultures, as well as how one culture’s pottery has influenced another.

FINA-A 490 Topics in Art History (3 cr.) P: ENG-W 131. Individual topics vary. Will be listed in course schedule. May be repeated with consent of instructor.

FINA-A 495 Reading and Research in Art History (1-4 cr.) P: ENG-W 131. Individual-directed study of art history topics. Consent of instructor. May be repeated for a total of 8 credit hours.

Fine Arts Seminars

FINA-A 401 Art Theory-Senior (3 cr.) This course is designed to cover a broad range of concerns vital to the art major, including graduating senior exhibition, contemporary theory, continued study in graduate school and/or careers in the professional art world. (Required of majors. Must be taken during the 400-level studio sequence.) Fall Sem.

FINA-U 400 B.F.A. Seminar: Sources and Resources–Professional Skills in Fine Arts (3 cr.) Focuses on both personal and cultural issues in aesthetics and on building professional skills for careers in art. Fall Sem.


Art Education

FINA-T 255 Crafts and Design (3 cr.) Creative designs developed through drawing, collage, and color problems; objects such as fabrics, masks, puppets, and sculpture may be executed. Attention given to the meaning of art and the nature of creativity. For elementary education majors. Students must be admitted to the School of Education before taking this course. Authorization must be obtained from the School of Education. This course does not count toward the arts distribution requirement for B.A. candidates.

Studio

FINA-F 100 Fundamental Studio-Drawing (3 cr.) A basic course for the development of visual awareness and coordination of perceptual and manual skills; seeing, representing, and inventing on an experimental, exploratory level on a two-dimensional surface. Problems in composition as well as hands-on work with the formal elements of art: line, shape, space, value, texture. Fulfills B.A. distribution requirement for the arts. May be taken concurrently with F 101, F 102, P 273, or P 280.

FINA-F 101 Fundamental Studio III, Three-Dimensional Design (3 cr.) A basic course in the area of three-dimensional design, with emphasis on the art elements of line, plane, and volume. Development of skills in basic media, techniques, and tools commonly used in the creation of three-dimensional art forms. Projects involve the three-dimensional processes of substitution and the additive and subtractive methods, including casting, modeling, carving, and constructing, through the use of a variety of sculptural materials. May be taken concurrently with F 100, F 102, P 273, or P 280.

FINA-F 102 Fundamental Studio–2D (3 cr.) Emphasis on color theory and color relationships along with the principles and dynamics of two-dimensional design. May be taken concurrently with F 100, F 101, P 273, or P 280.

FINA-P 273 Computer Art and Design (3 cr.) Course introduces the Macintosh computer environment and imaging software that supports digital imaging and design. May be taken concurrently with F 100, F 101, or F 102.

FINA-P 280 Desktop Publishing (3 cr.) Photoshop, InDesign, Adobe Illustrator. May be taken concurrently with F 100, F 101 or F 102.
FINA-N 110 Introduction to Studio Art (3 cr.) A general introduction to painting, drawing, printmaking, ceramics and graphic design for the non-major.

Ceramics

FINA-S 165 Ceramics for Nonmajors (3 cr.) Introduction to pottery through hand-forming techniques, wheel-throwing, glazing; clay body preparations. Ceramic techniques and aesthetics. (Will not count toward a major in fine arts.)
FINA-S 260 Ceramics I (3 cr.) P: F 100, F 101, F 102, P 273. An introduction to hand building, throwing, glaze mixing, and glaze application, including lectures on basic ceramic techniques.
FINA-S 361 Ceramics II (3 cr.) P: S 260. Continued practice in forming and glazing. Lectures. May be repeated once.
FINA-S 361R Ceramics III (3 cr.) P: S 361. Advanced practice in wheel and hand forming methods, glaze chemistry, and clay body foundation. Critical thinking and aesthetics of ceramic art are emphasized.
FINA-S 461 Ceramics IV (3 cr.) P: 6 credits in S 361. Further practice in ceramic studio techniques. Body preparation and glaze theory. Lectures. Individualized course of study and advanced concentration on techniques and aesthetic development. May be repeated.
FINA-S 462 B.F.A. Ceramics (1-6 cr.) P: consent of the instructor. Continuing opportunity for extensive practice in ceramic studio techniques. Body preparation. May be repeated for a total of 18 credit hours.

Drawing

FINA-S 200 Drawing I (3 cr.) P: F 100, F 102; may be taken concurrently with F 101, P 273. Introduction to drawing through a variety of drawing media, stressing basic visual awareness; seeing, representing, and technical command on a two-dimensional surface. Problems in handling placement, line, space, volume, value, and formal articulation.
FINA-S 301 Drawing II (3 cr.) P: S 200. Intermediate course in drawing from the model and other sources. Emphasis on technical command of the media in conjunction with the development of visual awareness. Continued problems from S200 with additional emphasis on individual awareness and sensitivity to media, surface, and content. May be repeated once.
FINA-S 401 Drawing IV (3 cr.) P: 6 cr. hrs. in S 301. Advanced drawing from the model and other sources using a variety of media, both conventional and invented. Craftsmanship, content, and personal style are stressed. May be repeated.
FINA-S 345 Life Drawing (3 cr.) Detailed study of the human form. Emphasis on rendering, mood, expression, and skeletal and muscular structure.
FINA-S 405 B.F.A. Drawing (1-6 cr.) Concentrated tutorial in the drawing craft. Craftsmanship, content, and personal style are stressed. May be repeated for a total of 18 credit hours.

Painting

FINA-S 239 Painting for Nonmajors (3 cr.) Introduction to painting in oil. Study of the spatial and expressive qualities of color, with an emphasis on composition and pictorial design. Development of technical skills in image making through exploration of traditional and modern methods of paint application. Introduction to surface preparation, framing, and display of paintings. (Will not count toward a major in fine arts.)
FINA-S 230 Painting I (3 cr.) P: F 100, F 102; S 200 or taken concurrently with F 101, P 273. Introduction to painting in oil. Study of the spatial and expressive qualities of color, with an emphasis on composition and pictorial design. Development of technical skills in image making through exploration of traditional and modern methods of paint application. Introduction to surface preparation, framing, and display of paintings.

FINA-S 331 Painting II (3 cr.) P: S 230. Intermediate course in painting, with an emphasis on the technical command of both oil and acrylic media. Continued study in composition and pictorial design in painting. Further development in traditional and modern methods of paint application with an emphasis on individual experimentation. May be repeated once.

FINA-S 431 Painting III (3 cr.) P: S 331. Advanced course in painting aimed at the continued mastery of technical skills, with an emphasis on individual solutions to pictorial and conceptual problems in painting. May be repeated.

FINA-S 438 Water Media (3 cr.) Study and exploration of water-based painting media. Attention to techniques and application of acrylic and watercolor.

FINA-S 432 B.F.A. Painting (1-6 cr.) Concentrated studio projects within the framework of the B.F.A. painting program. Attention to content, craftsmanship, intent, and resources. May be repeated for a total of 18 credit hours.

Printmaking

FINA-S 196 Printmaking for Nonmajors (3 cr.) Understanding of basic printmaking techniques through hands-on experience with monotype, relief, and intaglio (etching). Appreciation and sensitivity to the art of the print will be cultivated. This course will not count toward a major in fine arts.

FINA-S 240 Printmaking I (3 cr.) P: F 100, F 102, S 200 or may be taken concurrently with F 101, P 273, S 200. Introduction to printmaking. Study of traditional and contemporary techniques, including, but not limited to intaglio (etching), monotype, and relief. Problems in pictorial composition will be emphasized along with understanding of technique. Appreciation and sensitivity to the art of the print will be cultivated.

FINA-S 341 Printmaking II: Intaglio (3 cr.) P: S 240. Continuation of intaglio study begun in S 240, with emphasis on traditional and contemporary modes of expression. Semester work includes experimentation with color printing techniques. Problems in pictorial composition will be stressed with emphasis on technical competency. May be repeated once.

FINA-S 343 Printmaking II: Lithography (3 cr.) P: S 240. Advanced study with emphasis on plate and stone lithography. Problems in pictorial composition, drawing issues, and experimentation with technique will be stressed. May be repeated once.

FINA-S 344 Printmaking II: Silkscreen (3cr.) P: S 240 Intermediate screen printing techniques.

FINA-S 348 Printmaking II: Relief (3 cr.) P: S 240. Intermediate relief printing techniques.

FINA-S 441 Printmaking III: Intaglio (3 cr.) P: 6 cr. in S 341 or S 343. Advanced problems in intaglio and color printing techniques for qualified students. May be repeated.

FINA-S 443 Printmaking III: Lithography (3 cr.) P: 6 cr. in S 341 or S 343. Advanced work in lithography, including color printing techniques for qualified students. May be repeated.

FINA-S 442 B.F.A. Printmaking (1-6 cr.) Directed study in printmaking. May be repeated for a total of 18 credit hours.

Graphic Design

FINA-S 250 Graphic Design I (3 cr.) P: F 100, F 102, P 273, may be taken concurrently with F 101. Graphic design course emphasizing log design and identity design.

FINA-S 351 Graphic Design II (3 cr.) P: F 100, F 102, P 273, may be taken concurrently with F 101. Graphic design course emphasizing typography and page layout.

FINA-S 352 Graphic Design III (3 cr.) P: S 250, S 351. Graphic Design course emphasizing production techniques.


FINA-S 452 B.F.A. Graphic Design (1-6 cr.) Directed, advanced study in graphic design for B.F.A. majors. May be repeated for a total of 18 credit hours.

Photography

FINA-S 291 Fundamentals of Photography I (3 cr.) P: F 100, F 102; may be taken concurrently with F 101 or P 273. Basic practice of camera operation, exposure calculation, exposing, printing, and enlarging monochrome photographs. Guidance toward a personal photographic aesthetic.

French (FREN)

Students who have studied French must take a placement test before enrolling. Contact the Student Development Center.

FREN-F 100–F 150 Elementary French I-II (4-4 cr.) Introduction to French language and selected aspects of French civilization and culture. Attendance in the language lab may be required. F 100 offered Fall Sem. and Summer I; F 150 offered Spring Sem. and Summer II.

FREN-F 200–F 250 Second-Year French I-II (3-3 cr.) P: F 150. Grammar, composition, and conversation coordinated with the study of expository, literary, and cultural texts. Attendance in the language lab may be required. F 200 offered Fall Sem., F 250 offered Spring Sem.

FREN-F 300 Lectures et analyses littéraires (3 cr.) P: F 250. Preparation for more advanced work in French literature. Readings and discussions of one play, one novel, short stories or essays, and poems.

FREN-F 305 Chefs-d’oeuvre de la littérature française I (3 cr.) P: F 250. Drama and literature of ideas. Dramatists such as Corneille, Racine, Molière, Beaumarchais, and Sartre; essayists and philosophes such as Descartes, Pascal, Voltaire, Diderot, and Camus. Lectures and discussion in French.

FREN-F 306 Chefs-d’oeuvre de la littérature française II (3 cr.) P: F 250. Novel and poetry. Novelists such as Balzac, Flaubert, and Proust; readings in anthologies stressing sixteenth-, nineteenth-, and twentieth-century poetry. Lectures and discussion in French.


FREN-F 315–F 316 French Conversation and Diction I-II (3-3 cr.) P: F 250. Course devoted to oral practice and basic phonetic rules.

FREN-F 363 Introduction à la France moderne (3 cr.) P: F 250. The development of French culture and civilization in the twentieth century, with an emphasis on the events that shaped modern France, the structure of daily life, and its institutions.

FREN-F 375 Thèmes et perspectives littéraires (3 cr.) P: F 300 or equivalent. Study of a specific subject or theme, such as society and the individual, the tragic hero from the seventeenth to the twentieth century, comedy, and satire. All work in French.

FREN-F 396 Foreign Study in French (1-6 cr.) P: Acceptance into an approved IU overseas study program. Credit for foreign study in French language or literature when no specific equivalent is available among departmental offerings. May be repeated for a maximum of 6 credit hours.
**FREN-F 453 Le Roman au 20e siècle I (3 cr.)** Ecrivains tels que Gide, Alain-Fournier, Colette, Bernanos, Sartre, Malraux.
**FREN-F 454 Le Roman au 20e siècle II (3 cr.)** Ecrivains tels que Camus, Queneau, Butor, Vian, Duras.
**FREN-F 461 La France contemporaine (3 cr.)** France since 1945; political, social, economic, and cultural aspects.
**FREN-F 474 Theme et version (3 cr.)** P: 313/314. Translations of selected passages, alternating between English and French, to teach students to write with precision and clarity in both languages.
**FREN-F 475 Le Français oral: cours avancé (3 cr.)**

**Geography (GEOG) School of Natural Sciences**

The student should check with the instructor to determine which courses may not be used to fulfill the natural world distribution requirements for the B.A. degree.

**GEOG-G 107 Physical Systems of the Environment (3 cr.)** An examination of the physical environment as the home of human beings, with emphasis on the distribution and interaction of environmental variables and energy flow through the system. Fall Sem., Spring Sem., Summer.

**GEOG-G 108 Physical Systems of the Environment–Lab (2 cr.)** P or C: G 107 and consent of instructor. Laboratory study of the physical environment. (Lab fee required.) Fall Sem., Spring Sem.

**GEOG-G 110 Introduction to Human Geography (3 cr.)** An exploration of social and cultural phenomena as these are expressed and distributed across the earth’s surface. Topics include population, migration, language, religion, customs, political divisions, agriculture, industry, and urbanization. Note: G110 does not fulfill distribution requirements for “The Natural World.” It does satisfy the “Psychology and Society” requirement.

**GEOG-G 201 World Regional Geography (3 cr.)** Geographical analysis of regions occupied by European cultures and of indigenous spatial developments in non-Western areas.

**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 interregional trade.


**GEOG-G 307 Biogeography (3 cr.)** P: G 107 or consent of the instructor. An analysis of the spatial distribution of natural biota with regard to physical and ecological processes.

**GEOG-G 308 Natural/Human-Induced Disasters (3 cr.)** P: A minimum of 6 credit hours in either one or a combination of physical and biological sciences. Study and analysis of the causes, nature, and geographical occurrence of natural and human-induced disasters. Examines the workings and consequences of disasters and hazards facing humankind.

**GEOG-G 314 Urban Geography (3 cr.)** Study and interpretation of urban spatial structure, policies, and problems with an emphasis on geographic perspectives.

**GEOG-G 315 Environmental Conservation (3 cr.)** P: G 107 or consent of instructor. The study of the conservation of natural resources, including soil, water, air, wildlife, and forests, as interrelated components of the natural and human environments, emphasizing a unified ecological approach. Current problems relating to pollution and environmental quality.

**GEOG-G 317 Geography of Developing Countries (3 cr.)** Analysis of spatial processes in the Third World with emphasis on the processes of migration, urbanization, and resource development.
GEOG-G 320 Population Geography (3 cr.) Study of population growth, compositional change, and redistribution at regional, national and global scales. Topics include: population pressure, fertility control, aging of societies, AIDS, immigration, and population policies.

GEOG-G 323 Geography of Latin America (3 cr.) Geographical analysis of the terrain, resources, climate, culture, and the historical and economic development of the nations south of the Rio Grande.

GEOG-G 326 Geography of North America (3 cr.) Continental and regional variations in terrain and climate and the economic and social life of the United States and Canada, with emphasis on geographical principles, sources of data, and techniques of investigation.

GEOG-G 333 Introductory Cartography (3 cr.) Use, interpretation, and sources of topographic maps, thematic maps, vertical aerial photographs, and related materials. Includes projections and grids, relief symbolization, map classification, mapping agencies, and the history of maps and mapping.

GEOG-G 335 Photogrammetry and Remote Sensing (3 cr.) P: G 333 or consent of instructor. Interpretation and measurement on aerial photographs and compilation of controlled maps. Geographical applications of color, infrared, radar, multiband, and other imagery from aerial and space-orbiting craft. Lectures and laboratory. (Lab fee required.)

GEOG-G 336 Environmental Remote Sensing (3 cr.) P: G 335 or equivalent. Fundamental principles involved in remote sensing, including radiation character, instrument, and applications to research of spatial, environmental phenomena.

GEOG-G 404 Soils Geography (3 cr.) P: G 107 or consent of instructor. Soil genesis, morphology, and classification; soil’s physical, chemical, mechanical and biological properties. Soil maps and related data in land use analysis and the planning process.

GEOG-G 418 Historical Geography (3 cr.) Migration and diffusion, rural and urban settlement, industrialization, and transport development as spatial processes shaping the landscapes and geopolitical relationships of past places and peoples.

GEOG-G 425 Africa: Contemporary Geographic Problems (3 cr.) Contemporary geographic problems confronting the countries of sub-Saharan Africa are examined. Topics include: urbanization, rural-urban migration, unemployment, agriculture, health care, analysis of terrain, resources, and aspects of the natural environment.

GEOG-G 428 Geography of Western Europe (3 cr.) Emphasizes two interrelated topics within western Europe: common themes across the countries of Europe and the distinctive cultures that make up the region. Material includes: physical landscape of Europe, cultural and economic landscape of the region, and the various cultural regions of the continent.

GEOG-G 432 Current Issues in Environmental Conservation (3 cr.) P: G 315. Qualitative and quantitative analysis of topics of special importance in regard to environmental quality, including such topics as air and water quality, radiation, energy, and waste disposal.

GEOG-G 435 Cartography and Graphics (3 cr.) P: G 235 or consent of instructor. Compilation, design, reproduction, and evaluation of maps and related graphic materials, cartometric procedures, symbolization, selection of topographic maps, photographic manipulation, and editorial process employing traditional and computer-generated techniques. Lecture and laboratory. (Lab fee required.)

GEOG-G 438 Advanced Geographic Information Systems (3 cr.) Basic concepts and principles underlying polygon and grid-based geographic information systems are explored. Computerized data capture, storage, retrieval, analysis, and display techniques, as applied to geographic information, are explored through the development of individual student projects.

GEOG-G 439 Seminar in Geographic Information Systems (3 cr.) P: G 438 or consent of instructor. Extension of G 438 that develops advanced methods of spatial data analysis in the context of GIS. Emphasis on applications and individualized projects.
GEOG-G 450 Undergraduate Readings and Research in Geography (1-3 cr.) P: Junior or senior standing and consent of instructor. Individualized readings and research in geography. May be repeated for a total of 6 credits. Fall Sem., Spring Sem.

GEOG-G 460 Geography Internship (1-6 cr.) P: 12 credit hours of geography and departmental approval. Supervised field experience in geography, normally in conjunction with approved work at a government agency or private firm. Requires 40 hours of work per 1 hour of credit.

GEOG-G 490 Senior Seminar in Geography (3 cr.) P: Junior or senior standing. Open to majors only. Research in selected problems and study of geographic thought.

School of Natural Sciences

GEOL-G 100 Earth Science: Geologic Aspects (5 cr.) Broad study of the earth. The earth in the solar system, earth’s atmosphere. Formation and modification of earth materials, landforms, continents, and oceans throughout geologic time. Geological records in selected areas. Lectures, laboratory, field trips. Credit given for only one of the following geology courses: G 100, G 103, or G 110. (Lab fee required.)

GEOL-G 103 Earth Science: Materials and Processes (3 cr.) Introduction to the origin and classification of minerals and rocks. Relationships between rock types, rock structures, surficial geological processes of running water, subsurface water, glaciation, wind, tides, and landform evolution. Credit given for only one of the following geology courses: G 100, G 103, or G 110. (Lab fee required.)

GEOL-G 104 Earth Science: Evolution of the Earth (3 cr.) Principles of interpretation of earth history. Geologic age dating, correlation, facies analysis, fossils, fold mountain belts, isostasy, and plate tectonics as applied to reconstructing selected geological events. Credit given for only one of the following geology courses: G 100, G 104, or G 109. (Lab fee required.)

GEOL-G 121 Meteorites and Geological Processes in Planets (3 cr.) Geological processes operative on earth-like planetary bodies and asteroids; evidence from current meteorite, lunar, Martian, and space research.

GEOL-G 180 Dinosaurs (3 cr.) A survey of the characteristics and evolution of dinosaurs. Topics include: the occurrence of dinosaur remains in the fossil record, basic anatomy, principles used in classification, types of predatory and plant-eating dinosaurs, environments occupied during life, behavior, extinction theories, dinosaurs in the media and the public eye. (Credit not given for both GEOL-G 180 and GEOL-G 301.)

GEOL-G 210 Oceanography (3 cr.) Study of the physical and biological features of the ocean environment.

GEOL-G 221 Introductory Mineralogy (4 cr.) P or C: G 100, G 103, one college-level course in chemistry. The study of minerals, including chemical composition, classification, crystallography, description, identification, occurrence, origin, and physical properties. (Lab fee required.)

GEOL-G 222 Introduction to Petrology (4 cr.) P: G 221. The study of igneous, metamorphic, and sedimentary rocks: composition, occurrence, characteristics, classification, origin, description, and identification. (Lab fee required.)

GEOL-G 300 Environmental and Urban Geology (3 cr.) P or C: One 100-level course in geology or physical geography or consent of instructor. Significance of regional and local geologic features and processes in land use. Use of geologic factors to reduce conflict in utilization of mineral and water resources and damage from geologic hazards. Credit not given for both GEOL-G 300 and GEOG-G 315.

GEOL-G 334 Principles of Sedimentology and Stratigraphy (4 cr.) P: G 222. Interrelationship of sedimentation and stratigraphy; processes and factors influencing genesis of sedimentary strata; provenance, depositional environment, sedimentary facies, paleoecology; analytical techniques; application of principles of interpretation of stratigraphic record. Laboratory study of sediments and sedimentary rocks.
GEOL-G 341 Natural History of Coral Reefs (BIOL-L 341, SPEA-E 400) (3 cr.) P: G 100 and consent of instructor. Introduction to principles of biology, ecology, and geology as applied to coral reef ecosystems.

GEOL-G 400 Energy: Sources and Needs (3 cr.) Scientific and political constraints on the production and utilization of energy from various sources. Energy balance of the United States.

GEOL-G 404 Geobiology (3 cr.) P: G 103 and BIOL-L 100. Application of biological principles and use of fossils in the study of earth history. Origin of life and the early fossil record; evolution; approaches to taxonomy; chemistry of fossils; ecology of ancient life; use of fossils in the solution of geologic problems.

GEOL-G 409 Independent Study in Geology (1-3 cr.) P: Consent of instructor. Supervised independent study of topics and techniques in geology that are not available in formal courses in the department.

GEOL-G 410 Undergraduate Research in Geology (1-3 cr.) P: G 222 and consent of instructor. Field and laboratory research in selected problems in geology. May be repeated.

GEOL-G 411 Invertebrate Paleontology (3 cr.) P: GEOL-G 100, G 104 or G 109, or BIOL-L 100 or L 107. Structure, classification, habitats, and geological history and significance of the invertebrate phyla. Laboratory study of fossils.

GEOL-G 415 Geomorphology (3 cr.) P: G 100, G 103, G 107, or consent of instructor. Origin, classification, description, and interpretation of landforms. Natural processes that form landscapes, surficial geologic materials, and soils. Credit not given for both GEOL-G 415 and GEOG-G 407.


GEOL-G 419 Sedimentary Geology of Dinosaur-Bearing Rocks (2 cr.) P: Consent of instructor. Five-day, six-night field course in Colorado, Utah, and Wyoming. Focus is on presenting simple concepts of geology and paleontology utilized in reconstructing the ancient landscape, climate and environments of deposition of important dinosaur-bearing formations. Additional course fee required.

GEOL-G 420 Regional Geology Field Trip (1-3 cr.) P: Consent of instructor. Seminar and field investigation of selected regions for study of mineralogic, lithologic, stratigraphic, structural, paleontologic, geomorphologic, or other geological relationships.


GEOL-G 451 Elements of Hydrogeology (3 cr.) P: G 100, G 103, G 107 or consent of instructor. Physical and chemical properties of water, chemical equilibria and stable isotopes in groundwater; acid drainage, landfills, and agricultural pollution; Darcey’s Law, fluid potential, unsaturated flow, fluid and aquifer properties affecting groundwater flow; fluid mass balance and its application; contaminant transport.

Germanic Languages (GER) School of Arts and Letters

Students who have studied German must take a placement test before enrolling. Contact the Student Development Center.

GER-G 100–G 150 Elementary German I-II (4-4 cr.) Introduction to present-day German and selected aspects of German culture. Survey of the language: structure and meaning. Introduction to German grammatical forms and their function. Development of listening comprehension, simple speaking proficiency, controlled reading and writing skills. Attendance in the language lab may be required. G 100 offered Fall Sem. and Summer I. G 150 offered Spring Sem. And Summer II.
GER-G 200 Oral Practice, Writing, and Reading I (3 cr.) P: G 150 or equivalent. Further
development of oral and written command of language structures. Reading of literary and nonliterary
texts. Attendance in the language lab may be required. Fall Sem.
GER-G 250 Oral Practice, Writing, and Reading II (3 cr.) P: G 200 or equivalent. Review of
selected grammatical items. Reading of modern German prose and plays with stress on discussion in
German. Writing of descriptive and expository prose based on the reading material. Attendance in the
language lab may be required. Spring Sem.
GER-G 255 Masterpieces of German Literature in Translation (3 cr.) Recommended for students
with no knowledge of German or those in first- and second-year language courses who wish to gain
early acquaintance with German literature. Emphasis on such writers as Kafka, Brecht, Hesse, Mann,
Goethe, Schiller, and Lessing. No credit given for German majors.
GER-G 300 Deutsch: Mittelstufe I (3 cr.) P: G 250. Intensive review of selected grammatical topics
and continued practice of composition and conversation. Conducted in German.
GER-G 305 Introduction to German Literature: Types (3 cr.) P: G 250. Study of literary genres
(narrative, dramatic, lyric), with examples of each selected from two or more periods.
GER-G 306 Introduction to German Literature: Themes (3 cr.) P: G 305. Study of a single literary
theme (such as music, generational conflict, love, revolution) as presented in two or more periods.
GER-G 311 Composition and Conversation (3 cr.) P: G 250 or equivalent. Conversation, writing, and
vocabulary building coordinated with readings of contemporary concerns, both nonfiction and fiction.
Conducted in German.
GER-G 330 Deutsch: Mittelstufe II (3 cr.) P: G 300 or equivalent. Advanced oral and written
communication. Study of selected advanced grammatical topics. Reading of primarily nonliterary texts.
Conducted in German.
GER-G 363 Deutsche Kulturgeschichte (3 cr.) P: G 250. A survey of the cultural history of German-
speaking countries, with reference to its social, economic, and political context. Lectures in German;
discussions in German or English.
GER-G 403 Deutsche Literature: Mittelalter bis Romantik (3 cr.) P: G 305 or G 306. Historical
survey of major literary developments from the Middle Ages to romanticism.
GER-G 404 Deutsche Literature seit der Romantik (3 cr.) P: G 305 or G 306. Historical survey of
major literary developments from young Germany to recent writing in German-speaking Europe.
GER-G 405 Goethe: Life and Works (3 cr.) P: G 305 or G 306. Extensive readings in Goethe’s
poetry, drama, and narrative fiction, including analysis of Faust. Special emphasis is placed on the
relationship between the author’s life and his works.
GER-G 415 Perspectives on German Literature (3 cr.) P: G 305 or G 306. Study of one aspect of
German literature: formal, historical, political, psychological, etc. Relation to wider concerns in and
outside of literature. Topic announced in the Schedule of Classes. May be repeated once with different
topic.
GER-G 416 Studies in German Authors (3 cr.) P: G 305 or G 306. Life and works of a major author
or group of authors. Topic announced in the Schedule of Classes. May be repeated once with different
topic.
GER-G 418 German Film and Popular Culture (3 cr.) P: G 305 or G 306. Study of German film
and/or other manifestations of German popular culture (television, music, cabaret, Trivial literature of
the Twentieth Century).
GER-G 464 Kultur and Gesellschaft (3 cr.) P:363. The interaction of social, intellectual, and artistic
forces in German life of the past two centuries, with stress on important developments and figures. May
be repeated once with a different topic for a maximum of 6 credit hours.
GER-V 415 Individual Readings in German Studies (1-3 cr.) May be repeated.
Gender Studies (GNDR)

GNDR-G 701 Grad Topics in Gender Studies (1-4 cr.) Graduate students only. Selected topics with an interdisciplinary focus. Research paper required.

History (HIST)

Introductory Courses

HIST-E 100 Introduction to African History (3 cr.) Survey of selected historical issues and problems. Topics will vary from semester to semester but will be broad subjects that cut across fields, regions, and periods.

HIST-F 100 Issues in Latin American History: Introduction (3 cr.) The coming together of the three races in the New World; the construction of a social, political, and economic order; the resilience and/or fragility of the social, political, and economic order in modern times.

HIST-G 100 Introduction in Asian History (3 cr.) Study and analysis of selected historical issues and problems in Asian societies; especially important are their political institutions, economic development, ideological and religious foundations, and social changes.

HIST-G 101 Introduction to Chinese History (3 cr.) This course introduces five thousand years of Chinese history, from the prehistorical age to the current regime. Imperial glories and declines, rebellions and revolutions, Confucianism and Communism—these topics and others will be examined in class.

HIST-G 102 Introduction to Japanese History (3 cr.) This course examines the beginning of the Japanese state, the development of its cultural identity, its samurai heritage, its struggle toward modernization, and the legacy of World War II.


HIST-H 103 Europe: Renaissance to Napoleon (3 cr.) Major developments in European thought during the Renaissance, the Reformation, the scientific revolution, and the Enlightenment; traditional politics, economy, and society and their transformation by enlightened despotism, the French Revolution, and Napoleon.

HIST-H 104 Europe: Napoleon to the Present (3 cr.) The development of European society from the downfall of Napoleon in 1815 to the present. The impact of the industrial revolution; the rise of the middle class; liberalism, Marxism, and mass politics; nationalism and imperialism; international communism and fascism.

HIST-H 105 –H 106 American History: General Course I-II (3-3cr.) “I: Europe and America before colonization; the colonial era and the contact of cultures; the Revolutionary Era; the Early Republic; the Antebellum Era and the Civil War. II: Combines social, cultural, economic and cultural approaches to explore Reconstruction and the New South; the Gilded Age and Progressive Era, WWI, the Depression, New Deal, and WWII; and America since 1945 (the Cold War and its end, progressive social movements, the New Right, etc.).”

Advanced Courses
HIST-A 301–A 302 Colonial and Revolutionary America I-II (3-3 cr.) P: H 105–H 106 or consent of instructor. European background of American history; discovery and exploration of New World by Spain, France, and England; colonization: motives, causes, and types; social and intellectual developments in English colonies in seventeenth and eighteenth centuries; birth of the republic, 1763-1789.

HIST-A 303–A 304 United States 1789-1865 I-II (3-3 cr.) P: H 105 or consent of instructor. The young republic from Washington’s presidency through the Civil War. Political, economic, and social conditions and changes. Hamiltonian Federalists and Jeffersonian Republicans, the Jacksonian era, the slavery conflict, and the crisis of the Union.

HIST-A 307 American Cultural History (3 cr.) P: H 105-H 106 or consent of instructor. Major themes in American cultural life since the Civil War. Focus on the cultural expressions of immigrants, racial minorities, religious groups, social classes, women, artists, and professional groups in response to changing conditions.

HIST-A 308 American Religious History (3 cr.) P: H 105–H 106 or consent of instructor. This course explores interrelationships among religion and American society and culture. It examines a wide array of themes: the creation and transformation of holidays; connections between religion and consumerism; the influence of faith on the American Revolution and the Civil War; efforts to reform the United States; intersections of religion and politics; immigration; class conflict; and racial and gender identities.

HIST-A 310–A 311 Survey of American Indians I-II (3-3cr.) I: The Native American experience from the pre-Columbian period through American Civil War. Course will focus on Native American cultural patterns, and the Native American response to French, British, and American Indian policies. II: Native American-white relations from Civil War through 1990s. Focus on Native American attempts to defend their homelands in American West, establishment of Indian reservations in late-nineteenth century, impact of U.S. government policies, urbanization of Native Americans in twentieth century.

HIST-A 313 Origins of Modern America (3 cr.) P: H 106 or consent of instructor. U.S. political, social, economic, and cultural history from 1865 to 1919. Reconstruction, the Gilded Age, the Progressive Era, World War I.

HIST-A 314–A 315 Recent United States History I-II (3-3 cr.) P: H 106 or consent of instructor. I: 1919-1945: The twenties, the Great Depression and New Deal, World War II; II: 1945-present: Cold War, Vietnam War, problems of contemporary America.

HIST-A 317 American Social History, 1865–Present (3 cr.) P: H 106 or consent of instructor. Development of modern American intellectual and social patterns since 1880. Social thought, literature, science, the arts, religion, morals, education.

HIST-A 335–A 336 The American Middle West I-II (3 cr.) P: H 105–H 106 or consent of instructor. Examination of the history of the Midwestern United States from the colonial era to the present. I: Indians of the Midwest, colonial era settlement and Indian displacement, statehood, economic development, role in national politics and the Civil War. II: Postwar industrialization and transportation developments, urbanization, effects of the Great Depression, the world wars, and the civil rights movement, role in national politics. Special emphasis on Indiana history.

HIST-A 339 History of the South I (3 cr.) P: H 105 or consent of instructor. Examination of the major themes and issues in the history of the southern United States, from the first European settlement to the Civil War. Motivations for settlement, white-Indian interaction, the rise of slavery, the American Revolution in the South, southern identity, the coming and impact of the Civil War. The course will also introduce students to competing interpretations of the Old South and the methods by which historians construct historical arguments and interpretations.
HIST-A 345–A 346 American Diplomatic History I-II (3-3 cr.) P: H 105–H 106 or consent of instructor. I. American diplomacy from 1775 to 1823; diplomacy of American continental expansion to 1898. II. America as a world power. Involvement in world affairs after 1898; diplomacy of World Wars I and II; Cold War and background of contemporary foreign policy issues.

HIST-A 347 American Urban History (3 cr.) P: H 105–H 106 or consent of instructor. Evolution of cities and urban life in the United States from the colonial times to the present. Rise of cities, creation of modern urban districts (ghettos, suburbia); city planning; political and economic power structures; ethnic and race relations; law and order.

HIST-A 348 Civil War and Reconstruction (3 cr.) The origins, course, and consequences of the American Civil War.

HIST-A 351 The United States in World War II (3 cr.) P: H 106 or consent of instructor. Examination of the impact of the United States on the outcome of World War II and changes in America caused by the war. Major topics: the reasons for U.S. involvement, strategies of the major land and sea campaigns, relations within the Grand Alliance, development of the A-bomb, and the origins of the Cold War.

HIST-A 353 –A 354 American Economic History I-II (3-3 cr.) P: H 105–H 106 or consent of instructor. Historical development of the American economy, colonial and early national economic growth, agricultural specialization and unrest, slavery, transportation, industrialization, urbanization, big business and its regulations, labor organization, foreign trade, problems of war, and depressions. I: to 1860; II: since 1860.

HIST-A 355 –A 356 African-American History I-II (3 cr.) P: H 105–H 106 or consent of instructor. History of blacks in the United States. I: slavery, abolitionism, the Civil War; Reconstruction, post-Reconstruction to 1900. II: 1900 to present; the Great Migration; NAACP, Harlem Renaissance, postwar civil rights movement; affirmative action.

HIST-A 363 Survey of Indiana History (3 cr.) P: H 105–H 106. A survey of Indiana history and culture from the original inhabitants to recent times with emphasis on the growth of a distinctive Hoosier culture. Examination of Hoosier culture within the context of small-town America and mid-America, with attention to journalism and education.

HIST-A 364 History of Black Americans (3 cr.) P: H 105–H 106 or consent of instructor. The African American experience from the arrival of the first slaves to the present. I: to 1865. II: 1865 to present.

HIST-A 414 Oral History (3 cr.) Survey of the theory, techniques, and applications of oral history. Particular emphasis will be placed on the collection and transcription of oral recollections in the study of local history.

HIST-B 309 Britain before 1688 (3 cr.) Development of Britain and its institutions from the Bronze Age to the Glorious Revolution, with emphasis on Celtic Britain, the Norman Conquest, the rise of Parliament, the Tudor Era, and the turbulent seventeenth century.

HIST-B 356 French Revolution and Napoleon (3 cr.) P: H 103 or consent of instructor. Crisis of Old Regime; middle class and popular revolt; from constitutional monarchy to Jacobin commonwealth; the Reign of Terror and revolutionary government; expansion of revolution in Europe; rise and fall of Napoleonic empire.

HIST-B 359–B 360 Europe from Napoleon to the First World War I-II (3-3 cr.) P: H 103–H 104 or consent of instructor. Vienna settlement and period of reaction in Europe; liberalism and nationalism; revolutions; industrial revolution, capitalism; socialist movement; unification of Italy and Germany; clericalism and anticlericalism; struggles for political democracy; social legislation; imperialism, nationalist rivalries, and background of World War I.

HIST-B 361–B 362 Europe in the Twentieth Century I-II (3-3 cr.) P: H 104 or consent of instructor. Diplomatic, economic, intellectual, military, political, and social developments within Europe from World War I to the present; changing relationships between Europe and other parts of the world.
HIST-B 377–B 378 History of Germany since 1648 I-II (3-3 cr.) P: H 103–H 104 or consent of instructor. Political, economic, and cultural state of Germany in 1648; growth of absolutist dynasties, especially Hapsburg and Hohenzollern; economic and cultural development under absolutism; impact of French Revolution; struggles between reaction and liberalism; unification; industrialization; imperialism; international friction; internal political conflicts; World War I; Weimar Republic; Hitler regime; problems since 1945.

HIST-D 308 Empire of the Tsars (3 cr.) P: H 104 or consent of instructor. Political, religious, intellectual, economic, and diplomatic development of Russia as a European and Asian state from the reign of Alexander I to World War I. Emphasis on cultural history and conflict between established and revolutionary views.

HIST-D 310 Russian Revolutions and the Soviet Regime (3 cr.) P: H 104 or consent of instructor. Russia on the eve of World War I; revolutions that have swept Russia; principal developments in government, economy, cultural and social life, and international policy under the Communist regime; expansion and contraction of Russian and Communist power; collapse of the Soviet Union.

HIST-D 317 Russian Foreign Policy in the Nineteenth Century (3 cr.) P: H 104 or consent of instructor. Napoleonic period; Russian reaction to liberal and national revolutionary movements; Eastern Question and rivalry with Britain, expansion in Central Asia and the Far East; unification movements in central and southeastern Europe.

HIST-D 318 Russian and Soviet Foreign Policy in the Twentieth Century (3 cr.) P: H 104 or consent of instructor. Expansion and war in the Far East; World War I and revolution; international communism; interwar problems in Europe and Asia; World War II, postwar relations with China, United States, and Eastern Europe, destruction of the Soviet empire and collapse of the Soviet Union.

HIST-E 331–E 332 History of Africa I-II (3 cr.) P: E 100 or consent of instructor. I: Origins and groupings of peoples of Africa; political, social, and economic evolution to 1750; Africa’s contacts with ancient world, trans-Sahara and Indian Ocean trades, growth of states and empires, spread of Islam. II: 1750 to present. Slave trade, European imperialism; impact of Islam and Christianity, new state formations, reassertion of African culture and identity.

HIST-F 232 Upheaval in 20th-Century Latin America (3 cr.) An examination of continuities in the Latin American social system and the challenges and modifications it has experienced.

HIST-F 341 Latin America: Conquest and Empire (3 cr.) The construction of this new world; Spanish, Indian and African backgrounds, discovery, conquest, and settlement; the political, economic, and social structure of colonial Latin America.

HIST-F 342 Latin America: Evolution and Revolution (3 cr.) The construction of nation-state foreign relations; ethnic and racial diversities, city-country balances; role of religion; sources of political authority; immigrant populations; role of elites; popular movements.

HIST-F 416 History of Slavery in the Americas (3 cr.) Slavery in the New World is explored by comparing its forms in North America and in the Caribbean and South America. Special attention is paid to the mechanisms by which slaves were held in slavery and the adaptation and accommodations that were made by both masters and slaves.

HIST-G 200 Issues in Asian History-Film and Society (3 cr.) A study of Asian societies and cultures using Asian-made films and other visual images, examination of how images portray social and cultural issues and how effective they are in representing various aspects of Asian cultures; critiques of the relationships between images on the screen and historical reality.

HIST-G 300 Issues in Asian History: American-East Asian Relations (3 cr.) Examines wars fought by Americans in Asia in the past century, from the “Filipino Insurrection” to the Vietnam War. Topics include America’s interests in Asia, the methods by which America pursued its interests and the ways in which Asian people responded to America’s involvement in the area.
HIST-G 367 History of Japan 1 (3 cr.) Japanese history from the earliest times to the Tokugawa period. Formation of Japanese civilization, feudal society, rise of shogun and daimyo, state building, foreign relations, religion, intellectual and cultural developments.

HIST-G 368 History of Japan 2 (3 cr.) Japanese history from the mid-nineteenth century to the present. Isolation, expansion, response to the West, modernization, militarism, defeat, and revival after 1945, the economic miracle, social changes.

HIST-G 385 Modern China (3 cr.) From the decline of the last empire to the establishment of the People’s Republic of China, modern China struggled with many issues, such as traditionalism, nationalism, imperialism, republicanism, and communism.

HIST-G 387 Contemporary China (3 cr.) Focusing on the People’s Republic of China, this course will illustrate the triumphs and failures of the communist regime, investigate the causes, and explain the direction that China is taking. The course will also cover Chinese society in Hong Kong and Taiwan.

HIST-G 400 Issues in Asian History: Asian Immigrants in the United States (3 cr.) Examines both political and cultural aspects of the issue of immigration. Focuses on the dynamics of the interaction between immigrant and the “mainstream” culture. Topics include immigrants’ cultural background, the immigrant experience in the United States, and the U.S. attitude and policies towards immigration.

HIST-G 457 Nationalism in Japan and China (3 cr.) P: One Asian history course at the 100 level or consent of instructor. This course traces the emergence of nationalism in China and Japan in the context of their struggle for modernization, follows their development from the late nineteenth century through the twentieth century, and analyzes its contemporary political culture.

HIST-G 461 China: The Age of Glory and the Decline of the Empires (3 cr.) Chinese history from the earliest time to the nineteenth century. Prehistoric times, Neolithic age, from the first dynasty (Qin) to the last one (Qing). Economic, social, and political developments.

HIST-G 463 Chinese Intellectual History (3 cr.) P: One Chinese history course at the 100 level or consent of instructor. Examinations of prominent political and literary figures as well as great thinkers who have helped shape the development of China, including ancient philosophers such as Confucius, imperial rulers such as Kang Xi, modern writers such as Lu Xun, political leaders such as Mao Zedong, and contemporary dissidents.

HIST-G 465 Chinese Revolution and Communist Regime (3 cr.) P: One Chinese history course at the 100 level or consent of instructor. R: History G385 or G387. Examines the Republican Revolution, the Nationalist Revolution, and the Communist Revolution in twentieth century China, the causes, the process, and the legacies of these revolutions.

HIST-G 469 Japan since 1945 (3 cr.) P: One Japanese history course at the 100 level or consent of instructor. After its defeat in World War II, Japan rose from the rubble of war and became a great world economic power. This course traces Japan’s postwar recovery and development, describes the process of reshaping war memories, and analyzes Japan’s achievements and failures in the postwar period.

HIST-H 201 Russian Civilization I (3 cr.) From the earliest times to Peter the Great. Christianization of the Russian people, Kievan Rus; the Mongol conquest; the Grand Dukes of Muscovy; Ivan the Terrible; Time of Troubles; Romanov dynasty.

HIST-H 202 Russian Civilization II (3 cr.) From Peter the Great to the present era. Peter the Great, Catherine the Great, Russian expansion; emancipation of the serfs; Westernization; industrialization; Russian revolutions; Stalin; Cold War; collapse of the Soviet Union.

HIST-H 205 Ancient Civilization (3 cr.) Political, cultural, and economic development of ancient Near East, Greece, and Rome from the Bronze Age to the end of the Classical Period.

HIST-H 206 Medieval Civilization (3 cr.) European institutions and social and intellectual history from late Roman Empire to 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.) R: G100. Focus on China, Japan, and Korea in the twentieth century. Explores both the history of each individual country and the experiences shared by all three. Traditional values challenged by modernism, interactions with the West, domestic strife.  

HIST-H 208 American-East Asian Relations (3 cr.) Interaction of the United States and East Asia from the founding of the republic to the present. First contacts, growing economic ties, political considerations, U.S. occupation of the Philippines, role of the U.S. military, growing tensions during the 1920s and 1930s, World War II, East Asia during the Cold War, growing interdependency between East and West in modern times.  

HIST-H 214 Comparative Women’s History (3 cr.) An examination and comparison of the history of women in different regions of the world, addressing universal issues and issues specific to regions. The course traces the social, economic, and political roles of women from the premodern past to the transformations of the twentieth century. Topics include work, home, education, sexual patterns, and gender relations.  

HIST-H 218 History of Motion Pictures (3 cr.) History of English-language films from the silent era to the modern period. Attention is paid to directors and producers, actors and dialogue, and to the evolution of film technology.  

HIST-H 220 American Military History (3 cr.) R: H 105 - H 106. From settlement of colonies to present. European background; colonial militia; American Revolution, Indian wars; Civil War; principal foreign wars and their strategic objectives. Technological changes and effect of military on American society. Army is emphasized, with some attention to navy, marines, and air force.  

HIST-H 222 Renaissance and Reformation Europe (3 cr.) Society and civilization in fifteenth and sixteenth centuries. Transition from medieval to modern life in political and economic behavior, high and popular culture, theology and religion, discoveries and expansion, occult and scientific worldviews.  

HIST-H 225 Special Topics in History (3 cr.) P: Permission of instructor. Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester but will usually be broad subjects that cut across fields, regions, and periods. May be repeated once for credit.  

HIST-H 226 Origins and History of the Cold War (3 cr.) Study and analysis of the ideological, historical, and geopolitical factors underlying the Cold War. Special focus on the former Soviet Union and “Red” China under Mao Zedong, as well as the breakup of the Soviet Union and the lingering effects of the Cold War on the contemporary world.  

HIST-H 231 The Family in History (3 cr.) An examination of the family with an emphasis on the history of women. The course traces changes in family life and gender roles, addressing the family not only as an instrument of socialization and affiliation, but also as an economic and political institution. Each time the course is offered, it will focus on one region of the world; the region of focus will vary from semester to semester. The student may study the history of the family in more than one region by taking the course more than once with the consent of the instructor.  

HIST-H 233 Sports in History (3 cr.) Examines the historical conditions in which sports have developed from ancient to contemporary times, with particular emphasis on modern American society and sport.  

HIST-H 236 The Historian’s Craft (3 cr.) To be taken within a year of student’s declaring a history major. Introduction to the skills and methodology of analysis, research, writing, and oral communication within the discipline of history. This is the designated course to meet the research writing requirement for history majors.  

HIST-H 260 History of Women in the United States (3 cr.) The experience of women in the United States from 1607 through the twentieth century. Focus on changing roles in the family, workplace, and public arena and on women’s changing cultural identities.
HIST-H 373 History of Science and Technology (3 cr.) Survey of the intellectual and institutional development of science and technology in the United States from colonial times to 1865, with special emphasis on the relationship between science and technology, the role of technology in early American economic growth, and the inevitability and desirability of technological change.

HIST-H 411 Historical Editing (3 cr.) P: 6 credit hours in history or consent of instructor. Study and analysis of historical writing; editing documents and visual material; process of publishing historical works.

HIST-H 412 Historic Preservation (3 cr.) History of building and decorating techniques; study of politics and economics of historic preservation; processes of renovating or restoring historic buildings; techniques of adaptive reuse of historic buildings.

HIST-H 425 Topics in History (3 cr.) P: Permission of instructor. Intensive study and analysis of selected historical issues and problems of limited scope. Topics will vary but will ordinarily cut across fields, regions, and periods. May be repeated once for credit.

HIST-H 496 Internship in History (3 cr.) P: At least junior standing and 12 credit hours of related course work; prior arrangement with individual faculty member. Faculty supervised experience in museum work, historic preservation, historical societies, oral history, or other history-related fieldwork in private and public institutions. May be taken only once.

HIST-J 495 Proseminar in History (3 cr.) P: Consent of instructor. Selected topics of history. May be taken three times.

HIST-K 495 Readings in History (1-3 cr.) P: Written consent of the instructor. Selected topics; may be repeated up to a maximum of 6 credit hours when topics vary.

International Studies (INTN)

COAS-I 400 International Studies Capstone Seminar (3 cr.) Students will complete a senior thesis or project within their area of concentration. This may be as an independent study for the purpose of writing a research paper or may be through a faculty-led seminar, if offered.

Health, Physical Education, and Recreation Courses

Please Note: The following courses are offered through the School of Education.

Undergraduate Courses

HPER-A 361 Coaching of Football (1.5 cr.) Fundamentals of offensive and defensive line and backfield play, outstanding rules, offensive plays, and most frequently used defenses. Includes principles, theories, techniques, and problems of football coaching and coaching psychology. Fall Sem.

HPER-A 362 Coaching of Basketball (1.5 cr.) Fundamentals of basketball shooting, passing, ball handling, and footwork; patterns against man to man, zone and zone pressure defense. Includes principles, theories, techniques, and problems of basketball coaching and coaching psychology. Fall Sem.

HPER-A 363 Coaching of Baseball (1.5 cr.) Fundamentals of pitching, catching, batting, base running, infield and outfield play, offensive and defensive strategy, and organization and management. Includes principles, theories, techniques, and problems of baseball coaching and coaching psychology. Spring Sem.
HPER-A 364 Coaching of Track and Field (1.5 cr.) Fundamental procedures in conditioning and training for cross country and track and field. Gives basic understanding of each events coaching strategy and coaching psychology. Home meet organization and management. Includes principles, theories, techniques, and problems of track and field coaching. Spring Sem.

HPER-A 368 Coaching of Tennis (1.5 cr.) Theory and methods of coaching tennis covering technical, administrative, and organizational aspects involved in the process. Emphasis placed upon principles, fundamentals, tactics, conditioning, psychology, conduct of practice sessions, and problems.

HPER-H 160 First Aid and Emergency Care (2 cr.) Lecture and demonstration on first aid measures for wounds, hemorrhage, burns, exposure, sprains, dislocations, fractures, unconscious conditions, suffocation, drowning, and poisons, with skill training in all procedures. Fall Sem., Spring Sem., Summer.

HPER-P 233 Performance and Teaching of Softball (1 cr.) Instruction and analysis of skills, techniques, and strategies in softball. Development of skills in unit planning, drills, and modified game forms.

HPER-P 405 Introduction to Sport Psychology (3 cr.) An overview of the field, including psychological aspects of sport performance, coaching, and the relationship of exercise with mental health. Various theoretical orientations will be addressed with an emphasis on empirical research.

Graduate Courses

HPER-H 517 Workshop in Health Education (1-3 cr.) Interesting topics of relevance to individuals in school and public health and related disciplines are conducted in workshop fashion under the direction of faculty members. Emphasizes practical application, group involvement, and the use of resource personnel. Specific topics vary; course may be repeated for credit if topic differs.

HPER-H 518 Alcohol and Drug Education (3 cr.) Alcohol and drug abuse in American society are probed in a comprehensive yet practical manner. Physiological, psychological, sociological, theological, and legal dimensions of the issues are explored through lectures, group discussions, guest speakers, and audio-visual presentations. Discusses principles of teaching and counseling in drug education programs.

Health, Physical Education, and Recreation Courses

Please Note: The School of Continuing Studies is now coordinating a minor in recreation. This program is not designed for education majors, but is open to anyone interested in coaching or pursuing a career in parks and recreation programming and management.

Undergraduate Courses

HPER-C 366 Health Problems in the Community (3 cr.) Human ecology as it relates to interaction of social and physical phenomena in solution of community health problems. Considers the promotion of community health, programs of prevention, environmental health, and health services.

HPER-E 100 Snowboarding (1 cr.) Learn and practice modern snowboarding techniques. Spring Sem.

HPER-E 133 Fitness and Jogging (1 cr.) Beginning instruction in the basic principles of fitness as they apply to a jogging program. Emphasis on cardiorespiratory endurance and flexibility. Basic concepts underlying Dr. Kenneth Cooper’s aerobic programs included. Course designed for students without prior experience in jogging programs, aerobics levels I through III. Graded S/F only. Fall Sem.

HPER-E 181 Tennis (1 cr.) Beginning instruction in the fundamental skills of forehand and backhand strokes and serves. Competitive play in women’s, men’s, and mixed doubles.
HPER-E 185 Volleyball (1 cr.) Instruction in fundamental skills of power volleyball. Emphasis on overhand serve, bump, set, dig, and spike. Team offensive and defensive strategies included.

HPER-E 196 Skiing-Alpine-Downhill (1 cr.) Graduated Length Method-GLM: Learn and practice modern parallel skiing method through utilization of short skis in graduated lengths-starting from very short skis and progressing to standard-length skis. Spring Sem.

HPER-H 305 Women’s Health (3 cr.) Examines the relationship of women to health and health care. Five dimensions of health-physical, mental, emotional, social, and spiritual-provide a framework for comparison and contrast of health concerns unique to women and common to both sexes at all ages.

HPER-H 317 Topical Seminar in Health Education (1-3 cr.) The topical seminars will relate to current issues in the field of health education. May be repeated for credit if topic differs.

HPER-H 363 Personal Health (3 cr.) Acquaints prospective teachers with basic personal health information; provides motivation for intelligent self-direction of health behavior; study of physiological and psychological bases for health, drugs, and other critical issues; and family health.

HPER-R 100 Recreational Leadership Skills (1 cr.) Short courses designed to provide students with skills and teaching techniques necessary to function as leaders in recreation and parks. May be repeated for credit if topic differs. Only S/F grades given.

HPER-R 160 Recreation and Leisure (3 cr.) An introduction to the field of recreation and leisure from the viewpoint of the individual as a consumer and of societal agencies as providers of leisure services. Includes philosophy, history, theory, and a survey of public and private leisure-service organizations.

HPER-R 271 Dynamics of Outdoor Recreation (3 cr.) Philosophical orientation to the field of outdoor recreation; camping, outdoor education, and natural resource management; with emphasis on programs, trends, resources, and values.

HPER-R 272 Recreation Activities and Leadership Methods (3 cr.) P: R 160. Analysis of recreation program activities, objectives, determinants, and group dynamics involved in the leadership process. Identification and evaluation of equipment, supplies, and leadership techniques are included.

HPER-R 317 Seminar in Recreation and Parks (1-3 cr.) Park and recreation current issues seminar. Topic varies with the instructor and year. May be repeated for credit if topic differs.

HPER-R 324 Recreational Sports Programming (3 cr.) Overview of programmatic elements and techniques in recreational sports. Topics include informal, intramural, club, and extramural programming; values of recreational sports, programming techniques, publicity and promotion; faculty utilization, equipment, safety, liability, and program observation.

HPER-R 399 Practicum in Parks and Recreation (cr. arr.) Practical field experience under faculty supervision and with seminar discussions. Only S/F grades given.

HPER-S 101 Introduction to Safety Science (3cr.) Surveys the safety profession and examines occupational safety from a management perspective. Provides a conceptual overview of public, industrial, traffic, and recreational safety. Discusses roles, functions, and opportunities in the safety field.

HPER-S 151 Legal Aspects of Safety (3 cr.) Discusses legal requirements for safety, health, and environmental compliance. Emphasis is given to OSHA standards with additional review of EPA, NFPA, NIOSH, and related agencies.

HPER-S 201 Introduction to Industrial Hygiene (3 cr.) The concepts, principles, and techniques in the practice of industrial hygiene are presented. The identification, evaluation, and control of occupational health hazards are discussed. An orientation to selected instrumentation used to assess the workplace is provided.

HPER-S 202 Fundamentals of Fire Protections (3 cr.) Reviews fire protection codes and standards, principles, and practices; fire theory, fire-safe design, fire protection systems and equipment, and fire hazards. Emphases on the life safety aspect of fire protection.
HPER-S 231 Safety and Health Concepts in Business and Industry II (3 cr.) An introduction to and review of various administrative programs developed by companies at the basic, intermediate, and corporate levels to enhance the total safety program and to minimize loss.

HPER-S 251 Incident Investigation and Analysis (3 cr.) Introduction of questioning and interviewing techniques for incident investigation and analysis. Examines injury causation theories, evaluation, reporting, legal aspects, and using investigation findings as a prevention tool. Reviews root causes in management systems.

HPER-S 255 Threats, Violence, and Workplace Safety (3 cr.) Emphasis on personal safety and survival through prevention, protection, and effective countermeasures for individuals and groups in the workplace. Examines potential methods for delivery and perpetuation of violence.

HPER-S 317 Topical Seminar in Safety Management (1-3 cr.) P: Consent of Instructor. The topical seminars will relate to current issues in the field of safety education. Possible topics for this seminar are new requirements for controlling hazardous material, the changing legal environment of the safety professional, new techniques in accident investigation, system safety and the safety manager, human factors, and workplace design.

HPER-S 345 Safety Program Management (3 cr.) P: 6 credits of HPER-S courses, or instructor’s approval. Principles, theories, and concepts of safety and health program management with comparisons of past, present, and future practices. Review of managing behavior of individuals, groups, and organizations. Focuses on managing a total safety program.

HPER-S 352 System Safety Analysis (3 cr.) P: 6 credits of HPER-S courses, or instructor’s approval. Examines common tools and techniques for evaluation and injury prevention. Analysis of factors leading to unintended catastrophes in the nuclear, marine, airline, mining, chemical, and petroleum industries. System analysis tools covered include risk management, PHA, FTA, FMEA, MORT, PSM, and JSA.

HPER-S 354 Hazardous Materials and Waste Control (3 cr.) P: 6 cr. of HPER-S courses or instructor approval. Introduction and review of hazardous materials regulations and hazardous materials control method, including hazardous wastes. Occupational and environment requirements and exposures, with guidance and common examples of materials that are toxic, corrosive, reactive, explosive, flammable, and combustible. These classes of materials will be considered from their generation to disposal.

HPER-S 370 Principles and Strategies of Behavioral Safety (3 cr.) Examines the principles, strategies, and methods of behavioral safety approaches in the workplace. Ways to improve safety culture and safety performance are explored through applied behavioral analysis, safety observation, and coaching.

HPER-S 410 Advanced Industrial Hygiene (3 cr.) P: HPER-S 201 plus 12 credits of HPER-S courses; junior/senior standing. Provides definitive application of principles and concepts for the solutions of workplace health and physical hazards. Program management techniques are discussed. Research procedures and techniques are introduced through individual and group projects.

HPER-S 415 Safety Education and Training (3 cr.) P: 6 cr. of HPER-S courses or instructor approval. Assessing training and education needs, establishing goals and objectives, planning and methods for delivery, using resources and evaluating effectiveness. Students develop evaluation instruments and conduct mock OSHA training. Emphasis is on improving safety performance in addition to compliance.

HPER-S 425 Safety Process Administration and Leadership (3 cr.) P: 6 cr. of HPER-S courses or instructor approval. Concepts, principles, and techniques of effective administration and leadership. Topics include safety professional’s role in administration. Focus on methods of adding value through leadership to continuously improve safety performance.
HPER-S 430 Topical Senior Seminar in Safety Culture (1-3 cr.) P: Consent of instructor. The topical seminars will relate to current issues in the field of safety culture. Explore issues of sound business principles and management practices for the development of an effective safety culture.

HPER-S 440 Research in Safety Education (1-3 cr.) Undergraduate research done in the field of safety education under the direction of a faculty member in the department.

HPER-S 441 Readings in Safety Education (1-3 cr.) Planned readings in safety education to be conducted under the direction of a member of the faculty. Enrollment is limited to seniors or advanced juniors who are majors in the department. Reading proposal must be approved in advance.

HPER-S 444 Field Experience in Occupational Safety (1-10 cr.) Safety majors only; junior/senior standing; consent of instructor. Field experience through on-the-job and related opportunities in occupational safety. Students will be assigned to industrial and occupational enterprises offering professional development for the safety specialist. Periodic critiques will be scheduled with supervisory personnel. Written progress reports will be required. S/F only.

General Humanities (HUMA) School of Arts and Letters

HUMA-U 101 Introduction to the Humanities (3 cr.) A survey of the development of the humanities to the Renaissance, with an emphasis on the relationship between ideas and the arts.

HUMA-U 102 Introduction to Modern Humanities (3 cr.) A survey of the development of the humanities from the Renaissance to the present, with an emphasis on the relationship of ideas and the arts.

Industrial Engineering Technology (IET) Purdue

264 Fundamentals of Work Design

Journalism (JOUR) School of Social Sciences

JOUR-C 200 Introduction to Mass Communication (3 cr.) Survey of the functions, responsibilities, and influences of the various media of mass communication. Directed toward the consumer and critic of mass media.

JOUR-C 327 Writing for Publication (3 cr.) P: J 200 (may be waived) Work as a staff member on the campus newspaper. Reporting and writing, headline writing, desktop publishing, photography, and advertising sales. Journalism majors must satisfactorily complete two semesters of this course with a total of 6 hours of credit.

JOUR-J 200 Reporting, Writing and Editing I (3 cr.) Working seminar stressing the creation of journalistic stories for diverse audiences. Students will learn to develop story ideas, gather information, combine visual and verbal messages, and to write and edit news.

JOUR-J 210 Visual Communication (3 cr.) Theories of visual communication including human perception and principles of design. Application of those theories to photography, computer graphics, photo editing, and page design in news communication.

JOUR-J 280 Seminar in Journalism Ethics (3 cr.) Examines the ethical dilemmas that confront today’s journalists and provides a framework for decision making.

JOUR-J 300 Communications Law (3 cr.) History and philosophy of laws pertaining to free press and free speech. Topics include trademark and copyright law, libel, censorship, obscenity, right of privacy, government regulations, and business law affecting media operations.
JOUR-J 320 Principles of Creative Advertising (3 cr.) Analysis of strategy employed in developing creative advertising, with emphasis on the role of the copywriter. Research, media, legal aspects, ethical standards as they apply to the copywriting functions. Place of the creative function within the advertising agency and the retail business.

JOUR-J 341 Newspaper Reporting (3 cr.) P: 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 344 Photojournalism Reporting (3 cr.) For journalism majors, but nonmajors may register if space is available. The course will survey photographic techniques, including subject selection, composition and framing, lens and filter use, and darkroom procedures.

JOUR-J 351 Newspaper Editing (3 cr.) P: J 200. Workshop in fundamentals of editing newspapers, with emphasis on news judgment, fairness, accuracy, editorial balance, and language usage. Practice in writing news summaries, editing copy, writing headlines, laying out pages, and using computer editing technology.

JOUR-J 354 Photojournalism Editing (3 cr.) Workshop on the role and function of the print media editor. Theory and practice of picture editing skills, including assigning, selecting, cropping, writing captions, producing informational graphics, designing photo pages, and editing by computer.

JOUR-J 385 Television News (3 cr.) Preparation and presentation of news for television. Practice in writing, reporting and editing news for TV.

JOUR-J 423 Public Opinion (3 cr.) Behavioral study of nature, operation, molding, and influence of public opinion, with practice in its measurement and evaluation. Discussion of major political, social, economic, and cultural problems. Credit will not be given for both J 423 and POLS-Y 316 or SOC-S 436.

JOUR-J 425 Supervision of School Publications (3 cr.) Lectures and discussion on designing, producing, and financing school newspapers and yearbooks. Practical exercises in journalistic writing, editing, layout, and photography.

JOUR-J 485 Senior Seminar in Journalism (3 cr.) P: Senior Standing. Topical seminar dealing with changing subjects and material on relevant issues in journalism and mass communications; research paper usually required. Ordinarily offered in Spring Semester.

JOUR-J 499 Honors Research in Journalism (1-4 cr.) To be taken in conjunction with advanced courses to meet requirements for the Journalism Honors Program. Authorization required.

Master in Liberal Studies (LBST) Liberal Studies

LBST-D 500 Graduate Project (3-6 cr.) Independent project to be undertaken in consultation with the student’s graduate advisor. This project requires students to demonstrate mastery of some specific topic or medium of expression.

LBST-D 501 Humanities Seminar (1-3 cr.) An interdisciplinary graduate seminar in the humanities. Topics vary from semester to semester.

LBST-D 502 Social Science Seminar (1-3 cr.) An interdisciplinary graduate seminar in the social sciences. Topics vary from semester to semester.

LBST-D 503 Natural Science Seminar (1-3 cr.) An interdisciplinary graduate seminar in the sciences. Topics vary from semester to semester.

Mathematics (MATH) School of Natural Sciences

Developmental Mathematics
MATH-M 007/M 005 Elementary Algebra with Lab (5 cr.) P: Proficiency in arithmetic and basic geometry. This version of Elementary Algebra is designed with a lab for students with little or no previous background in algebra. The class meets four times per week to provide opportunities for additional classroom activities and a thorough review of integers at the beginning of the course. Designed to teach elementary operations of equations, inequalities, polynomials, factoring, linear graphing, and problem solving. Prepares students for intermediate algebra or math for elementary teachers’ courses. Credit does not apply toward a degree. Fall Sem., Spring Sem.

MATH-M 007 Elementary Algebra (3 cr.) P: Proficiency in arithmetic and basic geometry, placement by exam. Designed to review and/or teach elementary operations of equations, inequalities, polynomials, factoring, and linear graphing. Prepares students for intermediate algebra or math for elementary teachers’ courses. Credit does not apply toward a degree. Fall Sem., Spring Sem., Summer.

MATH-M 007/M 117 Combined Elementary/Intermediate Algebra (6 cr.) P: Placement into M 007 by examination. Designed to cover the topics of both M 007 and M 117 in one semester: factoring; rational, polynomial, and exponential expressions; linear, quadratic, and radical equations; linear systems; functions and graphing. M 007 credit does not apply toward a degree and M 117 credit does not apply toward the mathematical reasoning distribution requirement. Fall Sem., Spring Sem.

Mathematics

Graphing calculators are required in many courses. Check the Schedule of Classes for information on the specific type of calculator for a given course. A mathematics resource lab with computer and tutoring resources is available in the Life Sciences Building. See www.ius.edu/mathlab for current information.

MATH-A 118 Finite Mathematics for the Social and Biological Sciences (3 cr.) P: Two years of high school algebra or M 117. Quantitative reasoning, probability, elementary combinations, reading and interpreting graphs and tables, measuring central tendency and variation, scatter plots, correlation, regression. Intended to meet the finite math requirement for students who will be taking K 300. Course uses applied examples from psychology, sociology, biology, and political science. Course taught using Excel for computation and graph production. Credit given for only one of A 118 or M 118. Fall Sem., Spring Sem.


MATH-M 110 Excursions into Mathematics (3 cr.) P: One year each of high school algebra and geometry, or M 007. A course designed to convey the flavor and spirit of mathematics, stressing reasoning and comprehension rather than technique. Not preparatory to other courses; mathematical topics may vary. This course does not count toward a major in mathematics.

MATH-M 112 Quantitative Literacy through Algebra (3 cr.) P: High school algebra or M 007. This course will be offered through the Web and CD-ROM. You must have access to a computer and an Internet connection. The course material is equivalent to an intermediate algebra course. It covers linear, quadratic, cubic, and exponential functions and their applications. Real problems are used to introduce each concept. The material is on CD-ROM and has an extensive help menu integrated in the Cognitive Tutor Software from the Carnegie Learning Company. Contact dcochran@ius.edu after registration to get started.
MATH-M 117 Intermediate Algebra (3 cr.) P: Placement by exam and one year of high school algebra or M 007. Factoring, rational expressions, fractional exponents, radicals, quadratic equations, linear and quadratic functions, and linear systems. Does not satisfy arts and sciences distribution requirement. Credit by examination not given. Fall Sem., Spring Sem., Summer.

MATH-M 118 Finite Mathematics (3 cr.) P: Two years of high school mathematics including algebra, placement by exam, or M 117. Set theory, linear systems, matrices, probability, statistics and finance. Applications to problems from the social sciences. Fall Sem., Spring Sem., Summer.

MATH-M 119 Brief Survey of Calculus I (3 cr.) P: Placement by exam or M 122. Introduction to calculus. Primarily for students in business and the social sciences. Not open to those who have had M 215. For additional restrictions refer to M 215–M 216. Fall Sem., Spring Sem., Summer.

MATH-M 120 Brief Survey of Calculus II (3 cr.) P: M 119. A continuation of M 119 covering topics in elementary differential equations, calculus of functions of several variables, and infinite series. Intended for nonphysical science students. Not open to those who have had M 216. For additional restrictions, refer to M 215–M 216. Fall Sem., Spring Sem.

MATH-M 122 College Algebra (3 cr.) P: Two years of high school algebra and placement by exam, or M 117. Designed to prepare students for M 119 (calculus). Includes graphing linear and nonlinear functions, exponential and logarithmic functions, linear and nonlinear equations and inequalities. A student taking both M 122 and M 125 will receive only 3 credit hours toward graduation. Fall Sem., Spring Sem., and Summer.

MATH-M 125 Precalculus Mathematics (3 cr.) P: Two years of high school algebra and placement by exam, or M 117. Designed to prepare students for M 215 (Calculus). Algebraic operations, polynomials, functions and their graphs, conic sections, linear systems of equations, exponential and logarithmic functions. A student taking both M 122 and M 125 will receive only 3 credit hours toward graduation. Fall Sem., Spring Sem., and Summer.

MATH-M 126 Trigonometric Functions (2 cr.) P or C: M 125 or equivalent. Designed to develop the properties of the trigonometric functions to prepare for courses in calculus (M 215–M 216). Does not satisfy the mathematical reasoning distributional requirements. Fall Sem., Spring Sem., Summer.

MATH-M 215–M 216 Analytic Geometry and Calculus I-II (5-5 cr.) P: Three years of high school mathematics including two years of algebra or M 125 and M 126. Coordinates, functions, straight line, limits, continuity, derivative and definite integral, applications, circles, conics, techniques of integration, infinite series. A student who has had M 119 will receive 3 credits toward graduation for M 215 and 5 credits for M 216. Fall Sem., Spring Sem.

MATH-M 295 Readings and Research (1-3 cr.) Supervised problem solving. Admission only with permission of a member of the mathematics faculty who will act as supervisor. Does not count toward distribution requirements.


MATH-M 305 Applied Mathematics in Business (3 cr.) P: MATH-M 117, ENG-W 131, sophomore standing or above. This is a project-oriented course in which mathematical modeling tools and decision processes will be used by teams of students to analyze and solve business problems for local business clients. Topics covered may include forecasting, quality control, inventory theory, queuing theory, or optimization. Credit given for only one of BUS-K 305 or MATH-M 305.

MATH-M 311 Calculus III (3 cr.) P: M 216. Elementary geometry of 2, 3, and n-space, functions of several variables, partial differentiation, minimum and maximum problems, multiple integration. Fall Sem.
MATH-M 312 Calculus IV (3 cr.) P: M 311. Intended for students majoring in the physical sciences and applied mathematics. Vector integral calculus (line integrals, Green’s theorem, surface integrals, Stokes’ theorem and applications). Topics in series expansions, including Fourier series and some applications. Introduction to functions of a complex variable (Cauchy-Riemann equations, Cauchy integral theorem, Laurent expansions and applications).


MATH-M 315 Advanced Calculus for Applications (3 cr.) P: M 311. Properties of real numbers, sequences and series of functions, vector analysis, line and surface, integrals, integral theorems.

MATH-M 347 Discrete Mathematical Models (3 cr.) P: M 118 or equivalent. Introduction to the development and use of discrete mathematical models in the social, life, and management sciences; emphasis on models involving Markov chains, game theory, graph theory, and evolutionary systems. Credit not given toward major in mathematics.

MATH-M 360 Elements of Probability (3 cr.) P: M 216 or equivalent. Introduction to mathematical theory of probability. Probability models, combinatoric problems, conditional probability and independence, random variables, distributions, densities, expectation, moments, Chebyshev inequality, generating functions of random variables, binomial, hypergeometric Poisson, uniform, gamma, normal and related distributions, joint distributions, laws of large numbers, normal approximation applications. Fall Sem.

MATH-M 363 Sample Survey Techniques (3 cr.) P: Two years of high school mathematics including algebra, K 300 or equivalent, or consent of instructor. Techniques; simple random, stratified, systematic, cluster, proportions, ratios, percentages; sample size, and sources of error in surveys.


MATH-M 380 History of Mathematics (3 cr.) P: M 119 or M 215. Brief study of development of algebra and trigonometry; practical, demonstrative, and analytic geometry; calculus, famous problems, calculating devices; famous people in these fields and chronological outlines in comparison with outlines in the sciences, history, philosophy, and astronomy.

MATH-M 391 Foundations of the Number Systems (3 cr.) P: M 216. Sets, functions and relations groups, real and complex numbers. Bridges the gap between elementary and advanced courses. Recommended for students with insufficient background for 400-level courses, for M.A.T. candidates, and for students in education. Not open to students who have received credit for M 403, M 413, or M 421.

MATH-M 403–M 404 Introduction to Modern Algebra I-II (3-3 cr.) P: M 303 or M 391 or consent of instructor. Study of groups, rings, fields (usually including Galois theory), with applications to linear transformations. Fall Sem., Spring Sem.

MATH-M 405 Number Theory (3 cr.) P: 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.
MATH-M 406 Topics in Mathematics (3 cr.) Selected topics in various areas of mathematics not covered by the standard courses. May be repeated for credit.

MATH-M 413–M 414 Introduction to Analysis I-II (3-3 cr.) P: M 311 and M 391. Modern theory of real number system, limits, functions, sequences and series, Riemann-Stieljes integral, and special topics.

MATH-M 415 Elementary Complex Variables with Applications (3 cr.) P: M 311 or consent of instructor. Algebra and geometry of complex numbers, elementary functions of a complex variable, power series, contour integration, calculus of residues, conformal mapping, applications to physics.

MATH-M 420 Metric Space Topology (3 cr.) P: M 303 or M 391 or consent of instructor. Topology of Euclidean and metric spaces. Limits and continuity of functions in such spaces. Topological properties of metric spaces such as separation properties, connectedness, and compactness. Complete metric spaces. Elementary general topology.

MATH-M 421–M 422 Introduction to Topology I-II (3-3 cr.) P: M 303 and M 311. Introduction to point set topology with emphasis on metric spaces. Continuity, Cartesian products, connectedness, compactness, completeness. Elements of homotopy theory, fundamental group and covering spaces, elementary homology theory, applications to simplicial complexes and manifolds.

MATH-M 425 Graph (Network) Theory and Combinatorial Theory (3 cr.) P: M 303. Graph theory: basic concepts, connectivity, planarity, coloring theorems, matroid theory, network programming, and selected topics. Combinatorial theory: generating functions, incidence matrices, block designs, perfect difference sets, selection theorems, enumeration, and other selected topics.

MATH-M 435 Introduction to Differential Geometry (3 cr.) P: M 311 and M 303. Introduction to the geometry of curves and surfaces. Topics include arc length, torsion, Frenet formulae, metrics, curvature, and surface theory.


MATH-M 441–M 442 Applied Mathematics I-II (3-3 cr.) P: M 311 and M 313 or consent of instructor. Advanced calculus preliminaries, first-order equations, derivation and classification of the classical equations of mathematical physics, wave and heat equation, separation of variables, Fourier series, special functions, Sturm-Liouville theory, Green’s function, Fourier and Laplace transform, Laplace equation, Volterra and Fredholm integral equations, calculus of variations.

MATH-M 447 Mathematical Models and Applications I (3 cr.) P: M 303, M 311, and M 360, which may be taken concurrently, or consent of instructor. Formation and study of mathematical models used in the biological, social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth. Suitable for secondary school teachers.

MATH M471 Numerical Analysis I (3 cr.) P: M303 and M313, or consent of instructor. Solution of linear systems, eigenvalue problems, solutions of nonlinear equations by iterative methods, functional approximation and interpolation, numerical integration, initial-value and boundary-value problems.

MATH-M 490 Problem Seminar (3 cr.) P: M 303, M 403, or M 413 (M 403 or M 413 may be concurrent), and consent of instructor. Introduction to research techniques for advanced undergraduates, based on problems from parts of the regular curriculum, such as linear algebra, topology, probability, and analysis. Emphasis will be on problems of both current and historical interest but usually not in the standard literature.

MATH-M 493 Senior Thesis in Mathematics (1 cr.) P: M 403 or M 413. The student must write and present a paper (senior thesis) on a topic agreed upon by the student and the department chairperson or advisor delegated by the chairperson.
MATH-T 101 Mathematics for Elementary Teachers I (3 cr.) P: One year each of high school algebra and geometry, M 007. Problem solving with and operations on whole numbers, integers, and rational numbers. Prime numbers and elementary number theory. Other bases and exponents. Equations and inequalities over the real number system. Open only to elementary-education students. Does not count toward divisional distribution requirements. Fall Sem., Spring Sem., Summer.


MATH-T 103 Mathematics for Elementary Teachers III (3 cr.) P: T 101. Basic introduction to geometric concepts, including definitions, properties, congruence and similarity of plane and three-dimensional figures. Geometric constructions and translations of the plane. Problem solving with geometric measurements of perimeter, area, surface area, and volume. Does not count toward mathematical reasoning distribution requirements. Fall Sem., Spring Sem., Summer.

MATH-T 321 Intuitive Topology I (3 cr.) P: M 216 or consent of instructor. Intuitive description of topology, including networks and maps, topological equivalence, classification of surfaces, spheres with topological equivalence, classification of surfaces, spheres with handles, Jordan curve theorem, transformations, and fixed-point theorems.

Mechanical Engineering Technology (MET) Purdue

CGT110 Technical Graphics Communication (3 cr.) Class 2, Lab 2. P: MATH-M 125 (IU). Basic course in drawing; orthographic projection, pictorial drawing, print reading, and reproduction of drawings; problems designed to develop practical reasoning and good drafting techniques.

ECET196 Introduction to EET Projects (2 cr.) Class 1, Lab 2 or Class 1, Lab 3. This course explores the EET field. Practical experiences to teach techniques for proper and safe use of basic hand and machine tools are introduced. Techniques for connecting various types of circuits are also covered. The process of fabricating printed circuit boards and introductory processes for using plastic and metal to fabricate custom parts are presented. Verbal and written communication skills are utilized to report project progress and results.

ECET214 Electricity Fundamentals (3 cr.) Class 2, Lab 2. (not open to ECET students.) P: MA 151. An introduction to elemental electrical components and their characteristics, basic electrical components and their characteristics, basic electrical theory and use of basic laboratory test equipment, electrical motors, and industrial motor controls.

ECET297 Electronic System Design and Fabrication (4 cr.) Class 2, Lab 2 or 3. P: ECET196, 159, and 207. This course introduces basic concepts in the development of an electronic product prototype. The student develops and electronic device by utilization of: electronic design automation (EDA), design for testing (DFT), surface mount technology (SMT), design for manufacturability (DFM), component characteristic selection techniques and basic failure predictions. New construction and testing techniques are introduced. The final prototype is presented in a written and/or oral report.

MET102 Production Drawing (3 cr.) Class 1, Lab 5. P: CGT110. Application of principles of engineering drawing to detail, assembly, design layout, equipment installations, and related drawings.


MET141 Materials I (3 cr.) Class 2, Lab 2. An overview of the characteristics and applications of materials commonly used in industry. Includes the primary processes used in producing these materials and changing their characteristics, and processes such as heat treatment and the hot and cold working of materials to meet the varied applications in industry.
MET142 Manufacturing Processes I (3 cr.) Class 2, Lab 2. P: MET141. A survey of basic casting, welding, and joining processes. Foundry areas include patterns, cores, molding, melting, and cleaning. Basic arc, gas, TIG, and MIG welding methods are presented as well as the metallurgy of welding processes.

MET162 Analytical Tools in MET (1 cr.) Lab 3. The skills needed to solve technical problems in Mechanical Engineering Technology are developed. Instruction is given in analytical problem-solving techniques. The electronic calculator, the factor-label method of unit conversions and engineering graphs, are used to solve problems.


MET213 Dynamics (3 cr.) Class 3. P: MET111 and MA221. Applied fundamentals of dynamic forces, including displacement, velocities, accelerations, work, energy, power, impulse, momentum, and impact.

MET214 Machine Elements (3 cr.) Class 3. P: MET211 and MET213. The theories and methods developed in MET111 Applied Statics; MET213 Dynamics; and MET211 Applied Strength of Materials are applied to the selection of basic machine components. The course will develop the fundamental principles required for the selection of the individual elements of which a machine is composed.

MET220 Heat/Power I (3 cr.) Class 2, Lab 2. P: MA221, MET160. Principles of thermodynamics and fluid dynamics as applied to the conservation laws of mass and energy, prime movers, and power cycles and refrigeration.

MET230 Fluid Power (3 cr.) Class 2, Lab 2. P: MET160. A study of compressible and incompressible fluid statics and dynamics as applied to industrial hydraulic and pneumatic circuits and controls.

MET242 Manufacturing Processes II (3 cr.) Class 2, Lab 2. P: MET141. A basic survey of manufacturing processes and tools used by industry to convert bars, forgings, castings, plate, and sheet materials into finished products. Includes the basic mechanics of material removal and forming, measuring, quality control, and safety of operations.

Microbiology (MICR) School of Natural Sciences

MICR-J 200 Microbiology and Immunology (3 cr.) P: ANAT-A 215, CHEM-C 101–C 102, and PHSL-P 215, or equivalent in Nursing major. For students in the bachelor’s degree curricula in the School of Nursing; others by consent of instructor. Concurrent or previous registration in microbiology laboratory MICR-J 201 is recommended. Consideration of pathogenic bacteria, viruses, fungi, and parasites in human disease; immunology and host-defense mechanisms.

MICR-J 201 Microbiology Laboratory (1 cr.) C: J 200. Bacteriological techniques: microscopy, asepsis, pure culture, identification. Biology of microorganisms; action of antimicrobial agents. Representative immunological reactions. Recognition of pathogenic fungi and animal parasites. (Lab fee required.)

MICR-M 310 Microbiology (3 cr.) P: L 101, L 102. C: MICR-M 315. Introduction to microorganisms and viruses as model systems for comparative studies of cytology, metabolism, nutrition, genetics, and intracellular regulatory mechanisms, with emphasis on medical microbiology.

MICR-M 315 Microbiology: Laboratory (2 cr.) P: MICR-M 310 concurrently. Exercises and demonstrations to yield proficiency in principles and techniques of cultivation and utilization of microorganisms under aseptic conditions. (Lab fee required.)

MICR-M 360 Microbial Physiology Laboratory (3 cr.) Concurrent: MICR-M 350. Introduction to techniques for fractionation, isolation, and purification of cellular components. Analysis of bacterial growth, enzyme purification, chromatographic analysis of proteins and other metabolites, and gel electrophoresis. (Lab fee required.)

MICR-M 420 Environmental Microbiology (3 cr.) P: L 101, L 102, and CHEM-C 341. C: BIOL-L 474. Role of microorganisms in various ecosystems. Detection and enumeration of microorganisms and their products from various environments.

MICR-M 485 Microbial Genetics Laboratory (3 cr.) P: Genetics lecture and lab or permission of instructor. The genetics of *E. coli*, *B. subtilis*, and their viruses. Techniques include transformation, mutation, bacterial recombination, transduction, transposition, molecular cloning, restriction mapping, Southern blotting, and other recombinant DNA techniques. (Lab fee required.)

Military (MIL)  

*Military students should consult with Army ROTC Program for current course descriptions.*

MIL-G 101 Organizational Leadership  
MIL-G 201 Leader and Team Development  
MIL-G 301 Operations and Decision Making  
MIL-G 302 U.S. Army Leadership and Tactics  
MIL-G 314 Army Physical Training I  
MIL-G 401 Army Training Management System  
MIL-G 414 Army Physical Training III

Music (MUS)  

Graduate-level study is available in applied music, ensemble, and some literature and theory courses with permission of the instructor. Please contact the music department office at (812) 941-2655 for further information.

Music History and Literature

MUS-M 110 History of Rock and Popular Music (3 cr.) An introduction to the history of various styles of rock and popular music and to the music of significant composers and performers in these genre. For the nonmajor.

MUS-M 174 Music for the Listener I (3 cr.) An introduction to the art of music and its materials, to symphonic music, opera, and other types of classical music and to the works of the great composers. For the nonmajor.

MUS-M 201–M 202 Literature of Music I-II (3-3 cr.) Music history from 1600 to 1900. Designed to develop a perspective of the evolution of music in its social-cultural milieu, to familiarize students with a repertoire of representative compositions, and to develop critical and analytical listening skills. Nonmusic majors with some musical background may enroll with consent of the instructor. Required for all music majors.

MUS-M 375 Survey of Ethnic and Popular Musics of the World (3 cr.) A study of music of other nations and cultures and including Native American, Asian, Middle Eastern, and African American musics. For the nonmajor.
MUS-M 403 History of Music I (3 cr.) P: M 201–M 202 or equivalent. A survey and analysis of music from the beginning of Western civilization to 1600. Style analysis of representative compositions; relationship of music to social-cultural background of each epoch. Introduces students to basic research methods and techniques in music history. Required for all music majors.

MUS-M 404 History of Music II (3 cr.) P: M 201–M 202 or equivalent. A survey and analysis of music from 1900 to the present. Introduces students to basic research methods and techniques in music history. Required for all music majors.

MUS-M 530 Contemporary Music (3 cr.) Trends in European and American concert music from about 1910 to the present, with emphasis on post-World War II developments.

MUS-M 540 Music for the Listener (3 cr.) For graduate students outside the department of music and undergraduates with consent of instructor. A study of the place of music and the other performing arts in society; philosophy and aesthetic theory in the arts; development of critical standards; listening to music; concert and opera attendance.

MUS-M 543–M 544 Keyboard Literature I and II (3-3 cr.) A survey of literature for stringed keyboard instruments (piano and harpsichord) from the age of Bach to the twentieth century. Historical, stylistic, formal, and aesthetic features. I. From 1700 to 1830. II. From 1830 to present.

MUS-M 566 A Survey of Ethnic and Popular Musics of the World (3 cr.) A study of the music of other nations and cultures including Native American, Asian, Middle Eastern, and African American musics. For the nonmajor.

Music Theory and Musicianship

MUS-E 241 Introduction to Music Fundamentals (3 cr.) Basic music theory and beginning piano with an interdisciplinary focus. Fulfills arts requirement for special education and elementary education. Also for the nonmajor who wishes to learn the basics of music notation, scales, chords, and rhythms.

MUS-G 370 Techniques for Conducting (2 cr.) P: T 113. Principles and practice of basic conducting techniques in music of various periods and styles.

MUS-T 109 Rudiments of Music (3 cr.) A music elective that covers learning to read music notation, scales, chords, rhythms and some keyboard. For the general student and for music majors needing a preparatory course before taking music theory (T 113).

MUS-T 113–T 114 Music Theory I and II (3 cr.) P: T 109 or by passing a theory placement exam. Study of the principles of eighteenth and nineteenth century common practice music. Includes analysis and composition of melody, harmony, counterpoint, and simple forms. Required for music majors.

MUS-T 115–T 116 Ear Training I-II (1 cr.) Designed to develop basic performing and listening skills of the student. Includes drills in ear-training, dictation, and sight-singing. Required for music majors.

MUS-T 215–T 216 Ear Training III-IV (1 cr.) Designed to develop basic performing and listening skills of the student. Includes drills in ear-training, dictation, and sight-singing. Required for music majors except music business.

MUS-T 417 Analysis of Tonal Music (3 cr.) P: T 113–T 114. Builds on the foundation of first-year theory. Development of contrapuntal skills through appropriate exercises and analysis of polyphonic styles from selected periods. Also systematically incorporates chromatic harmony with an intensive study of music styles; integrates chordal vocabulary with larger formal processes. Required for all music majors except music business.

MUS-T 418 Music and Ideas (3 cr.) P: T 417. Study of various compositional practices of the twentieth century. Emphasis on creative writing and an analytical understanding of a wide variety of theoretical and aesthetic ideas. Required for all music majors except music business.
Music Composition and Technology

MUS-A 101 Introduction to Audio Technology (2 cr.) Introduction to the equipment and techniques employed in audio recording and reinforcement, including basic audio theory, analog and digital recording, microphone placement, mixing, and editing.
MUS-A 301–A 302 Studio Resources I and II (2-2 cr.) P: E 241 or higher. An introduction to techniques and equipment used in the electronic music lab. Past musical study and experience required. A 301 required for all music majors.
MUS-K 200 Composition for Nonmajors (3 cr.) Permission of instructor required. Writing and analysis under professional guidance in private consultations and class discussions.
MUS-K 300 Composition for Majors (3 cr.) P: T 114 or permission of instructor. Writing and analysis under professional guidance in private consultations and class discussions. May be repeated for credit.
MUS-K 312 Arranging for Instrumental and Vocal Groups (2 cr.) P: T 114. Fundamental techniques of scoring music for vocal and instrumental ensembles. Required for composition concentration, for which it must be taken prior to senior year.
MUS-K 403–K 404 Electronic Studio Resources I and II (2-2 cr.) P: A 301–A 302. Continued study in electronic music laboratory emphasizing the creative application of resources introduced in A 301–A 302.
MUS-K 402 Senior Composition Recital (cr. arr.)

Music Business and Music Technology
MUS-U 411 Concert Management (3 cr.) On national and local level. Mechanics of management, booking of concert artists and attractions, organized-audience plan, local concert series, symphony management.
MUS-U 440 Practicum (2 cr. Repeatable) Internships for music business and music technology students.

Applied Music Instruction

Private studio instruction is offered at all levels. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students. Those interested in studying instruments not listed below should consult the music department office. Students who complete two semesters of private study should consult with the music program coordinator for registration in a higher course level. Senior recital courses (402 numbers) should be arranged with the department before registration.

Piano

MUS-E 493 Piano Pedagogy (3 cr.) P: Permission of the instructor. Techniques and methods for teaching piano. Includes observation of private lessons.
MUS-P 100 Applied Piano for Nonmajors (2 cr.)
MUS-P 101–P 102 Beginning Class Piano I-II (2-2 cr.) Class piano instruction for beginning students.
MUS-P 200 Applied Piano for Nonmajors (2 cr.)
MUS-P 260 Applied Piano for Majors (2 cr.)
MUS-P 305, P 405 Applied Piano for Majors (2 cr.)
MUS-P 402 Senior Piano Recital Must be taken concurrently with applied study.
MUS-X 002 Piano Accompanying (2 cr.) P: Permission of the instructor. Techniques of vocal and instrumental accompanying. Students will be assigned to studio or choral accompanying.
MUS-X 421 Chamber Music with Piano (1 cr.)

Voice

MUS-U 230 Foreign Language for Singers (3 cr.) Study of language techniques, diction, international phonetic alphabet, and pronunciation fundamentals.
MUS-V 100 Applied Voice for Nonmajors (2 cr.)
MUS-V 101 Beginning Class Voice I (2 cr.) Class voice instruction for beginning students.
MUS-V 200 Applied Voice for Nonmajors (2 cr.)
MUS-V 260 Applied Voice for Majors (2 cr.)
MUS-V 305, V 405 Applied Voice for Majors (2 cr.)
MUS-V 402 Senior Voice Recital Must be taken concurrently with applied study.

Guitar

MUS-L 100 Applied Guitar for Nonmajors (2 cr.)
MUS-L 101–L 102 Beginning Class Guitar I-II (2-2 cr.) Class guitar instruction for beginning students.
MUS-L 200 Applied Guitar for Nonmajors (2 cr.)
MUS-L 260 Applied Guitar for Majors (2 cr.)
MUS-L 300, L 400 Applied Guitar for Majors (2 cr.)
MUS-L 402 Senior Guitar Recital Must be taken concurrently with applied study.

Brass

MUS-B 110 Applied Horn for Nonmajors
MUS-B 120 Applied Trumpet for Nonmajors
MUS-B 130 Applied Trombone for Nonmajors
MUS-B 140 Applied Baritone for Nonmajors
MUS-B 150 Applied Tuba for Nonmajors
MUS-B 260, B 310 Applied Horn
MUS-B 270, B 325, B 425 Applied Trumpet
MUS-B 280, B 330, B 430 Applied Trombone
MUS-B 290, B 350 Applied Tuba
MUS-B 402 Senior Brass Recital Must be taken concurrently with applied study.

Strings

MUS-S 110 Applied Violin for Nonmajors
MUS-S 120 Applied Viola for Nonmajors
MUS-S 130 Applied Cello for Nonmajors
MUS-S 140 Applied Bass for Nonmajors
MUS-S 260, S 315, S 415 Applied Violin
MUS-S 270, S 320, S 420 Applied Viola
MUS-S 280, S 330, S 430 Applied Cello
MUS-S 290, S 345, S 440 Applied Bass
MUS-S 402 Senior String Recital Must be taken concurrently with applied study.

Woodwinds

MUS-W 110 Applied Flute for Nonmajors
MUS-W 120 Applied Oboe for Nonmajors
MUS-W 130 Applied Clarinet for Nonmajors
MUS-W 140 Applied Bassoon for Nonmajors
MUS-W 150 Applied Saxophone for Nonmajors
MUS-W 240, W 345, W 445 Applied Bassoon
MUS-W 250, W 355, W 455 Applied Saxophone
MUS-W 260, W 315, W 410 Applied Flute
MUS-W 270, W 425 Applied Oboe
MUS-W 280, W 430 Applied Clarinet
MUS-W 402 Senior Woodwind Recital Must be taken concurrently with applied study.

Other

MUS-D 100 Applied Percussion for Nonmajors
MUS-D 260, D 305, D 405 Applied Percussion
MUS-D 402 Senior Percussion Recital Must be taken concurrently with applied study.
MUS-H 100 Applied Harp for Nonmajors
MUS-H 260, H 305, H 405 Applied Harp
MUS-H 402 Senior Harp Recital Must be taken concurrently with applied study.
MUS-Q 100 Applied Organ for Nonmajors
MUS-Q 260, Q 305, Q 400 Applied Organ
MUS-Q 402 Senior Organ Recital Must be taken concurrently with applied study.

Ensembles

Students may participate in chorus, opera workshop, orchestra, concert band, brass band, or any other performing ensemble with or without registering for university credit. All ensembles require permission of conductor or audition. Music majors or potential music majors should refer to degree requirements in music. Ensembles are also available for graduate credit. Please contact the music office for more information.

MUS-R 251 Opera Workshop (1 cr.)
MUS-X 040 IU Southeast Orchestra (1 cr.)
MUS-X 040 University Concert Band (1 cr.)
MUS-X 040 Commonwealth Brass Band (1 cr.)
MUS-X 070 University Chorus (1 cr.) Large choral ensemble dedicated to performing great choral masterpieces of the eighteenth through twentieth centuries. Open to all students, faculty, staff, and community members.
MUS-X 341 Guitar Ensemble (1 cr.)
MUS-X 350 Jazz Ensemble (1 cr.)
MUS-X 423 Chamber Music (1 cr.) Performance and analysis of selected chamber music involving piano, strings, and winds.
Bachelor of Science in Nursing Courses

NURS-B 232 Introduction to the Discipline of Nursing: Theory, Practice, Research (3 cr.) This course focuses on core theoretical concepts of nursing practice: health, wellness, illness, wholism, caring environment, self-care, uniqueness of persons, interpersonal relationships, and decision making. This course helps the student understand nursing’s unique contributions to meeting societal needs through integrating theory, research, and practice.

NURS-B 233 Health and Wellness (4 cr.) This course focuses on the use of concepts from nursing, nutrition, pharmacology, and biopsychosocial sciences to critically examine the determinates of health, wellness, and illness across the lifespan. Environmental, sociocultural, and economic factors that influence health care practices are emphasized. Theories of health, wellness, and illness are related to health promotion, disease prevention, illness prevention, and nursing interventions.

NURS-B 244 Comprehensive Health Assessment (2 cr.) This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed.

NURS-B 245 Comprehensive Health Assessment: Practicum (2 cr.) Students will have the opportunity to use interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

NURS-B 248 Science and Technology of Nursing (2 cr.) This course focuses on the fundamentals of nursing from a theoretical research base. It provides an opportunity for basic care nursing skills development. Students will be challenged to use critical thinking and problem solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the life span.

NURS-B 249 Science and Technology of Nursing: Practicum (2 cr.) Students will have the opportunity to demonstrate fundamental nursing skills in the application of nursing care for clients across the lifespan.

NURS-H 351 Alterations in Neuropsychological Health (3 cr.) P: All sophomore-level courses. C: H 352, H 353, and H 354. 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.

NURS-H 352 Alterations in Neuropsychological Health: The Practicum (2 cr.) P: All sophomore-level courses. Concurrent: H 351, H 353, and H 354. Students will provide nursing care to individuals and small groups who are experiencing acute and chronic neuropsychological disturbances related to psychiatric disorders. Student experiences will be with individuals and small groups in supervised settings such as acute care, community-based, transitional, and/or the home.

NURS-H 353 Alterations in Health I (3 cr.) P: All sophomore-level courses. C: H 351, H 352, and H 354. This course focuses on the pathophysiology and holistic nursing care management of clients experiencing acute and chronic problems. Students will use critical thinking and problem-solving skills to plan intervention appropriate to health care needs.
NURS-H 354 Alterations in Health I: The Practicum (2 cr.) P: All sophomore-level courses. Concurrent: H 351, H 352, and H 353. Students will apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning, identify health care needs, and determine the effectiveness of interventions given expected outcomes.

NURS-H 361 Alterations in Health II (3 cr.) P: All sophomore-level courses; H 351, H 352, H 353, and H 354. C: H 362, H 363, H 364, H 365. This course builds on Alterations in Health I and continues to focus on pathophysiology and holistic nursing care management of clients experiencing acute and chronic health problems and their associated needs.

NURS-H 362 Alterations in Health II: The Practicum (2 cr.) P: All sophomore-level courses; H 351, H 352, H 353, and H 354. C: H 361, H 363, H 364, and H 365. Students will continue to apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning.

NURS-H 363 The Developing Family and Child (3 cr.) P: All sophomore-level courses; H 351, H 352, H 353, and H 354. C: H 361, H 362, H 364, and H 365. This course focuses on the needs of individuals and their families who are facing the phenomena of growth and development during the childbearing and child rearing phases of family development. Factors dealing with preserving, promoting, and restoring healthy status of family members will be emphasized.

NURS-H 364 The Developing Family and Child: The Practicum (3 cr.) P: All sophomore-level courses; H 351, H 352, H 353, and H 354. C: H 361, H 362, H 363, and H 365. Students will have the opportunity to work with childbearing and child-rearing families, including those experiencing alterations in health.

NURS-H 365 Nursing Research (3 cr.) P: All sophomore-level courses; H 351, H 352, H 353, and H 354. C: H 361, H 362, H 363, and H 364. This course focuses on development of the student’s skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of nursing and nursing-related research studies will be emphasized in identifying applicability to nursing practice.


NURS-K 490 Clinical Elective (1-6 cr.) P: Successful completion of junior-level courses or permission of instructor. Planned and supervised clinical experiences in the area of the student’s major interest.

NURS-K 492 Nursing Elective (1-6 cr.) P: Successful completion of junior-level courses or permission of instructor. Opportunity for the nursing student to pursue independent study of topics in nursing under the guidance of a selected faculty member.

NURS-S 470 Restorative Health Related to Multi-System Failures (3 cr.) P: All junior-level courses. C: S 471, S 472, and S 473. This course focuses on the pathophysiology and nursing care management of clients experiencing multi-system alterations in health status. Correlations among complex system alterations and nursing interventions to maximize health potential are emphasized.

NURS-S 472 A Multisystem Approach to the Health of the Community (3 cr.) P: All junior-level courses. C: S 470, S 471, and 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-economics issues in local and global communities, the student will be able to determine effective interventions for community-centered care.

NURS-S 473 A Multi-System Approach to the Health of the Community: Practicum (2 cr.) P: All junior-level courses. C: S 470, S 471, and S 472. Students will have the opportunity to apply the concepts of community assessment, program planning, prevention, and epidemiology to implement and evaluate interventions for community-centered care to groups or aggregates. Professional nursing will be practiced in collaboration with diverse groups within a community.

NURS-S 481 Nursing Management (2 cr.) P: All junior-level courses; S 470, S 471, S 472, and S 473. C: S 482, S 483, S 484, and S 485. This course focuses on the development of management skills assumed by professional nurses, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, change, managing quality and performance, workplace diversity, budgeting and resource allocation, and delivery systems.

NURS-S 482 Nursing Management: The Practicum (3 cr.) P: All junior-level courses; S 470, S 471, S 472, and S 473. C: S 481, S 483, S 484, and S 485. Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles.

NURS-S 483 Clinical Nursing Practice Capstone (3 cr.) P: All junior-level courses; S 470, S 471, S 472, and S 473. C: S 481, S 482, S 484, and S 485. Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NURS-S 484 Research Utilization Seminar (1 cr.) P: All junior-level courses; S 470, S 471, S 472, and S 473. C: S 481, S 482, S 483, and S 485. This course focuses on students’ abilities to refine their critical/analytical skills in evaluating clinical research for applicability to nursing practice. Students will examine the role of evaluation, action research, and research findings in assuring quality of nursing care and in solving relevant problems arising from clinical practices.

NURS-S 485 Professional Growth and Empowerment (3 cr.) P: All junior-level courses; S 470, S 471, S 472, and S 473. C: S 481, S 482, S 483, and S 484. This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Students will discuss factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to life-long learning.

NURS-Z 480 B.S.N. Portfolio Review for Course Substitution (0-6 cr.) Noncredit course. The portfolio review process is available to all undergraduate students who believe that they can meet the learning objectives/competencies required of a specific nursing course within their program of study. The portfolio is a mechanism used to validate the acquisition of knowledge and skills congruent with course expectations and student learning outcomes. The portfolio provides objective evidence that students have acquired the content and skills through prior learning and/or practice experiences.

NURS-Z 490 Clinical Experience in Nursing (1-6 cr.) Opportunity for independent study of clinical experience related to nursing practice. Includes elective credit awarded to registered nurses holding valid specialty certification from a professional nursing organization in an appropriate area of nursing. A maximum of 2 credit hours may be awarded.

NURS-Z 492 Individual Study in Nursing (1-6 cr.) Opportunity for registered nurses to participate in independent study of topics related to nursing practice under the guidance of a selected faculty member.
R.N. Mobility Option Courses

NURS-B 244 Comprehensive Health Assessment (2 cr.) This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed.

NURS-B 245 Comprehensive Health Assessment: Practicum (2 cr.) Students will have the opportunity to use interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

NURS-B 304 Professional Nursing Seminar I (3 cr.) This course focuses on core theoretical concepts of professional nursing practice, including health, wellness, illness, self-care and caring, disease prevention, and health promotion. Students will be expected to explore theoretical premises and research related to the unique wellness perspectives and health beliefs of people across the life span in developing care outcomes consistent with maximizing individual potentials for wellness.

NURS-B 404 Professional Nursing Seminar II (3 cr.) This course focuses on the application of nursing theory and research findings in restoring and maintaining individual and family functioning for those dealing with multisystem alterations. Students will 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 will complete a scholarly analysis as part of their practicum experience.

NURS-H 365 Nursing Research (3 cr.) This course focuses on development of students’ skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of nursing and nursing-related research studies will be emphasized in identifying applicability to nursing practice.

NURS-S 472 A Multisystem Approach to the Health of the Community (3 cr.) 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/poliitical/economics issues in local and global communities, the student will be able to determine effective interventions for community-centered care.

NURS-S 473 A Multisystem Approach to the Health of the Community: Practicum (2 cr.) Students will have the opportunity to apply the concepts of community assessment, program planning, prevention and epidemiology to implement and evaluate interventions for community-centered care to groups or aggregates. Professional nursing will be practiced in collaboration with diverse groups within a community.

NURS-S 481 Nursing Management (2 cr.) This course focuses on the development of management skills assumed by professional nurses, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, change, managing quality and performance, workplace diversity, budgeting and resource allocation, and delivery systems.

NURS-S 482 Nursing Management: The Practicum (3 cr.) Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles.

NURS-S 483 Clinical Nursing Practice Capstone (3 cr.) Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.
NURS-S 484 Research Utilization Seminar (1 cr.) This course focuses on students’ abilities to refine their critical/analytical skills in evaluating clinical research for applicability to nursing practice. Students will examine the role of evaluation, action research, and research findings in assuring quality of nursing care and in solving relevant problems arising from clinical practices.

NURS-S 485 Professional Growth and Empowerment (3 cr.) This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Students will discuss factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to life-long learning.

Organizational Leadership and Supervision (OLS) Purdue

OLS 252 Human Behavior in Organizations (3 cr.) Class 3. A survey of the concepts that provide a foundation for the understanding of individual and group behavior in organizations, with special emphasis on typical interpersonal and leadership relationships.

OLS 274 Applied Leadership (3 cr.) Class 3. 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, relations with others, and personal development.

OLS 284 Leadership Principles (3 cr.) Class 3. 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 the strategies and actions cause positive attitudes and increased performance.

OLS 325 Meeting Management (3 cr.) Class 3. Class 4, cr. 3. Prerequisite: COM 114. OLS Majors Only. 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 331 Occupational Safety and Health (3 cr.) Class 3. A presentation of the aspects of occupational safety and health that are essential to the first-line supervisor. Emphasis is placed on developing an understanding of the economic, legal, and social factors related to providing a safe and healthy work environment.

OLS 345 Critical Thinking in Organizations (3 cr.) Class 3. Prerequisite: OLS 386 & 388 OLS 345 This course focuses on systems thinking and the understanding of 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 will learn how to report findings in a practical and influential manner. Includes the importance of knowledge management issues in organizations.

OLS 351 Innovation and Entrepreneurship (3 cr.) Class 3. 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 362 Cooperative Education Program (2 cr.). For organizational leadership and supervision majors only. (May be repeated for up to eight credits.) Instructor consent required. Supervised work experience directed toward professional development in supervisory or related leadership positions. Rotational work-study periods planned and coordinated by department staff in conjunction with the student and the employing organization.

OLS 364 Professional Development Program (3 cr.) Class 3. Prerequisite: OLS 375 and 376. For organizational leadership and supervision majors only. A survey course covering many professional and personal facets relative to entering the work force upon graduation. Major areas addressed include résumé preparation, interviewing techniques, development of job-search plans, social skills, and analysis of career fields and opportunities.
OLS 375 Training Methods (3 cr.) Class 3. Prerequisite: OLS 252 and 274. Principles, practices, and methods of employee training. Introduction to systematic training program design, development, and evaluation. Emphasis is on the supervisor as a trainer.

OLS 376 Human Resource Issues (3 cr.) Class 3. Prerequisite: OLS 252 and 274. Analysis and discussion of case problems concerning typical leadership and personnel situations that impact upon the supervisor/manager. Emphasis directed toward development of attitude, philosophy, analytical ability, and problem-solving skills within the working environment.

OLS 378 Labor/Management Relations (3 cr.) Class 3. Prerequisite: OLS 386 and 388. 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 386 Leadership for Organizational Change (3 cr.) Class 3. Prerequisite: OLS 252 and 274. 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 388 Leadership through Teams (3 cr.) Class 3. Prerequisite: OLS 252 and 274. 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 will be the leadership of teams for effective performance and maximum member satisfaction. This course deals extensively with maintenance and task behaviors of team members.

OLS 440 Leading with Integrity (3 cr.) Class 3. Prerequisite: OLS 386 and 388. 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 450 Project Management for Organizational and Human Resource Development (3 cr.) Class 3. Prerequisite: OLS 386 and OLS 388. An introduction to project management concepts and practices in the context of human resource development projects.


OLS 454 Gender and Diversity in Management (3 cr.) Class 3. Prerequisite: OLS 386 and 388. The work force of the future will represent multiple differences, including gender, race, culture, ethnicity, physical abilities, and age. Following this broad-based perspective of diversity, this course will focus on using knowledge of diversity to develop the leadership potential of individuals in organizations.

OLS 467 Supervised Practicum (3 cr.). Prerequisite: OLS 386 and 388. For organizational leadership and supervision majors only. Instructor consent required. Credit awarded upon the completion of department-approved project. (May be repeated for up to six credits.) An instructor-directed practicum designed to combine University study with work experience directly related to the student’s plan of study. Designed to be scheduled during a regular semester.

OLS 477 Conflict Management (3 cr.) Class 3. Prerequisite: OLS 386 and 388. A study of the methods for dealing with inner-personal, interpersonal, and political disputes by means generally outside the traditional court system. Students will investigate the theoretical and practical aspects of conflict assessment, negotiation, problem solving, mediation, and arbitration.
OLS 479 Staffing Organizations (3 cr.) Class 3. Prerequisite: OLS 386 and 388. An applications-oriented study of key concepts in staffing organizations, including principles and issues in conducting job analysis; preparing job descriptions/specifications; and screening/selecting employees. Special emphasis on the design, validation, and operation of high-volume staffing systems.

OLS 484 Leadership Strategies for Quality and Productivity (3 cr.) Class 3. Prerequisite: IT 342, OLS 386 and 388. 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 487 Leadership Philosophy (3 cr.) Class 3. Prerequisite: OLS 386 and 388. A review of current managerial education and development theories and practices; discussions of fundamental social, economic, and political changes affecting business and the art of managing; implications of these changes for individual development and continued growth. Open to seniors and graduate students only.

OLS 491 Internship Program (1-3 cr.) For organizational leadership and supervision majors only. Consent of instructor required. (May be repeated for up to six credits.) A practicum designed to combine university study with work experience directly related to the student’s plan of study.

OLS 499 Individual Research Problems (1-3 cr.) Prerequisite: instructor consent and departmental approval. (May be repeated for up to six credits.) Supervised individual research on appropriate topics.

Philosophy (PHIL) School of Arts and Letters

The following prerequisites apply to all students taking upper-level philosophy courses:
Elementary Composition (W 131) must be completed before enrolling in any upper-level philosophy courses (except P 250 Symbolic Logic).
Two other philosophy courses must be completed before taking any upper-level history of philosophy courses.
One upper-level philosophy course must be completed before taking the Philosophy Seminar (P 333).

PHIL-P 100 Introduction to Philosophy (3 cr.) Perennial problems of philosophy, including problems in ethics, in epistemology and metaphysics, and in philosophy of religion. Readings in selected writings of philosophers from Plato to the present.

PHIL-P 135 Introduction to Phenomenology and Existentialism (3 cr.) Existentialism as a philosophical movement founded on phenomenology. Philosophical themes and their development, applications, or exemplifications in existentialist literature. Course presupposes no particular knowledge of philosophy. Readings from some or all of the following: Buber, Camus, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Nietzsche, Sartre.

PHIL-P 140 Introduction to Ethics (3 cr.) The study of classical ethics texts by Aristotle, Kant, Mill, and many others. Examination of some contemporary moral issues.

PHIL-P 145 Introduction to Social and Political Philosophy (3 cr.) Fundamental problems of social and political philosophy: the nature of the state, political obligation, freedom and liberty, equality, justice, rights, social change, revolution, and community. Readings from classical and contemporary sources.

PHIL-P 150 Elementary Logic (3 cr.) Development of critical tools for the analysis and evaluation of arguments.

PHIL-P 170 Introduction to Asian Philosophy (3 cr.) Survey of selected philosophical traditions of India, China, and Japan, including Vedanta, Mahayana Buddhism, Confucianism, and Taoism. Topics include the nature of reality, ethical responsibility, and the role of the “self” in creating ignorance and attaining enlightenment.

PHIL-P 200 Problems of Philosophy (3 cr.) P: 3 credit hours in philosophy or sophomore standing. Selected writings of modern philosophers concerning some important philosophical problem(s).
PHIL-P 237 Environmental Ethics (3 cr.) An introductory consideration of philosophical views regarding the extent of human responsibility for the natural environment.

PHIL-P 240 Business and Morality (3 cr.) Fundamental issues of moral philosophy in a business context. Application of moral theory to issues such as the ethics of investment, moral assessment of corporations, and duties of vocation.

PHIL-P 250 Symbolic Logic I (3 cr.) Propositional logic and first-order quantificational logic.

PHIL-P 251 Symbolic Logic II (3 cr.) P: P 250. Identity, definite descriptions, properties of formal theories, elementary set theory.

PHIL-P 253 Inductive Logic (3 cr.) A logical analysis of the inferential mechanisms of induction and the philosophical problem of the justification of induction. The course will focus on the use of probability theory, especially in its Bayesian interpretation, to model inductive inferences. Some connections will be made with recent developments in artificial intelligence.

PHIL-P 302 Medieval Philosophy (3 cr.) P: 3 credit hours in philosophy. A survey including Augustine, Boethius, Anselm, Abelard, Bonaventure, Aquinas, Duns Scotus, Ockham, and Nicholas of Cusa.

PHIL-P 304 Nineteenth-Century Philosophy (3 cr.) P: 3 credit hours in philosophy. Selected survey of post-Kantian philosophy, including Hegel, Marx, Kierkegaard, Mill.

PHIL-P 310 Topics in Metaphysics (3 cr.) P: 3 credit hours of philosophy. Topics such as existence, individuation, contingency, universals and particulars, causality, determinism, space, time, events and change, relation of mental and physical.

PHIL-P 313 Theories of Knowledge (3 cr.) P: 3 credit hours in philosophy. Topics such as the nature of knowledge; the relation of knowledge and belief, of knowledge and evidence, of knowledge and certainty; and the problem of skepticism.

PHIL-P 314 Modern Philosophy (3 cr.) P: 6 credit hours in philosophy. A study of Western philosophy in the seventeenth and eighteenth centuries, dealing with such philosophers as Bacon, Descartes, Berkeley, Hume, Leibniz, and Kant.

PHIL-P 319 American Pragmatism (3 cr.) P: 3 credit hours in philosophy. Examination of the central doctrines of Peirce, James, Dewey, Mead.

PHIL-P 320 Philosophy and Language (3 cr.) P: 3 credit hours in philosophy. A study of selected philosophical problems concerning language and their bearing on traditional problems in philosophy.

PHIL-P 330 Marxist Philosophy (3 cr.) P: 3 credit hours in philosophy. An examination of major philosophical issues in Marxist theory. Historical materialism and the critique of idealism in metaphysics, the theory of knowledge, ethics, and social science. Discussion of both classical and contemporary sources.

PHIL-P 333 Philosophy Seminar (3 cr.) P: 3 credit hours in philosophy. Careful collaborative study of selected texts from the history of philosophy in a seminar format. Course may be repeated for credit.

PHIL-P 334 Buddhist Philosophy (3 cr.) An examination of the basic philosophical concepts of early Buddhism and their subsequent development in India, Japan and Tibet. Implications of the Buddhist view of reality for knowledge, the self and ethical responsibility will be explored.

PHIL-P 335 Phenomenology and Existentialism (3 cr.) P: 3 credit hours in philosophy. Selected readings from Buber, Camus, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Nietzsche, Sartre.

PHIL-P 336 Analytic Philosophy (3 cr.) P: 3 credit hours in philosophy. Selected readings from Russell, Moore, Wittgenstein, Carnap, Ryle, and others. Topics include realism, logical atomism, logical positivism, and ordinary language philosophy.

PHIL-P 338 Philosophy, Technology, and Human Values (3 cr.) A philosophical study of the role of technology in modern society, including consideration of the relationships between technology and human values.
PHIL-P 340 Classics in Ethics (3 cr.) Readings from Plato and Aristotle to Kant, Mill, and Nietzsche. Topics include virtue and human nature, pleasure and the good, the role of reason in ethics, the objectivity of moral principles, and the relation of religion to ethics.

PHIL-P 342 Problems of Ethics (3 cr.) Concentration on a single problem or on several problems. Examples are bioethics, reason in ethics, and objectivity in ethics.

PHIL-P 343 Classics in Social and Political Philosophy (3 cr.) P: 3 credit hours in philosophy. Readings from Plato and Aristotle to Hobbes, Locke, Hegel, and Marx. Topics include the ideal state, the nature and proper ends of the state, natural law and natural right, and social contract theory, and the notion of community.

PHIL-P 345 Problems in Social and Political Philosophy (3 cr.) P: 3 credit hours in philosophy. Intensive study of one or more problems such as civil disobedience, participatory democracy, conscience and authority, law and morality.

PHIL-P 346 Philosophy of Art (3 cr.) P: 3 credit hours in philosophy. Classical and contemporary theories of art: investigation and analysis of art works, of the creative activities by which they are produced, and of what is involved in appreciating them.

PHIL-P 348 Philosophy and Literature (3 cr.) P: one course in philosophy and one course in literature. A study of traditional philosophical problems in such areas as theory of knowledge, ethics, and social/political philosophy, using literary texts as primary source material.

PHIL-P 371 Philosophy of Religion (3 cr.) Topics such as the nature of religion, religious experience, the status of claims of religious knowledge, the nature and existence of God.


PHIL-P 393 Biomedical Ethics (3 cr.) A philosophical consideration of ethical problems that arise in current biomedical practice, e.g., with regard to abortion, euthanasia, determination of death, consent to treatment, and professional responsibilities in connection with research, experimentation and health care delivery.

PHIL-P 401 History of Philosophy: Special Topics (3 cr.) P: 6 credit hours in philosophy or consent of instructor. Special topics, such as developing views on one or more of the following subjects: substance, nature, essence, dialectics. May be repeated once with different topic.

PHIL-P 410 Ancient Greek Philosophy (3 cr.) P: 6 credit hours in philosophy. A study of the earliest period of Western philosophy, dealing with such figures as the pre-Socratics, Plato, and Aristotle.

PHIL-P 435 Contemporary Continental Philosophy (3 cr.) Study of the work of philosophers in contemporary continental philosophy, including figures such as Foucault, Derrida, Eco, and Habermas.

PHIL-P 490 Readings in Philosophy (1-3 cr.) P: Consent of instructor. R: 9 credit hours in philosophy. Intensive study of selected authors, topics, and problems.

PHIL-X 303 Introduction to Philosophy of Science (3 cr.) P: Course in physical or social science, junior standing. Scientific explanation, discovery, and theory testing. Do logic and mathematics have empirical content? Philosophical issues in the sciences: causality, space-time, free will, and science of human behavior.

PHIL-X 355 Special Topics in the History and Philosophy of Science (3 cr.) Content and instructors will vary; students may thus receive credit more than once. Admission by consent of instructor or school dean.

Physiology (PHSL) School of Natural Sciences

PHSL-N 213 Human Biology Laboratory (1 cr.) C: P 130. Laboratory with emphasis on human anatomy and physiology. (Lab fee required.)
PHSL-P 130 Human Biology (3 cr.) Basic concepts in human biology. Covers reproduction and development, physiological regulations, stress biology, and behavioral biology, with emphasis on socially related problems.

PHSL-P 215 Basic Mammalian Physiology (5 cr.) P: ANAT A215, CHEM C101-C102, or permission of instructor. Functional aspects of cells, tissues, organs, and systems in the mammalian organism. Designed for preprofessional students in allied health, nursing, speech and hearing, and HPER. (Lab fee required.)

Physics (PHYS)  

PHYS-P 100 Physics in the Modern World (5 cr.) Ideas, language methods, impact, and cultural aspects of physics today. Four lectures and one two-hour laboratory period each week. Includes classical physics up to physical bases of radar, atomic-energy applications, etc. Beginning high school algebra used. Cannot be substituted for physics courses explicitly designated in specified curricula. Credit is not given in P 100 to students who have passed P 201 or P 221. (Lab fee required.) Spring Sem., Summer.

PHYS-P 105 Basic Physics of Sound (3 cr.) The physical principles involved in the description, generation and reproduction of sound. Topics discussed include physics of vibrations and waves, Fourier decomposition of complex wave forms, harmonic spectra, propagation of sound waves in air, standing waves and resonance, sound loudness and decibels, room acoustics, and sound recording and reproduction, including digital sound. Intended for students majoring in the humanities, social sciences, business, music, and education. Little or no background in science is assumed. Mathematics at the level of one year of high school algebra is used. Spring Sem.

PHYS-P 120 Energy and Technology (3 cr.) Provides the physical basis for understanding interaction of technology and society, and for the solution of problems, such as energy use and the direction of technological change. Intended for students majoring in the humanities, social sciences, business, music and education. Little or no background in science is assumed. Mathematics at the level of one year of high school algebra is used. Normally taught as a First Year Experience course (open only to students in their first year at IUS). Fall.

PHYS-P 201 General Physics: Mechanics, Heat, and Sound (5 cr.) P: MATH-M 125 and M 126 or high school equivalent. Noncalculus presentation of Newtonian mechanics, wave motion, heat, thermodynamics, and properties of matter. Application of physical principles to related scientific disciplines, including engineering and life sciences. Four hours of lecture and two hours of laboratory work per week. (Lab fee required.) Fall Sem. Credit may be obtained only for either P 201 or P 221 and for P 202 or P 222.

PHYS-P 202 General Physics: Electricity, Magnetism, Light, and Nuclear Physics (5 cr.) P: MATH-M 125 and M 126 or high school equivalent. R: P 201. Noncalculus presentation of electricity and magnetism; geometrical and physical optics; introduction to concepts of quantum theory, atomic, and nuclear physics, including applications to related scientific disciplines. Four hours of lecture and two hours of laboratory per week. (Lab fee required.) Spring Sem. Credit may be obtained only for either P 201 or P 221 and for P 202 or P 222.

PHYS-P 221 Physics I (5 cr.) P: M 215 or concurrent registration in M 215. Newtonian mechanics, oscillations and waves, heat and thermodynamics, and introduction to concepts of relativity. For physical science and engineering students. Four hours of lecture and two and one-half hours of laboratory per week. (Lab fee required.) Fall Sem. Credit may be obtained only for either P 201 or P 221 and for P 202 or P 222.
PHYS-P 222 Physics II (5 cr.) P: P 221. Continuation of P 221. Electricity and magnetism, geometrical and physical optics, and brief introduction to concepts of quantum, atomic, and nuclear physics. Four hours of lecture and two and one-half hours of laboratory per week. (Lab fee required.) Spring Sem. Credit may be obtained only for either P 201 or P 221 and for P 202 or P 222.

PHYS-P 301 Physics III (3 cr.) P: P 202 or P 222; MATH-M 215 (or concurrent with consent of instructor). Introduction to modern physics for physics majors and students in other departments. Atomic and nuclear physics, kinetic theory, relativity, and elementary particles. Laboratory experiments in modern physics.

PHYS-P 309 Intermediate Physics Laboratory (2 cr.) P: P 202 or P 222, MATH-M 216 or equivalent. 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 the data. (Lab fee required.)

PHYS-P 310 Environmental Physics (3 cr.) P: P 202 or P 222, MATH-M 215, or consent of instructor. Relationships of physics to current environmental problems. Energy production, comparison of sources and byproducts; energy use, alternative sources, conservation methods; global warming, environmental effects.

PHYS-P 340 Thermodynamics and Statistical Mechanics (3 cr.) P: P 202 or P 222. C: MATH-M 313. Intermediate course, covering three laws of thermodynamics, classical and quantum statistical mechanics, and some applications.

PHYS-P 360 Physical Optics (3 cr.) C: P 301 and MATH-M 313. Physical optics and electromagnetic waves based on electromagnetic theory: wave equations; phase and group velocity; dispersion; coherence, interference, diffraction, and polarization of light and electromagnetic radiation generally; wave guides; holography; masers and lasers; introduction to optical spectroscopy.

PHYS-P 431 Electronics Laboratory (3 cr.) P: P 301 and P 309. Construction and experimental analysis of electronic circuits.

PHYS-P 441 Analytical Mechanics (3 cr.) P: P 301 and MATH-M 313. Elementary mechanics of particles and rigid bodies, treated by methods of calculus and differential equations.

PHYS-S 405 Readings in Physics (1-6 cr.) P or C: P 453 or consent of instructor. Independent reading under the 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 (1-6 cr.) P or C: P 453 for a theoretical project or consent of instructor. P or C: P 431 for an experimental project or consent of instructor. Research participation under faculty supervision in project of current interest.

Professional Practices in Sciences

P 393 Professional Practices: Biological and Physical Sciences (3-6 cr.) P: Junior or senior standing. (See “Career Services and Placement.”)

Plant Science (PLSC) School of Natural Sciences

PLSC-B 101 Plant Biology (5 cr.) Fundamental principles of biology as illustrated by plants: characteristics of living matter, nutrition, growth, responses to environment, reproduction, basic principles of heredity. This course will not count toward a biology major. (Lab fee required.)

PLSC-B 203 Survey of Plant Kingdom (5 cr.) P: An introductory biology course. Survey of the various groups of plants, including their structure, behavior, life histories, classification, and economic importance. (Lab fee required.) Spring Sem.
PLSC-B 214 Natural History (3 cr.) P: One introductory-level biology course. Introduction to natural history, with emphasis on biological aspects of living things; interrelationships between plants and animals. Field studies; identification and classification of plants and animals; life histories; characteristics of the living world in water, field, and woodland.

PLSC-B 364 Summer Flowering Plants (5 cr.) For those desiring a broad, practical knowledge of common wild and cultivated plants. (Lab fee required.) Summer.

PLSC-B 368 Ethnobotany (Plants and Civilization) (3 cr.) Plants in relation to man, with primary emphasis on food plants.

PLSC-B 370 Plant Physiology (5 cr.) P: L 101, L 102, genetics. The physiological process of plants. (Lab fee required.)

PLSC-B 373 Plant Growth and Development (5 cr.) P: L 101, L 102, genetics. Examination of growth and development of seed plants from embryo to ovule, with emphasis on experimental studies of abnormal growth. (Lab fee required.)

Political Science (POLY) School of Social Sciences

Introductory Courses

POLY-Y 103 Introduction to American Politics (3 cr.) Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system, its political party base, public policy, and law. Required for majors. Fall Sem., Spring Sem., Summer.

POLY-Y 105 Introduction to Political Theory (3 cr.) Perennial problems of political philosophy, including relationships between rulers and ruled, nature of authority, social conflict, law and morality, economic issues, and democracy.

POLY-Y 107 Introduction to Comparative Politics (3 cr.) Explores similarities and differences between political institutions and processes in political systems around the world. Usually covers Britain, Germany, Russia, China, Mexico, Nigeria, and Egypt. Ordinarily offered Fall Sem.

POLY-Y 109 Introduction to International Politics (3 cr.) Causes of war, nature and attributes of the state, imperialism, international law, national sovereignty, arbitration, adjudication, international organizations, major international issues. Ordinarily offered Spring Sem.

Advanced Courses

POLY-Y 200 Contemporary Political Problems (3 cr.) Extensive analysis of selected contemporary political problems. Topics vary from semester to semester and are listed in the Schedule of Classes. May be repeated once for credit. Offered as needed.

POLY-Y 205 Elements of Political Analysis (3 cr.) An analysis of the major approaches to and techniques of the systematic study of political science. Professionally oriented. Required for majors. This is the designated course for political science majors to meet the research writing requirement. Ordinarily offered Spring Semester.

POLY-Y 301 Political Parties and Interest Groups (3 cr.) R: Y 103. Examination and evaluation of the behavior of political parties, voters, and interest groups and of other institutions and procedures by which Americans try to control their government.

POLY-Y 302 Public Bureaucracy in Modern Society (3 cr.) Examines public bureaucracy as a political phenomenon engaging in policy making and in defining the terms of policy issues; places special emphasis on the United States. Considers the role of bureaucratic instruments in promoting social change, and in responding to it. Ordinarily offered Spring Sem.
POLS-Y 303 Formation of Public Policy in the United States (3 cr.) R: Y 103. Processes and institutions involved in formation of public policy in a democratic society, with emphasis on American experience. Ordinarily offered Spring Sem., even years.

POLS-Y 304 Constitutional Law (3 cr.) R: Y 103. Nature and function of law and the American court system; selected Supreme Court decisions interpreting American constitutional system.

POLS-Y 305 Constitutional Rights and Liberties (3 cr.) R: Y 103. Nature and function of law and the American court system; selected Supreme Court decisions interpreting the American constitutional system.

POLS-Y 306 State Politics in the United States (3 cr.) R: Y 103. Comparative study of politics in the American states. Special emphasis on the impact of political culture, party systems, legislatures, and bureaucracies on public policies. Ordinarily offered Spring Sem., odd years.


POLS-Y 308 Urban Politics (3 cr.) Political behavior in modern American communities; emphasizing the impact of municipal organizations, city officials and bureaucracies, social and economic notables, political parties, interest groups, the general public, and protest organizations on urban policy outcomes. Ordinarily offered Fall Sem., even years.

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; the impact of public opinion on political systems. (Credit not given for this and SOC-S 436 or JOUR-J 423.)

POLS-Y 319 The United States Congress (3 cr.) Evaluation and development of the contemporary Congress. Examines such topics as electoral process, organizational structures and procedures of the Senate and House of Representatives, involvement of Congress with other policy-making centers, law-making and oversight activities of the national legislature.

POLS-Y 322 The American Presidency (3 cr.) Examination of the office of the chief executive, including recruitment powers, cabinet relations, and congressional relations. Ordinarily offered Summer, odd years.

POLS-Y 323 Legislative Behavior (3 cr.) Examination of legislative behavior at the state and Congressional levels. May also refer to legislative practices in local and foreign governments. Topics may include elections, committees, oversight, staffing, and relations with the executive and with interest groups.

POLS-Y 324 Women and Politics (3 cr.) Analysis of women in contemporary political systems, domestic or foreign, with emphasis on political roles, participation, and public policy. Normative and/or empirical examination of how political systems affect women and the impact women have on the system(s). Ordinarily offered Fall Sem., odd years.

POLS-Y 331 British Politics (3 cr.) Governmental structure and political behavior of contemporary Britain, with emphasis on process and policies.

POLS-Y 334 Japanese Politics (3 cr.) Political development of Japan, with emphasis on changing attitudes toward modernization; cultural and sociological factors affecting the functioning of contemporary political institutions; and the implication of Japanese experience in modernization of other developing societies.

POLS-Y 335 West European Politics (3 cr.) R: Y 107. Examines different political systems in Europe. Highlights democratic alternatives in institutions and processes of liberal democracies. Ordinarily offered Fall Sem., even years.
POLS-Y 337 Latin American Politics (3 cr.) R: Y 107 and Y 109. Analysis of political change in major Latin American countries, emphasizing alternative explanations of national development; brief historical overview with examination of the impact of political culture, the military, labor, political parties, peasant movements, the Catholic Church, multinational corporations, and the United States on politics and the study of public policy processes in democratic and authoritarian regimes.

POLS-Y 343 Developmental Problems in the Third World (3 cr.) R: Y 107 and Y 109. Study of economic, political, and social change in the developing countries. Emphasis placed on the relationship between economic growth/development and political development, the causes of political instability, and the problems of democracy in the developing countries.

POLS-Y 349 Comparative Public Policy (3 cr.) R: Y 107. Investigates public policies and policy making among advanced industrial democracies from a comparative perspective. Usually covers policy areas such as immigration, health care, education, and taxation. Ordinarily offered Spring Sem., even years.

POLS-Y 350 Politics of the European Union (3 cr.) R: Y 107. Explores the politics, policies, and processes of European integration–forces that are creating the “New Europe” of the European Union. Ordinarily offered Spring Sem., odd years.

POLS-Y 351 Political Simulations (1 cr.) A course tied to simulations of international organizations such as the United Nations, the League of Arab States, the European Union, or the Organization of American States. May be taken alone or in conjunction with related political science courses. May be repeated for credit, for a maximum of 3 credit hours. May be taken only with permission of instructor.

POLS-Y 354 Ethnicity and Nationalism in Contemporary Europe (3 cr.) R: Y 107 and/or Y 109. Examines the politics surrounding ethnicity, ethnic minorities, and nationalism in Europe. Covers both indigenous and immigrant groups. Ordinarily offered Fall Sem., odd years.

POLS-Y 360 United States Foreign Policy (3 cr.) R: Y 103 and Y 109. Study of the foreign policy decision-making process and a brief overview of the following: U.S. relations with the former Soviet Union, Europe, East Asia, Latin America, Middle East, and Africa; international economic policy of the United States; and the role of ethics and morals in foreign policy.

POLS-Y 366 Current Foreign Policy Problems (3 cr.) R: Y 103 and Y 109. Study of current problems or topics in United States foreign policy. Possible topics include U.S.-Latin American relations, U.S.-Russian relations, and international terrorism. See instructor for topic.

POLS-Y 369 Introduction to Asian Politics (3 cr.) R: Y 107. This course examines the political diversity in Asia, a region of growing global importance, by exploring governing structures and processes, political culture and ideologies, and the forces shaping these. Case studies may include China, Japan, Korea, Vietnam, and India.


POLS-Y 376 International Political Economy (3 cr.) R: Y 109, ECON-E 100 and E 200. Study of how the international political system determines the nature of international economic relations. Focus is on the following: (1) trade and monetary regimes, and (2) the role of multinational corporations. Both the Western and the North-South systems are studied.

POLS-Y 379 Ethics and Public Policy (3 cr.) This course examines the ethical responsibilities of public officials in democratic societies. It explores such topics as the meaning of moral leadership, the appeal to personal conscience in public decision making, the management of conflicts of values, and the ethics of loyalty and dissent in administrative agencies. A special concern is the way institutional arrangements promote or inhibit moral choices. Ordinarily offered Summer, even years.
POLS Y384 American Political Ideas (3 cr.) R: Y 105. Study of the development of American political thought from colonial times to the contemporary period. This course will explore such topics as the nature and evolution of American liberalism, capitalism, and egalitarianism.

POLS Y392 Problems of Contemporary Political Philosophy (3 cr.) R: Y 105. An extensive study of one or more great philosophical thinkers, movements, or problems. Subject will vary with instructor and year. Current information may be obtained from the Department of Political Science.

POLS Y394 Public Policy Analysis (3 cr.) R: Y 103. Place of theory and method in examining public policies in relation to programs, institutional arrangements, and constitutional problems, with particular reference to American political experience. Ordinarily offered Spring Sem., even years.

POLS Y401 Studies in Political Science (3 cr.) Topic varies with the instructor and year. Consult the Schedule of Classes for current information. May be repeated once for credit.

POLS Y402 Politics of the Budgetary Process (3 cr.) R: Y 302. Examines the interactions among the legislative, executive, and administrative aspects of the budgetary process in national, state, and local governments. Emphasis placed on the politics of the budgetary process, especially at the state and local levels. Cross listed with SPEA-V 372. Ordinarily offered Spring Sem., odd years.

POLS Y403 Legal Issues in Public Bureaucracy (3 cr.) R: Y 302. Examines the legal framework of public bureaucracies, their powers, functions and roles. Analysis of relevant cases in which basic principles are identified and synthesized along with other elements of public law. Ordinarily offered Fall Sem., even years. Cross listed with SPEA-V 376.

POLS Y404 Political Issues in Public Personnel Administration (3 cr.) R: Y 302. Examines the political framework in which public agencies hire, train, motivate, promote, and discipline their employees. Also examines the historical legal development of public personnel management. Ordinarily offered Spring Sem., even years. Cross listed with SPEA-V 373.

POLS Y480 Undergraduate Readings in Political Science (6 cr. max.) Individual readings and research. May be taken only with written consent of instructor and program coordinator.

POLS Y481 Field Experience in Political Science (1-6 cr.) P: Junior or senior standing, 15 credit hours of political science, and project approved by instructor. Faculty-directed study of aspects of the political process based on field experience. Directed readings, field research, and research papers. Certain internship experiences may require research skills. May be repeated for a maximum of 6 credit hours.

POLS Y482 Practicum (1-6 cr.) P: Junior or senior standing, approval of the dean and Office of Professional Practice Programs. Designed to provide opportunities for students to receive credit for selected career-related work.

POLS Y490 Senior Seminar in Political Science (3 cr.) P: Senior standing, Y 103, and Y 205. Readings and discussion of selected problems; research paper usually required. Seminar divided into sections to allow students to select an area of study. May be repeated once for credit. Required for majors. Ordinarily offered Fall Sem.

POLS Y498 Honors Readings in Political Science (1-6 cr.) To be taken in conjunction with advanced political science courses to meet the requirement of Political Science Honors Program. Authorization required.

POLS Y499 Reading for Honors (12 cr. max.) P: Approval of instructor.

Professional Practices in Social Sciences

P 392 Professional Practices: Social and Behavioral Sciences (3-6 cr.)
Psychology (PSY)  

School of Social Sciences

Introductory Courses

PSY-P 101 Introduction to Psychology 1 (3 cr.) Introduction to research methods, data, and theoretical interpretation of psychology in the areas of learning, sensation and perception, and behavioral neuroscience.

PSY-P 102 Introduction to Psychology 2 (3 cr.) Introduction to individual differences, personality, and developmental, abnormal, and social psychology.

Advanced Courses

PSY-B 309 Internship in Psychology (1-3 cr.) P: Junior standing and consent of instructor. This course is designed to allow students to complete an internship under the supervision of a psychology faculty member. May be repeated for credit if internship site changes.

PSY-B 310 Life-Span Development (3 cr.) P: 3 credit hours in psychology. This course emphasizes a life-span perspective of physical, motor, intellectual, cognitive, language, social, and personality development. Commonalities across the lifespan as well as differences among various segments of the lifespan are examined. Theory and research are equally stressed.

PSY-B 328 Careers in Human Services (3 cr.) P: P 101, P 102 or consent of instructor. Addresses practice and policy issues in specific fields of practice such as child and family, aging, addictions, and developmental disabilities.

PSY-B 354 Adult Development and Aging (3 cr.) P: B 310 or consent of instructor. The course content examines changes that occur with age in the following areas: intelligence, memory, personality, sexuality, health, living environments, economics, developmental disorders, and treatment for developmental disorders.

PSY-B 366 Concepts and Applications of Organizational Psychology (3 cr.) P: 3 credit hours in psychology or consent of instructor. The design and application of psychological analysis and research methods to address personnel issues including recruitment, selection, placement, training and development, compensation, evaluation, and safety. Emphasis on interviewing skills, research methods, performance analysis and improvement, ergonomic solutions, and legal issues.

PSY-B 378 Introduction to Industrial Psychology (3 cr.) P: 3 credit hours in psychology or consent of instructor. The design and application of psychological principles to understand human behavior in the work setting. Emphasis on the role of psychological theory and research methodology in solving human behavior problems in the workplace. Specific areas of coverage include work motivation, job satisfaction, employee involvement, communication, leadership, team effectiveness, work and well-being, organizational structure and culture.

PSY-B 386 Introduction to Counseling (3 cr.) P: P 324. The course is a general overview of the challenges therapists experience in the psychotherapeutic process from first session to termination. Students should gain an understanding of the therapeutic skills clinicians need, potential issues and pitfalls, and develop a cohesive understanding of the content of therapy.

PSY-B 388 Human Sexuality (3 cr.) P: P 101 and P 102. This course presents a biopsychosocial model of sexual function and dysfunction. Factors influencing sexual functioning such as chronic illness, substance abuse, and fear of AIDS are explored. Sexual paraphilias will also be discussed.

PSY-B 452 Senior Seminar in Psychology (3 cr.) P: Senior status, completion of P 250/P 251, and consent of instructor. A capstone course requiring readings, discussion, and typically, a research project. May be repeated provided different topics are studied. Ordinarily offered Fall and Spring sem.
PSY-P 220 Introduction to Drugs and Behavior (3 cr.) Introductory discussion of basic human neuroanatomy and the influence of drugs on the brain and behavior. The study of social and clinical aspects of drug use are covered.

PSY-P 234 Principles of Mental Health (3 cr.) P: 3 credit hours of psychology. Development and maintenance of mental health by application of psychological and psychiatric principles of normal human behavior.

PSY-P 250 Research and Quantitative Methods in Psychology 1 (3 cr.) P: P 101. Course is designed to enable students to become both a user and an informed consumer of basic statistical techniques used in psychological research. Students will also learn to design and critique the methodology of psychological research. Preparation of research proposals/reports using statistical analysis and knowledge of research methods is required. This course is the first semester of a two-semester course and must be taken the semester before taking P251. Should be taken prior to enrolling in 300- and 400-level psychology courses.

PSY-P 251 Research and Quantitative Methods in Psychology II (3 cr.) P: P 101, P 250. Course is a continuation of P250 that includes statistical analysis, research methods, and proposal/report writing used in psychological research. Course fulfills research writing requirement for psychology majors. This course is the second half of a two-semester course and must be taken the semester after P 250. Should be taken before enrolling in 300- and 400-level psychology courses.

PSY-P 301 Psychology and Human Problems (3 cr.) P: Junior standing. Contemporary human problems considered from a psychological perspective. Representative topics include stress, creativity, environmental impact, behavior control, volunteerism, and drug usage.

PSY-P 303 Health Psychology (3 cr.) P: 6 credit hours in psychology. Introductory course outlining contributions of psychology to the promotion and maintenance of health and prevention and treatment of illness. Special emphasis on clinical techniques used by psychologists to confront heart disease, cancer, and AIDS.

PSY-P 316 Psychology of Childhood and Adolescence (3 cr.) P: B 310 or consent of instructor. Development of behavior in infancy, childhood, and youth; factors that influence behavior.

PSY-P 317 Cognitive Development in Childhood and Adolescence (3 cr.) P: P 101 and P 102. Intellectual development in infancy, childhood, and youth. Emphasis will be on language acquisition, the work of Piaget, and current experimental research.

PSY-P 319 Psychology of Personality (3 cr.) P: 6 credit hours in psychology. R: P 102. Methods and results of scientific study of personality. Basic concepts of personality traits and their measurement; developmental influences; problems of integration.

PSY-P 320 Social Psychology (3 cr.) P: P 101, P 102. Principles of scientific psychology applied to the individual in a social situation.

PSY-P 321 Group Dynamics (3 cr.) P: 6 credit hours in psychology. Exposes the student to interpersonal processes inherent in group settings. Topics may include group psychotherapy, social factors in groups, group decision making or group violence. Particular focus of course may vary with instructor.

PSY-P 322 Psychology in the Courtroom (3 cr.) P: P 101, P 102 or consent of instructor. This course considers the psychological aspects of roles and interactions in the courtroom. Topics include: definitions of “sanity” and “competency,” eyewitness testimony, jury selection, psychological autopsies, and the psychologist as “expert witness.”

PSY-P 324 Abnormal Psychology (3 cr.) P: 6 credit hours in psychology. R: P 102. A first course in adult abnormal psychology; including forms of abnormal behavior, etiology, development, interpretations, and final manifestations.
PSY-P 325 Psychology of Learning (3 cr.) P: 6 credit hours in psychology. Facts and principles of human and animal learning, especially as treated in theories that provide a general framework for understanding what learning is and how it takes place.

PSY-P 326 Behavioral Neuroscience (3 cr.) P: P 101. R: BIOL-L 100 or L 105. An examination of the cellular bases of behavior, emphasizing contemporary views and approaches to the study of the nervous system. Neural structure, function, and organization are considered in relation to sensory and motor function, motivation, learning, and other basic behaviors.

PSY-P 327 Psychology of Motivation (3 cr.) P: 6 credit hours in psychology. 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: 6 credit hours in psychology. This course focuses on the study of vision, hearing, smell, taste, touch, temperature, and pain, as well as topics fundamental to an understanding of sensory and perceptual processes.

PSY-P 335 Cognitive Psychology (3 cr.) P: 6 credit hours in psychology. Introduction to human cognitive processes, including attention and perception, memory, psycholinguistics, problem solving, and thinking.

PSY-P 336 Psychological Tests and Individual Differences (3 cr.) P: MATH-K 300, or PSY-P 250/P 251. 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: P 101, P 102, and either MATH-K 300 or PSY-P 250/P 251. Use of statistics in psychological work, including multivariate statistical methods. Understanding of statistics as they are presented in the psychological literature. Use of computer statistical software package to analyze psychological data.

PSY-P 370 Abnormal Psychology (3 cr.) P: 6 credit hours in psychology. Explores theories of child, domestic, and elder-abuse in the family. Emphasis placed on historical, psychological, sociological and legal trends relating to physical, emotional, and sexual abuse.

PSY-P 380 Ethical Issues in Psychology (3 cr.) P: 6 credit hours in psychology. This course introduces students to methods of ethical reasoning, as well as ethical principles and laws that arise in the practice of psychology in academic, research, and clinical settings.

PSY-P 402 Honors Seminar (3 cr.) P: Consent of instructor. Students may enroll in one of several seminars led by various instructors. May be repeated twice with different topics.

PSY-P 407 Drugs and the Nervous System (3 cr.) P: 6 credit hours in psychology. Introduction to the major psychoactive drugs and how they act upon the brain to influence behavior. Discussion of the role of drugs as therapeutic agents for various clinical disorders and as probes to provide insight into brain function.

PSY-P 408 Brain and Cognition (3 cr.) P: P 326. Discussion of the brain systems involved in cognition and perception. Emphasis upon understanding the anatomy and function of cerebral cortex. Consideration of neural models of brain function.

PSY-P 409 Neural Bases of Sensation and Movement (3 cr.) Detailed description of the neural systems responsible for vision, hearing, touch, movement, and the sensory-motor integration required for behavior.

PSY-P 411 Neural Bases of Learning and Memory (3 cr.) This course will survey the major work in the field of the neurobiology of memory, approaching the subject from anatomical, physiological, and neurochemical perspectives. Topics covered will include animal models of memory that have proven useful in this research, as well as what has been learned from humans with brain damage and from brain imaging studies. The facts and fiction of memory-enhancing drugs will also be discussed.
PSY-P 415 Behavioral Economics and Regulation (3 cr.) P: P 325 or P 327 or consent of instructor. R: E 103. Advanced treatment of basic concepts of microeconomics in relation to psychological theory and experimentation; special emphasis on regulatory models, behavioral and psychological, as well as the psychology of choice and decision.

PSY-P 417 Animal Behavior (3 cr.) P: P 102. Methods, findings, and interpretations of recent investigations of animal behavior, including ethological studies.

PSY-P 418 Behavior Genetics (3 cr.) P: P 101 and P 102, or consent of the instructor. Broad overview of the application of genetic methods to the study of human behavior. Emphasis is placed upon the use of family, twin, and adoption studies to address psychologically relevant questions concerning the nature and etiology of individual differences in behavior. No prior knowledge of genetics is assumed.

PSY-P 423 Human Psychobiology (3 cr.) P: P 326 or equivalent. R: 15 credit hours in psychology. Biological variables in human behavior. Topics may include biochemical and genetic aspects of abnormal behavior, behavioral consequences of neurological disorders, psychophysiology of stress and disease, genetics of intelligence, psychobiology of development, brain mechanisms of cognitive processes.

PSY-P 425 Behavioral Disorders of Childhood and Adolescence (3 cr.) P: 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 430 Behavior Modification (3 cr.) P: Junior standing and 9 credit hours in psychology. Principles, techniques, and applications of behavior modification, including reinforcement, aversive conditioning, observational learning, desensitization, self-control, and modification of cognitions.

PSY-P 438 Language and Cognition (3 cr.) P: P 335. This course surveys the major themes that characterize psycholinguistics. Emphasizes the mental processes that underlie ordinary language use, the tacit knowledge that native English speakers have of their language, and the processes by which children acquire language.

PSY-P 440 Topics in Cognitive Psychology (3 cr.) P: P 335. Seminar courses in current areas of research in cognitive psychology. Specific topic determined by instructor offering the course.

PSY-P 442 Infant Development (3 cr.) P: B 310 or consent of instructor. Surveys cognitive, socioemotional, and perceptual-motor development during the first two years of life. Emphasis is on theory and research addressing fundamental questions about the developmental process, especially the biological bases for developmental change.

PSY-P 450 Human Factors (3 cr.) P: P 101 and P 102 and consent of instructor. R: P 335. Theories and data of experimental psychology applied to the problems of the interaction of people and technology in the workplace.

PSY-P 457 Topics in Psychology (1-3 cr.) P: Junior or senior standing or consent of instructor. Studies in special topics not ordinarily covered in other department courses. Topics vary with instructor and semester. May be repeated for credit if topic differs.

PSY-P 459 History and Systems of Psychology (3 cr.) P: P 101 and P 102, 6 additional credit hours in 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.

PSY-P 460 Women: A Psychological Perspective (3 cr.) P: 9 credit hours in psychology. Basic data and theories about the development and maintenance of sex differences in behavior and personality.

PSY-P 493 Supervised Research (2-3 cr.) P: P 101 and P 102, P 250 and P 251. Active participation in research. An independent experiment of modest magnitude, or participation in ongoing research in a single laboratory. May be repeated once.
PSY-P 494 Supervised Research II (2-3 cr.) P: P 493. A continuation of P 493. Course will include a journal report of the two semesters of work. May be repeated once.

PSY-P 495 Readings and Research in Psychology (S/F grading) (1-3 cr.) P: Written consent of instructor, junior or senior standing. May be repeated twice.

Religious Studies (REL)  

REL-R 152 Religion of the West (3 cr.) Patterns of religious life and thought in the West; continuities, changes, and contemporary issues. Fall Sem.

REL-R 153 Religions of the East (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. Spring Sem.

REL-R 160 Introduction to Religion in Culture (3 cr.) Traditional patterns of encounter with the sacred. Secularization of Western culture. Religious elements in contemporary American culture.

REL-R 170 Religion, Ethics, and Public Life (3 cr.) Western religious convictions and their consequences for judgments about personal and social morality, including such issues as sexual morality, medical ethics, questions of socioeconomic organization, and moral judgments about warfare.

REL-R 180 Introduction to Christianity (3 cr.) Survey of beliefs, rituals, and practices of the Christian community with a focus on the varieties of scriptural interpretation, historical experience, doctrine, and behavior.

REL-R 200 Studies in Religion (3 cr.) Select intermediate studies in religion. Interdisciplinary studies emphasized. May be taken for up to 9 credit hours under different titles.

REL-R 210 Religion of Ancient Israel (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. Fall Sem.


REL-R 245 Introduction to Judaism (3 cr.) The development of post-Biblical Judaism: major themes, movements, practices, and values.

REL-R 257 Introduction to Islam (3 cr.) Introduction to the “religious world” of Islam: the Arabian milieu before Muhammad’s prophetic call, the career of the Prophet. Qur’an and hadith, ritual and the “pillars” of Muslim praxis, legal and theological traditions; mysticism and devotional piety, reform and revivalist movements.

REL-R 280 Speaking of God (3 cr.) Theology, as the study of the first principle, ground of being, the good, the One, etc., as appearing in various traditions.

REL-R 327 The Origins of Christianity: From Jesus to Augustine (3 cr.) The emergence of Christianity as a distinct religion in the Roman empire through the fifth century: development of offices and rituals; persecution and martyrdom; Constantine and Catholic orthodoxy; monasticism; major thinkers and theological controversies; the transition to the Middle Ages.

REL-R 331 Christian Thought: From the Reformation to the Present (3 cr.) Major figures and movements in the Reformation, Counter-Reformation, and modern periods.

REL-R 335 Religion in Early America (3 cr.) Development of religious life and thought in early America, from the beginnings to 1865.

REL-R 336 Religion in Modern America (3 cr.) Development of religious life and thought in modern America, from 1865 to the present.
REL-R 345 Religious Issues in Contemporary Judaism (3 cr.) Religious problems confronting Jews and Judaism in our own time: women and Judaism, the impact of the Holocaust on Judaism, contemporary views of Zionism, religious trends in American Judaism. May be repeated once for credit with a different topic.

REL-R 354 Buddhism (3 cr.) Historical survey of Buddhism from its origins in India through its diffusion throughout Asia in subsequent centuries. Emphasis on practice (ritual, meditation, and ethics) and social grounding (including individual roles and institutional structures) as well as on doctrinal debates.

REL-R 358 Hinduism (3 cr.) Beliefs, rites, and institutions of Hinduism from the Vedic (c. 1200 B.C.) to modern times: religion of the Vedas and the Upanishads; epics and the rise of devotional religion; philosophical systems (Yoga and Vedanta); sectarian theism; monasticism; socioreligious institutions; popular religion (temples and pilgrimages); modern Hindu syncretism.

REL-R 362 Religion in Literature (3 cr.) Theological issues raised in literature. Function of religious myth and central religious themes, such as damnation, alienation, pilgrimage, quest, conversion, enlightenment. May be repeated once for credit with a different topic.

REL-R 364 Feminist Critique of Western Religion (3 cr.) Basis for and substance of the feminist critique of Western religions. Examines feminist arguments with religious texts, traditions, patterns of worship, expressions of religious language, and modes of organization. Examination of alternatives.

REL-R 371 Religion, Ethics, and the Environment (3 cr.) Exploration of relationships between religious world views and environmental ethics. Considers environmental critiques/defenses of monotheistic traditions; selected non-Western traditions, the impact of secular “mythologies,” philosophical questions, and lifestyle issues.

Library and Information Science (SLIS)

SLIS-L 155 Information Resources in Journalism (1 cr.) Introduction to information sources and services of libraries. Training in use of computerized database systems as well as selection and use of other advanced reference sources.

Sociology (SOC)

Introductory Courses

SOC-S 163 Social Problems (3 cr.) Major social problems in areas such as the family, religion, economic order; crime, mental disorders, civil rights; racial, ethnic, and international tensions. Relation to structure and values of larger society.

SOC-S 216 American Ethnic Diversity (3 cr.) Themes discussed include Old World origins, current conditions, family, work, power, gender, and art. The approach is interdisciplinary. Readings are largely original accounts and include autobiographies, novels, and essays.

Advanced Courses

SOC-P 320 Social Psychology (3 cr.) P: PSY-P 101, P 102, SOC-S 163, or permission of the instructor. Principles of scientific psychology applied to the individual in a social situation.
SOC-R 220 The Family (3 cr.) P: S 163 or 3 credit hours of introductory sociology. The family as a major social institution and how it relates to the wider society. Formation of families through courtship, marriage, and sexual behavior; maintenance of families through childbearing and family interaction; and dissolution of families by divorce or death. Social change and the emergence of new familial patterns. Recommended for nonmajors.

SOC-R 315 Sociology of Power (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Analysis of the nature and basis of political power on the macro level—the community, the national, and the international arenas. Study of formal and informal power structures and of the institutionalized and noninstitutionalized mechanisms of access to power.

SOC-R 316 Sociology and Public Opinion (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Analysis of the formulation and operation of public opinion. Although the course may focus on all aspects of opinion and behavior (including marketing research, advertising, etc.), most semesters the course focuses on political opinion and behavior. Special attention will be given to two aspects of opinion in our society: its measurement through public opinion polls and the role of mass communication in manipulating public opinion. The distortions in the popular press’s reports of the results of survey research are considered in depth.

SOC-R 320 Sexuality and Society. (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Provides a basic conceptual scheme for dealing with human sexuality in a sociological manner.

SOC-R 356 Foundations of Social Theory (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Examination of the fundamental issues and perspectives in classical theories. Special focus will be on analysis of the major nineteenth-century theories that influenced later sociological thought.

SOC-R 463 Inequality and Society (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Presentation of conservative, liberal, and radical theories of class formation, class consciousness, social mobility, and consequences of class membership. Emphasis on the American class system, with some attention given to class systems in other societies.

SOC-R 480 Sociology and Social Policy (3 cr.) P: S 163 or 3 credit hours of introductory sociology. This course is a broad review of the increasing use of sociology in the formulation and implementation of social policy. Specific case studies will be examined. Recommended for students with an interest in medicine, law, education, social service, urban affairs, etc.

SOC-R 481 Evaluation Research Methods (3 cr.) P: S 163 or 3 credit hours of introductory sociology. A comprehensive study of research techniques and practical applications in the evaluation of social programs. Recommended for students with an interest in social research concerning medicine, law, education, social service, urban affairs, etc.

SOC-R 493 Practicum in Sociological Fieldwork (3 cr.) P: S 163 or 3 credit hours of introductory sociology and R251, senior standing or consent of the instructor. Role of systematic observation as a sociological method. Training in field work techniques and the application of sociological concepts to actual social situations. The core of this course will involve a supervised field work research project in some area of social life.

SOC-R 494 Internship Program in Sociology (3 cr.) P: Consent of instructor and prior arrangement. Faculty directed study of aspects of sociology based on an internship, in conjunction with directed readings and writings.

SOC-R 495 Topics in Sociology (3 cr.) P: Variable with topic. Exploration of a topic in sociology not covered by the regular curriculum but of interest to faculty and students in a particular semester. Topics to be announced.

SOC S215 Social Change (3 cr.) Introduction to theoretical and empirical studies of social change. Explores issues such as modernization; rationalization; demographic, economic, and religious causes of change; and reform and revolution.
SOC-S 250 Methods and Statistics I (3 cr.) P: MATH-M 014 or equivalent. R: 3 credit hour mathematics course approved for mathematics requirement. First semester of a two-semester course integrating methods of research and statistical analysis. Includes logic of scientific inference, theory construction, research design, and data collection. Credit given for only one of the following: S 250; CJUS-P 291; ECON-E 270, S 270; or MATH-K 300.

SOC-S 251 Methods and Statistics II (3 cr.) P: S 250. Second half of a one-year course integrating methods of research and statistical analysis. Includes logic of scientific inference, theory construction, research design, and data collection.

SOC-S 260 Current Social Issues and Public Policy (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Sociological aspects of current social issues and implications of existing and/or proposed public policies are explored. Consistency with related public policies is also addressed.

SOC-S 295 Topics in Sociology: Sophomore Seminar (3 cr.) P: S 163. C: S 251 or permission of instructor. The focus on the seminar will be thinking, questioning, and writing from sociological perspectives. Students will frame sociological questions, match data to questions, develop sociological arguments, learn effective methods for doing library searches and organizing information, and then will write and polish their papers. Offered spring sem. Required for sociology majors. Fulfills the research writing requirement.

SOC-S 300 Race and Ethnic Relations (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Theoretical and conceptual issues relating to racial and ethnic minority and majority groups. Comparative analysis of themes, terms, concepts, and theories of multiethnic societies; case studies of intergroup relations in non-American societies, race and ethnic groups, and collective experiences and organization of social institutions.

SOC-S 305 Population and Human Ecology (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Population composition, fertility, mortality, natural increase, migration; history, growth, and change of populations; population theories and policies; techniques of manipulation and use of population data; the spatial organization of populations.

SOC-S 307 Social Anthropology (3 cr.) P: 3 credit hours in sociology or anthropology. A critical examination of the relationships among cultures and social structures, with attention to classical and contemporary theories and methods.

SOC-S 308 Introduction to Comparative Sociology (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Introduction to methods of cross-cultural analysis; study of key theories derived from comparative analysis, with emphasis on determinants and consequences of industrialization.

SOC-S 309 The Community (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Urban, suburban, and rural communities, especially in America; community and neighborhood structure and organization; housing and land utilization; human behavior; patterns of community growth; community planning.

SOC-S 310 Sociology of Women in America (3 cr.) P: S 163 or 3 credit hours of introductory sociology. R: WOST-W 200 plus 3 credit hours in sociology or WOST-W 200 plus 3 additional credit hours in women’s studies. A brief survey of the history of women’s changing role in America, with particular emphasis on women’s legal status in this century; persistence of occupational segregation; the organization and growth of the women’s rights movement since 1960; the impact of these changes on the nuclear family, and the female self-image.

SOC-S 311 Comparative Sociological Analysis of Political Systems (3 cr.) P: S 163 or 3 credit hours of introductory sociology or consent of instructor. Interrelations of politics and society, with emphasis on formation of political power, its structure, and its change in different types of social systems and cultural-historical settings.
SOC-S 312 Education and Society (3 cr.) P: S 163 or 3 credit hours of introductory sociology or consent of instructor. The role of educational institutions in modern industrialized societies, with emphasis on the functions of such institutions for the selection, socialization, and certification of individuals for adult social roles. Also covers recent educational reform movements and the implications of current social policies on education.

SOC-S 313 Sociology of Religion (3 cr.) P: S 163 or 3 credit hours of introductory sociology. The nature, consequences, and theoretical origins of religion; the social origins and problems of religious organizations; and the relationships between religion and morality, science, magic, social class, minority status, economic development, and politics.

SOC-S 314 Social Aspects of Health and Medicine (3 cr.) P: S 163 or 3 credit hours of introductory sociology. The effects of group characteristics in causing, treating, and preventing mental and physical illness; social influences in medical education, medical practice, and hospital administration.

SOC-S 315 Sociology of Work (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Analysis of the professions and occupations; range, history, social origins, and typical career patterns of selected occupations; social characteristics of occupational and professional groups; influence of sex, education, and minority group membership upon selection of a profession or occupation.

SOC-S 319 Sociology of Science (3 cr.) P: S 163 or 3 credit hours of introductory sociology or consent of instructor. Issues such as 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 320 Deviant Behavior and Social Control (3 cr.) P: S 163 or 3 credit hours of introductory sociology or consent of instructor. Analysis of deviance in relation to formal and informal social processes. Emphasis on deviance and respectability as functions of social reactions, characteristics of rules, and power and conflict.

SOC-S 321 Variations in Human Sexuality I (3 cr.) P: S 163 or 3 credit hours of introductory sociology or consent of instructor. Sociological examination of patterns and variations in several dimensions of human sexuality, sexual definitions, incidence of various behaviors, intensity of sexual response, sexual object choice, and other modes of sexual expression.

SOC-S 324 Mental Illness (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Social factors in mental illness: incidence and prevalence by social and cultural categories, variations in societal reaction, social organization of treatment institutions.

SOC-S 325 Criminology (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Causes of crime, organization of criminal behavior from the viewpoint of the person and the group, and social responses to crime.

SOC-S 326 Law and Society (3 cr.) P: S 163 or 3 credit hours of introductory sociology or consent of instructor. Social origins of civil and criminal law, social bases of legal decision making, and social consequences of the application of law.

SOC-S 328 Juvenile Delinquency (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Nature and extent of juvenile delinquency, its cause, juvenile delinquency and the law, methods of research in juvenile delinquency, theories and practices of delinquency control.

SOC-S 331 Social Gerontology (3 cr.) P: S 163 or 3 credit hours of introductory sociology. 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. Topics include consequences of research methods and findings, how experiences of younger people affect their subsequent adaptations to old age, American cultural values and norms with respect to older people, and predictions concerning the quality of life for elderly persons in the twenty-first century.
SOC-S 335 Race and Ethnic Relations (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Relations between racial and ethnic minority and majority groups; psychological, cultural, and structural theories of prejudice and discrimination; comparative analysis of diverse systems of intergroup relations.

SOC-S 338 Sociology of Sex Roles (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Exploration of the properties, correlates, and consequences of sex-gender systems in contemporary societies. Emphasis on defining sex-gender systems, tracing their historical development, considering their implications for work, marriage, and fertility, with cross-cultural comparisons.

SOC-S 360 Topics in Social Policy (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Specific topics announced each semester; examples include environmental affairs, urban problems, poverty, and population problems. May be repeated three times for credit with a different topic.

SOC-S 361 Urban Sociology (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Introduction to theory and research on the changing scale and complexity of social organization (urbanization), the quality of life in urban areas, demographic and ecological city growth patterns, and public policy concerns in contemporary urban society.

SOC-S 403 Industry, Labor, and Community (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Organizations studied from a sociological perspective. Theories and typologies of organizations as well as research that tests these. Attention to social structures (formal and informal) of organizations, the participants (management, labor, and clients), organizational goals, effects of technology and the environment.

SOC-S 405 Selected Social Institutions (3 cr.) P: S 163 or 3 credit hours of introductory sociology. An examination of one or more institutional areas, e.g., religion, education, the military. May be repeated for credit with instructor’s permission.

SOC-S 413 Gender and Society (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Explores several theories of sex inequality in order to understand the bases of female-male inequality in American society; examines the extent of sex inequality in several institutional sectors; and considers personal and institutional barriers women face, including those resulting from socialization, discrimination, and other structural arrangements.

SOC-S 416 The Family (3 cr.) P: S 163 or 3 credit hours of introductory sociology. The family as a social institution, changing family folkways, the family in relation to development of personality of its members, disorganization of the family, and predicting success and failure in marriage.

SOC-S 418 Sociology of Political and Religious Movements (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Analysis of the major types of political (reform, revolutionary, and reactionary) and religious (cults, sects) movements. Emphasis on their nature, ideology, and organization.

SOC-S 419 Social Movements and Collective Action (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Change-oriented social and political collective action and consequences for groups and societies. Resource mobilization, historical and comparative analysis of contemporary movements and collective action.

SOC-S 420 Topics in Deviance (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Specific topics announced each semester, e.g., crime, juvenile delinquency, law enforcement, corrections, mental illness, sexual deviance, drug use, and violence. May be repeated three times for credit.

SOC-S 423 Sexual Patterns and Variations (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Sociological examination of patterns and variations in several dimensions of human sexuality. Emphasis will be placed on sexual nonconformity (homosexuality, premarital relations, etc.)

SOC-S 426 Control of Crime (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Analysis of policies for prevention of crime and treatment of criminals on basis of knowledge regarding causation of criminal behavior.
SOC-S 431 Topics in Social Psychology (3 cr.) Specific topics announced each semester, e.g., socialization, personality development, small group structures and processes, interpersonal relations, language and human behavior, attitude formation and change, violence and aggression. May be repeated three times for credit.

SOC-S 436 Public Opinion and Propaganda (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Techniques of propaganda, with emphasis on war propaganda; propaganda as an instrument of social control; role of propaganda and opinion measurement. Credit will not be given for both S 436 and JOUR-J 423 or POLS-Y 316.

SOC-S 441 Topics in Social Theory (3 cr.) P: S 163, S 250, S 251. Specific topics announced each semester. Topics include development of American sociology; classical sociological theory; contemporary sociological theory. May be repeated three times for credit. Ordinarily offered only Fall Sem.

SOC-S 447 Theories in Social Change (3 cr.) P: S 163, S 250 and S 251. Introduction to the social mechanisms of change. Explores various conditions that result in social change, such as technological advances, reform movements, and revolution. The results of social change such as modernization, rationalization, and urbanization are examined in terms of how they affect various institutions.

SOC-S 451 Methods of Sociological Research (3 cr.) Offered as the continuation of S 250 and S 251. Examines advanced topics in quantitative and qualitative methods such as the general linear model, data grouping and reduction, curve fitting, narrative and content analysis. Involves the use of current data analytic technology.

SOC-S 468 Research Project in Sociology (cr. arr.) P: 6 credit hours in sociology. Instructor’s consent required.

SOC-S 470 Senior Seminar (3 cr.) P: S 163, S 250, S 251. Topics in sociology and sociological applications. May be repeated provided different topics are studied. Ordinarily offered only Spring Sem.

SOC-S 494 Field Experience in Sociology (1-6 cr.) P: consent of instructor and prior arrangement. Faculty-directed study of aspects of sociology based on field experience, in conjunction with directed readings and writing. Specifically, each intern is required to (1) keep a daily or weekly journal, which is given at regular intervals to the faculty sponsor; (2) give an oral report once the fieldwork is completed; and (3) depending on academic credit, write a journal or an analytic paper or both. Limited to a total of 9 credit hours of both S 494 and S 495.

SOC-S 495 Individual Readings in Sociology (1-6 cr.) P: 6 credit hours in sociology and written consent of instructor. May be repeated when topics vary for up to a maximum of 6 total hours. To be taken in conjunction with advanced sociology courses to meet requirements of Sociology Honors Program. Authorization required.

SOC-S 496 Foreign Study in Sociology (3 cr.) An opportunity for students to study outside the United States. Course of study and requirements will be developed for each situation by the student and the sponsoring faculty member(s).

SOC-S 498 Honors Thesis (1-3 cr.) To be taken in conjunction with S 470 to meet the requirements of the Sociology Honors Program. Consent of the instructor for S 470 required.

Spanish (SPAN)  School of Arts and Letters

Students who have studied Spanish must take a placement test before enrolling. We recommend that a student who has studied Spanish before coming to IUS take the placement exam as soon as possible after beginning his or her studies at IUS and begin study of Spanish as soon as possible to take maximum advantage of prior study of Spanish. Contact the Student Development Center.
SPAN-S 100–S 150 Elementary Spanish I-II (4-4 cr.) Intensive introduction to present-day Spanish, with drills for mastery of phonology, basic structural patterns, and functional vocabulary. Attendance in the language lab may be required. S 100 offered Fall Sem., Spring Sem., and Summer I. S 150 offered Fall Sem., Spring Sem., and Summer II.

SPAN-S 200–S 250 Second-Year Spanish I-II (3-3 cr.) P: S 100 and S 150. I. Intensive drill reviewing important structural and vocabulary problems, coordinated with literary readings. II. Discussions in Spanish of contemporary Hispanic literature. Practice in composition both semesters. Attendance in the language lab may be required. S 200 offered Fall Sem., Spring Sem., and Summer I. S 250 offered Fall Sem., Spring Sem., and Summer II.

SPAN-S 275/S 291 Hispanic Culture and Conversation (3 cr.) P: S 250 or equivalent. 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. S 291 emphasizes grammar. Native speakers of Spanish, as well as students who have taken a 300 or 400-level Spanish course, may not take S 275 or S 291. Conducted in Spanish.

SPAN-S 301–S 302–S 303 The Hispanic World I-II-III (3-3-3 cr.) P: S 317 or equivalent. Introduction to Hispanic culture through literature. Study of representative literary works in both Spain and Spanish America, in the context of Hispanic history, art, philosophy, folklore, etc.

SPAN-S 311 Spanish Grammar (3 cr.) P: S 250. Review of the major points of Spanish grammar.

SPAN-S 312 Written Composition in Spanish (3 cr.) P: S 317 or equivalent. Course integrates the four basic language skills into a structured approach to composition. Some review of selected points of Spanish grammar included. Emphasis on correct usage, vocabulary building, and stylistic control. Required for major.

SPAN-S 317 Spanish Conversation and Diction (3 cr.) P: S 250 or equivalent. Intensive controlled conversation correlated with readings, reports, debates, and group discussions. May be repeated once for credit overseas. Required for major.

SPAN-S 407 Survey of Spanish Literature I (3 cr.) P: S 301–S 302. A historical survey that covers major authors, genres, periods, and movements from the Spanish Middle Ages through the Baroque period of the seventeenth century. Readings include prose works, poetry, and drama.

SPAN-S 408 Survey of Spanish Literature II (3 cr.) P: S 301–S 302. A historical survey of Spanish literature that covers the main current of Spain’s literary history in the eighteenth, nineteenth, and twentieth centuries. Readings in prose, poetry, and drama by Larra, Pérez Galdós, Unamuno, García Lorca, and other representative writers.

SPAN-S 411 Spanish Culture and Civilization (3 cr.) P: S 317 or S 301–S 302. A course to integrate historical, social, political, and cultural information about Spain.

SPAN-S 412 Latin American Culture and Civilization (3 cr.) P: S 317 or S 301–S 302. A course to integrate historical, social, political, and cultural information about Spanish America.

SPAN-S 419 Modern Spanish Prose Fiction (3 cr.) P: S 301–S 302. Spanish prose fiction from mid-nineteenth-century realism through post-Spanish Civil War narrative innovations.

SPAN-S 420 Modern Spanish American Prose Fiction (3 cr.) P: S 301–S 302. Spanish American prose fiction from late-nineteenth-century modernism to the present.

SPAN-S 450 Don Quixote (3 cr.) P: S 301 –S 302. Detailed analysis of Cervantes’s novel. Life and times of the author. Importance of the work to the development of the novel as an art form.

SPAN-S 470 Women and Hispanic Literature (3 cr.) P: S 301–S 302 or equivalent. Hispanic women within cultural context through literary texts. Topics such as women authors, characters, themes, and feminist criticism.
SPAN-S 471 Survey of Spanish American Literature I (3 cr.) P: S 301–S 302 or equivalent. A historical survey of Spanish American literature. This course covers major authors, genres, periods, and movements from pre-Columbian times, through the Conquest and the Spanish colonies, to the beginning of the nineteenth century when the Spanish American republics were born.

SPAN-S 472 Survey of Spanish American Literature II (3 cr.) P: S 301–S 302 or equivalent. A historical survey of Spanish American literature. This course covers major authors, genres, periods, and movements. This literary survey course begins in the nineteenth century when Spanish colonial rule ended and most Spanish American countries became republics and follows the growth of Spanish American literature up to the present day.

SPAN-S 494 Individual Readings in Hispanic Studies (1-3 cr.) P: Consent of the department. May be repeated.

Speech (SPCH) School of Arts and Letters

Introductory Courses

SPCH-S 121 Public Speaking (3 cr.) P: W 131 or concurrent enrollment in W 131. 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 is given to perception, language, and attitudes in dyads and small groups.

Advanced Courses

SPCH-C 205 Introduction to Oral Interpretation (3 cr.) P: Sophomore standing, S 121 or T 120, or consent of instructor. Basic principles and practice in analysis and reading of selections from prose, poetry, and drama. Lecture and recitation.

SPCH-C 300 Practicum in Speech Communication (1-6 cr.) P: Consent of instructor. Practical experience in various departmental areas as selected by the student prior to registration, outlined in consultation with the instructor, and approved by the department. May be repeated.

SPCH-C 310 Rhetoric and Public Address (3 cr.) P: S 121 and junior standing. Historical survey of theories of rhetoric and their application to great issues in American culture.

SPCH-C 320 Advanced Public Speaking (3 cr.) P: S 121 and sophomore standing. Development of a marked degree of skill in preparation and delivery of various types of speeches, with emphasis upon depth of research, clarity of organization, application of proof and appropriate style.

SPCH-C 325 Interviewing Principles and Practices (3 cr.) P: Sophomore standing. Study and practice of methods in selected interview settings; emphasis on the logical and psychological bases for the exchange of information and attitudes.

SPCH-S 205 Introduction to Speech Communication (3 cr.) P: S 121, S 122, ENG-W 131, W 290, MATH-M 118 or higher mathematics, and 2.3 grade point average. Overview of the theories and principles of effective communication in interpersonal, group, organizational, and public settings. Fall Sem., Spring Sem.

SPCH-S 223 Business and Professional Speaking (3 cr.) P: Sophomore standing, S 121, S 122, or consent of instructor. Preparation and presentation of types of speeches and oral reports appropriate to business and professional occupations; group discussion and parliamentary procedure.

SPCH-S 229 Discussion and Group Methods (3 cr.) P: S 121 or S 122. Leadership and participation in group, committee, conference, and public discussion; logical and psychological aspects of group process.

SPCH-S 322 Advanced Interpersonal Communication (3 cr.) P: S 122 and junior standing. Advanced consideration of communication in human relationships. Emphasis given to self-concept, perception, verbal language, nonverbal interaction, listening, interpersonal conflict and communication skills in family, social, and work situations. Fall Sem.

SPCH-S 323 Speech Composition (3 cr.) P: Junior or senior standing, S 121, and ENG-W 231 or W 290. Advanced speechwriting; theories of style, written and spoken language; logical proofs; and emotional and ethical appeals. Practice in composition and delivery.

SPCH-S 324 Persuasion (3 cr.) P: Junior standing, S 205, or P 320 or P 327 or consent of instructor. Motivational appeals in influencing behavior; psychological factors in speaker-audience relationship; contemporary examples of persuasion. Practice in persuasive speaking. Fall Sem.

SPCH-S 325 Voice and Diction (3 cr.) P: S 121 or T 120. R: Sophomore standing or consent of instructor. Anatomy and functions of vocal mechanism; background for teaching normal speech patterns.

SPCH-S 333 Public Relations (3 cr.) P: Junior standing, S 121, ENG-W 290 or W 231 or consent of instructor. Introduction to the principles of contemporary public relations, including ethics of public relations, impact on society, and uses by government, business, and social institutions for internal and external communication. Public relations as a problem-solving process utilizing theoretical and applied communication strategies.

SPCH-S 336 Current Topics in Communication (3 cr.) Extensive analysis of selected problems in contemporary speech communication. Topics vary each semester and are listed in the Schedule of Classes. May be repeated once for credit.

SPCH-S 380 Nonverbal Communication (3 cr.) P: S 122. Exploration of communicative interaction that is not linguistic in nature. Emphasizes the communicative aspects of personal space, physical environment, body movement, touch, facial expression, eye contact, and paralanguage.

SPCH-S 398 Independent Study in Speech Communication (1-3 cr.) P: Junior standing and approval of instructor. Independent study or practicum experience. Projects must be approved by faculty member before enrolling. May be repeated for up to a total of 6 credits.

SPCH-S 405 Human Communication Theory (3 cr.) P: Senior standing, S 205, and S 322 or S 324. Survey of contemporary theories of human communication with emphasis on the nature of theory construction; contributions of allied disciplines to communication theory. Spring Sem.


SPCH-S 421 Speech Criticism (3 cr.) P: Junior standing and S 205. Rhetorical criticism exemplified by selected studies, ancient and modern; development of contemporary standards and methods of appraisal.

SPCH-S 424 Empirical Research Methods in Speech Communication (3 cr.) P: Junior or senior standing and S 205. Focuses on the objective appraisal of behavioral data in the study of speech communication. Introduces the theoretical foundation of empirical social science and offers guidelines for conducting descriptive and experimental studies. Spring Sem.

SPCH-S 440 Organizational Communication (3 cr.) P: Senior standing and S 205. Examination of internal and external communication in business and other professional organizations, with emphasis upon theory, techniques, practices, goals, and the social environment in which such communication exists. Fall Sem.

SPCH-S 450 Gender and Communication (3 cr.) P: S 122, ENG-W 131 or consent of instructor. Exploration of the communication between males and females from psychological, social, and cultural perspectives. Emphasizes interpersonal interaction between males and females in friendship and romantic contexts as well as educational, organizational, and mediated contexts.

School of Public and Environmental Affairs (SPEA)                School of Natural Sciences

SPEA-E 162 Environment and People (3 cr.) P: Sophomore, junior, or senior standing. An interdisciplinary examination of the problems of population, pollution, and natural resources and their implications for society. Not open to students who have had BIOL L350 or BIOL L473. Does not fulfill divisional distribution. Fall Sem., Spring Sem., Summer.

SPEA-E 400 Natural History of Coral Reefs (BIOL-L 341, GEOL-G 341) (3 cr.) P: A 100-level biology course. Introduction to principles of biology, ecology, and geology as applied to coral reef ecosystems.

School of Public and Environmental Affairs (SPEA)                School of Social Sciences

SPEA-J 101 The American Criminal Justice System (3 cr.) Introduction to the criminal justice system of the United States and its function in contemporary society.

SPEA-J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.) This course examines the impact of sociological, biological, and economic theories of crime and the practice of criminal justice. Focus is upon the nature and importance of theory, context of theoretical developments, methods for the critical analysis of theoretical developments, and policy implications of the varying perspectives considered.

SPEA-J 202 Criminal Justice Data, Methods, and Resources (3 cr.) P: SPEA-J 101. This course examines basic concepts of criminal justice. Students become familiar with research techniques necessary for systematic analysis of the criminal justice system, offender behavior, crime trends, and program effectiveness. Students will learn to critically evaluate existing research. Students will become familiar with existing sources of criminal justice data and will learn to assess the quality of that data.

SPEA-J 301 Substantive Criminal Law (3 cr.) The development, limitations, and application of substantive criminal law utilizing the case study method.

SPEA-J 302 Procedural Criminal Law (3 cr.) P: SPEA-J 301. Criminal law application and procedure from the initiation of police activity through the correctional process, utilizing the case-study method.

SPEA-J 303 Evidence (3 cr.) P: SPEA-J 101. The rules of law governing proof at trial of disputed issues of fact; burden of proof; presumptions and judicial notice; examination, impeachment, competency, and privileges of witnesses; hearsay rule and exceptions—all related as nearly as possible to criminal, as opposed to civil, process.

SPEA-J 304 Correctional Law (3 cr.) P: SPEA-J 101. Legal problems from conviction to release: pre-sentence investigations, sentencing; probation and parole, incarceration, loss and restoration of civil rights.

SPEA-J 305 The Juvenile Justice System (3 cr.) Current developments in the legal, administrative, and operational aspects of the juvenile justice system.
SPEA-J 306 The Criminal Courts (3 cr.) P: SPEA-J 101. R: SPEA-J 201 and J 202. This course examines the characteristics and operations of criminal trial courts. The course will focus on how defendants are processed through trial courts, the roles of various participants, and the potential for reform.

SPEA-J 310 Introduction to Administrative Processes (3 cr.) P: SPEA-J 101. Introduction to principles of management and systems theory for the administration and criminal justice agencies. Credit not given for both SPEA-J 310 and V 270.

SPEA-J 321 Introduction to American Law Enforcement (3 cr.) A broadly based study of the operations and interrelationships of the American policy system, including discussion of the limitations of the policy function, interjurisdictional matters, and intra-agency processes.

SPEA-J 331 Introduction to Corrections (3 cr.) A survey of contemporary correctional systems, including analysis of federal, state, and local corrections, adult and juvenile facilities and programs, probation and parole.

SPEA-J 355 Global Criminal Justice Perspectives (3 cr.) An international review of selected criminal justice perspectives and systems within the primary legal traditions of common, civil, Islamic, and socialism systems, as well as those that do not fit into established categories, such as Native American and African tribal justice.

SPEA-J 380 Internship in Criminal Justice (1-6 cr.) P: Permission of instructor. Open to interested students who qualify upon approval of the faculty. Students may be placed with various criminal justice agencies for assignment to a defined task relevant to their educational interests. Tasks may involve staff work or research. Full-time participants may earn up to 6 credit hours. May be repeated for credit. Course is graded S/F. (Satisfactory/Fail).


SPEA-J 439 Crime and Public Policy (3 cr.) P: SPEA-J 101. A detailed examination of the major efforts designed to control or reduce crime. A review of existing knowledge is followed by an investigation of current crime control theories, proposals, and programs.

SPEA-J 440 Corrections in the Community (3 cr.) P: SPEA-J 101. A detailed analysis of correctional alternatives to incarceration that focus on the reintegration of the offender while remaining in the community. Because of their extensive use, considerable attention is given to probation and parole. Other topics include diversion, community residential programs, restitution, hallway homes, and home detention.

SPEA-J 460 Police in the Community (3 cr.) P: SPEA-J 101. In-depth examination of crime as an urban policy problem, focusing on the role of police and victims in defining crime as a policy problem, and their role in seeking to reduce the incidence of crime.

SPEA-J 479 Seminar in Criminal Justice (3 cr.) P: Senior standing. Emphasizes current developments in legal, administrative, and operational aspects of the criminal justice system.

SPEA-J 480 Research in Criminal Justice (1-6 cr.) P: Junior standing and consent of instructor. Individual research under guidance of faculty member.

SPEA-V 170 Introduction to Public Affairs (3 cr.) Broad coverage of public affairs through critical and analytical inquiry into policy making at national and international levels of government. Particular emphasis on intergovernmental relations as they affect policy in the federal system.

SPEA-V 263 Public Management (3 cr.) This course is an examination of the management process in public organizations in the United States. Special attention will be given to external influences on public managers, the effect of the intergovernmental environment and, in particular, problems of management in a democratic, limited governmental system.
SPEA-V 264 Urban Structure and Policy (3 cr.) An introduction to urban government and policy issues. Topics include urban government structure and policy making, the economic foundations and development of cities, demography of cities and suburbs, land-use planning, and other selected urban policy problems.

SPEA-V 272 Terrorism and Public Policy (3 cr.) A survey of the incidence of terrorism in democratic societies, with particular emphasis on public policy responses designed to combat terrorism in cities. Overviews of ongoing conflicts with terrorist organizations in various countries are interspersed with analysis of significant events and public policies and responses such events create.

SPEA-V 372 Government Finance and Budgets (3 cr.) Study of fiscal management in public agencies, including revenue administration, debt management, and public budgeting.

SPEA-V 373 Personnel Management in the Public Sector (3 cr.) The organization and operation of public personnel management systems with emphasis on concepts and techniques of job analysis, position classification, training, affirmative action, and motivation.

SPEA-V 376 Law and Public Policy (3 cr.) The purpose of this course is to provide a basic understanding of the origins, process, and impact of law in the making and implementing of public policy. The course’s major objective is to provide students with the substantive concepts necessary to understand the judicial system and law in its various forms.

SPEA-V 391 Honors Readings in Public and Environmental Affairs (1-3 cr.) To be taken in conjunction with advanced criminal justice courses to meet requirements for Criminal Justice Honors Program. Authorization required.

SPEA-V 399 Honors Thesis (1-3 cr.) To be taken in conjunction with V 439 to meet requirements of the Criminal Justice Honors Program. Consent of the instructor for V 439 required.

Supervision (SUPV)

SUPV-S 300 Personnel Supervision (3 cr.) An introduction to and overview of the fundamental concepts of supervisory management. Emphasis is placed upon the supervisor’s major personnel functions, including organizing, planning, communication, job definition and assignment, recruiting, orientation, training, salary administration, and labor relations.

SUPV-S 310 Production Supervision (3 cr.) The role and function of the supervisor in the production of goods and services. Course will include such production topics as scheduling, quality control, time and motion studies, cost control, tooling, etc.

SUPV-S 320 Labor Relations (3 cr.) An introduction to labor relations for supervisors. The organization of labor unions and federations, certification, contracts, collective bargaining, grievances, arbitration, and labor law will be covered.

Telecommunications (TEL)

TEL-J 470 Broadcast Media Analysis (3 cr.) Seminar on problems of communicating news through aural and visual channels. Application of communications theory to broadcast news and public affairs presentations. Study of effects of format, verbal content, nonverbal content, and presenter on communications process.

TEL-R 204 Foundations of Broadcasting (3 cr.) Sociological, historical, technical, aesthetic, and regulatory considerations in the understanding of broadcasting. Two hours lecture, one discussion section weekly.

TEL-R 287 Process and Effects of Mass Communication (3 cr.) Theories and principles of mass communication, with emphasis on the contribution of the behavioral sciences. Credit not given for both R 287 and SOC-S 336.
TEL-R 309 Television Production (3 cr.) Materials and equipment of television studio production. TEL-R 311 Broadcast Writing (3 cr.) Style, form, and preparation of writing materials for broadcasting. TEL-R 404 Topical Seminar in Telecommunications (3 cr.) Exploration of problems and issues of telecommunications in contemporary society. TEL-R 440 Advertising Strategies (3 cr.) Analysis and evaluation of the planning, creative, and placement components of advertising campaigns utilizing the broadcast media; development of original advertising campaigns. TEL-T 340 Electronic Media Advertising (3 cr.) Principles of Internet, network, national spot, and local radio and television advertising; roles of advertising agency, station representative, time buyer. TEL-T 441 Advanced Advertising Strategies (3 cr.) Analysis and evaluation of planning, creative, and placement components of advertising campaigns utilizing the electronic media; development of original advertising campaigns.

Theatre (THTR) School of Arts and Letters

THTR-T 105 Appreciation of Theatre (3 cr.) Introduction to the art of the theatre through a study of major dramatic forms and theatrical techniques. No credit for theatre/drama major concentration. THTR-T 115 Oral Interpretation I (3 cr.) Introduction to theories, methodology, and skills: oral and visual presentation of literature for audiences. THTR-T 120 Acting I (3 cr.) Introduction to theories, methodology, and skills: body movement, voice and diction, observation, concentration, imagination. Emphasis on improvisational exercises. Lectures and laboratory. THTR-T 220 Acting II (3 cr.) P: T 120, permission of instructor. Textual analysis and techniques of communicating with body and voice. Study and performance of characters in scenes from Shakespeare and modern realistic and nonrealistic dramas. Lecture and laboratory. THTR-T 225 Stagecraft I (3 cr.) Introduction to theories, methodology, and skills: analysis of practical and aesthetic functions of stage scenery, fundamentals of scenic construction and rigging, mechanical drawing for stagecraft. Lecture and laboratory. THTR-T 270–T 271 Introduction to History of the Theatre I-II (3-3 cr.) 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. Credit not given for both T 470 and T 270, nor for both T 471 and T 271. THTR-T 275 American Theatre: The Black Experience (3 cr.) Historical survey of the black influence in the American theatre; a critical study of early and contemporary plays concerning black social problems and depicting black culture; the contributions of black actors and black playwrights to the American stage. THTR-T 310 Creative Dramatics (3 cr.) Theory and technique of guiding children in spontaneous activity; specifically, creating scenes or plays and performing them with improvised dialogue and action. Although theories will be discussed, the emphasis will be on practical activities that may be useful to prospective teachers, recreation leaders, etc. THTR-T 315 Oral Interpretation II (3 cr.) R: T 115. Study of the oral and visual presentation of literature, with emphasis on analysis of intellectual and emotional values. THTR-T 320 Acting III (3 cr.) P: T 220 and audition. Character analysis and use of language on stage. Study and performance of characters in scenes from Shakespeare and modern realistic and nonrealistic dramas. Lecture and laboratory.
THTR-T 325 Voice and Speech (3 cr.) Anatomy and functions of vocal mechanism; introduction to phonetics; improvement of student’s voice and diction through exercises and practical work in area of student’s special interest.

THTR-T 326 Scene Design I (3 cr.) Introduction to the process of scene design, scene designer’s responsibilities, scene problem solving, and exploration of visual materials and forms.

THTR-T 335 Stage Lighting (3 cr.) P: T 225. Introduction to theories, methodologies, and skills; instruments and their use, control of light, practical application. Lecture and laboratory.

THTR-T 340 Directing I (3 cr.) P: T 120. Introduction to theories, methodology, and skills: play analysis, work with actors, basic elements of stage composition.

THTR-T 349 Speech and Theatre Practicum (cr. arr., max. 2 cr. per sem. for a total of 6 cr.) Practicum credit for students participating responsibly in a performance capacity is available by special arrangement with the instructor/director as casting decisions are confirmed.

THTR-T 385 Theatre Laboratory (cr. arr., max. 2 cr. per sem.) P: T 225, T 424, T 425, or consent of instructor. Practicum credit for students participating responsibly in production capacities is available by special arrangement with the instructor with current IUS theatre productions serving as the core of study. Students will engage in script analysis, comparison, detailed research, and production planning as required and then actual implementation of plans in a specific key area (e.g., set design or construction, costumes, lighting, promotion, etc.) contracted on an individual basis with the instructor.

THTR-T 390 Creative Work in Summer Theatre (1-3 cr.) P: Consent of director. Work in summer theatre productions. May be repeated once for credit.

THTR-T 410 Movement for the Theatre (3 cr.) P: T 120. Introduction to theories, methodologies, and skills in developing a flexible, relaxed, controlled body for the theatre. Emphasis on relaxing body tensions, alignment, eye training, tumbling, and stage combat.

THTR-T 424 Stagecraft II (3 cr.) P: T 225 or consent of instructor. Using theatrical drafting as a vehicle, special techniques, new materials and techniques, and problems of construction are explored. Continued exploration of production duties is included.

THTR-T 445 Creative Dramatics (3 cr.) Storytelling, pantomime, and improvisation as tools of learning. Especially recommended for teachers and recreation leaders.

THTR-T 453 Playwriting I (3 cr.) P: Consent of instructor. Introduction to theories, methodology, and skills: principles of dramatic structure, practice in writing. Conferences and class evaluation.

THTR-T 483 Topics in Theatre and Drama (1-3 cr.) Studies in special topics not ordinarily covered in other departmental courses. May be repeated once for credit if topic differs.

THTR-T 490 Independent Study in Theatre and Drama (1-6 cr.) P: 12 credit hours in theatre and drama, departmental grade average of B or above, consent of instructor required. Readings, reports, experiments, or projects in area of student’s special interest.

Women’s and Gender Studies (WOST)  

WOST-W 200 Women in Contemporary American Society (3 cr.) Interdisciplinary approach to core discipline areas and to methodological and bibliographical tools required for research in women’s and gender studies. Roles and images of women in contemporary American society based on historical, social, political background. Will not count toward the individual, society and politics distributional requirement.

WOST-W 400 Selected Topics in Women’s Studies (Senior Seminar) (3 cr.) P: 15 credit hours in women’s and gender studies, including W 200; or consent of instructor. Readings and discussion of selected topics, with an interdisciplinary focus; research paper required.

WOST-W 495 Readings and Research in Women’s Studies (1-3 cr., 6 cr. max.) P: Written consent of instructor. Individual readings and research. May be repeated twice for credit with a different topic.
Zoology (ZOOL) School of Natural Sciences

ZOOL-Z 103 Animal Biology (5 cr.) Emphasis on interdependence of all living things. Type forms are used to demonstrate general biological principles. Functional aspects of biology, inheritance, development, and evolution and their application to human biology. This course will not count toward a biology major. (Lab fee required.)


ZOOL-Z 318 Developmental Biology Laboratory (2 cr.) Concurrent: BIOL-L 317 or Z 317. A laboratory about developing organisms, with special emphasis on embryology and organogenesis. (Lab fee required.)

ZOOL-Z 373 Entomology (3 cr.) P: An introductory biology course. Concurrent: ZOOL-Z 383. Insects, with emphasis on evolution, distribution, behavior, and structure.

ZOOL-Z 374 Invertebrate Zoology (5 cr.) P: An introductory biology course. Morphology, embryology, life history, physiology, and general biology of invertebrates. (Lab fee required.)

ZOOL-Z 383 Laboratory in Entomology (2 cr.) P or concurrent: ZOOL-Z 373. Laboratory and field studies of methods of collecting, preserving, and studying insects, with intensive study of classification. Preparation of insect collection required. (Lab fee required.)

ZOOL-Z 460 Ethology (Animal Behavior) (3 cr.) P: Introductory biology. Introduction to the zoological study of animal behavior. Emphasizes both internal and external factors involved in the causation of species-typical behavior of animals (protozoa-primates) in their natural environment.

ZOOL-Z 466 Endocrinology (3 cr.) P: L 311, L 312. Mechanisms of hormone action from the molecular to the organismal level in vertebrates.

ZOOL-Z 468 Limnology (4 cr.) R: An introductory biology course, general chemistry. Freshwater environments: their physical and chemical processes and the forms of life that inhabit them.

ZOOL-Z 476 Biology of Fishes (3 cr.) P: 8 credits in zoology or consent of instructor. Laboratory and field studies of fishes. (Lab fee required.)

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